### DIARY DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri 6 November</td>
<td>Life Ed Van</td>
</tr>
<tr>
<td></td>
<td>Yr 6 Interschool Sports</td>
</tr>
<tr>
<td></td>
<td>Yrs 3 - 6 Parent Info Session for Life Ed Van 2.50pm - 3.20pm in the Life Ed Van</td>
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<tr>
<td>Mon 9 November</td>
<td>Life Ed Van</td>
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<tr>
<td></td>
<td>Yr 3 Camp to Portsea 9am</td>
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<tr>
<td></td>
<td>Yr 6 Graduation Rehearsal #1 9am - 1pm Senior School Assembly 2.55pm</td>
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<tr>
<td>Tues 10 November</td>
<td>Life Ed Van</td>
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<tr>
<td></td>
<td>Yr 2 Butterfly Adventures Incursion</td>
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<tr>
<td></td>
<td>Yr 6 Anti Bullying Incursion (2 grades)</td>
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<tr>
<td></td>
<td>Yr 3 Camp to Portsea returns 2.30pm</td>
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<tr>
<td>Wed 11 November</td>
<td>Life Ed Van</td>
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<tr>
<td></td>
<td>Prep Excursion Melbourne Zoo 8.55am Remembrance Day</td>
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<tr>
<td>Thur 12 November</td>
<td>Life Ed Van</td>
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<tr>
<td></td>
<td>Yr 6 Anti Bullying Incursion (2 grades)</td>
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<tr>
<td>Fri 13 November</td>
<td>Life Ed Van</td>
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<tr>
<td>Mon 16 November</td>
<td>Prep Responsible Pet Ownership</td>
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<td></td>
<td>Incursion Junior School Assembly 2.55pm</td>
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<tr>
<td>Tues 17 November</td>
<td>Yr 4 Excursion to Ian Potter Centre 9am</td>
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<tr>
<td></td>
<td>School Council Meeting 7pm (Junior School Council to attend)</td>
</tr>
<tr>
<td>Fri 20 November</td>
<td>Yr 2 Healthy Food Day and Excursion to Woolworths 9am - 11.50am</td>
</tr>
<tr>
<td>Mon 23 November</td>
<td>Yrs 12Z &amp; 2B Bakers Delight Excursion</td>
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<tr>
<td></td>
<td>10.50am - 1.55pm Whole School Assembly 2.55pm</td>
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<tr>
<td>Tues 24 November</td>
<td>Yrs 2A, 2C &amp; 2D Bakers Delight Excursion</td>
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<tr>
<td></td>
<td>10.15am - 12.10pm Prep 2016 Information Session 7pm - 7.45pm in the school hall</td>
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<tr>
<td>Thur 26 November</td>
<td>Yrs 5 &amp; 6 Making Our Mark Expo</td>
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<tr>
<td></td>
<td>Crazy Hair Day - Gold Coin Donation</td>
</tr>
<tr>
<td>Fri 27 November</td>
<td>Yrs 5 &amp; 6 Hoop Time State Finals Future Star Team in Dandenong 8.15am</td>
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<tr>
<td></td>
<td>Yrs 5 &amp; 6 Making Our Mark Sale Day</td>
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<tr>
<td>Mon 30 November</td>
<td>Senior School Assembly 2.55pm</td>
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<tr>
<td>Wed 2 December</td>
<td>Yr 2 Puffing Billy Excursion 9am</td>
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<tr>
<td>Thur 3 December</td>
<td>Yr 6 Public Transport Incursion</td>
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<tr>
<td>Fri 4 December</td>
<td>Yr 1 PARC Excursion 9.30am - 12.45pm</td>
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<tr>
<td>Mon 7 December</td>
<td>Yr 6 Graduation Rehearsal #2 9am - 1pm Junior School Assembly 2.55pm</td>
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<tr>
<td>Tues 8 December</td>
<td>Yrs Prep - Yr 5 Up Day</td>
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<tr>
<td></td>
<td>Yr 6 Transition to Secondary School Prep 2016 Orientation Day 10.30am - 1.30pm</td>
</tr>
</tbody>
</table>

### ACTING PRINCIPAL’S REPORT

#### PARENTLINE

Parenting is not always easy. From time to time, all families can benefit from extra support.

Parentline is a Department service which began in 1998. It provides information, support, and referral services to parents from 8am to midnight seven days a week. Parentline provides a statewide telephone counselling service to parents and carers of children aged from birth to eighteen years.

Whether you’re struggling with everyday tasks, or simply wish to discuss parenting ideas, Parentline is a valuable source of counselling and assistance.

The qualified and experienced social workers and psychologists who staff the service answer approximately 13,000 calls per year from parents from all backgrounds looking for support and advice. Parentline respects the confidentiality and right to privacy of callers.

They will work with you to better understand your relationships and personal situations to help you to develop strategies which are tailored to your individual needs. Parentline can provide contact details for community services.

Parenting is challenging, but Parentline can help you to develop positive coping strategies, allowing you more freedom to enjoy your time with your children. You can ring Parentline on 13 22 89.

#### STUDENT OF THE WEEK AWARDS

Congratulations to the following students who won our ‘Student of the Week’ awards for Week 5 of this term. Students will receive their certificates at their next assembly. Keep up the great work everyone!

- Prep C – Tommy C for his enthusiasm and effort during Maths lesson.
- Prep D – Jacob B for working so hard on your writing. Your persistence and determination is fantastic. Keep it up!
- 1B – Sosemans A for excellent work in Writing and Spelling. 1C – Harry B for making such a big effort in class. Well done Harry I am super proud of you.
- 2A – Erin P for writing funny and interesting stories.
- 2B – Riley D for writing a wonderful beginning to the BFG. Great job Riley!
- 2C – Dash D for being a great helper to both teachers and students. You have been a pleasure to teach.
- 3C – Liam J for great improvement with sustained concentration and completion of work.
- 4A – Liam R for energy and enthusiasm in all school activities.
- 4B – Lily W for her regular display of excellent behaviour and consistent effort.
- 4C – Stirling F for always upholding the school values of integrity, respect and excellence.
- 5D – Connor J for his fantastic and humorous illustrations on everything.
**MUNCH MONITOR ONLINE LUNCH ORDERS**

Lunch Orders are available online on Monday, Thursday and Friday.

How do I set up an account to order online:

Go to: [www.munchmonitor.com](http://www.munchmonitor.com)
Click LOGIN then REGISTER
Enter School Id: plps and Password: munch3197

Then follow the 4 easy steps to create your account:

**STEP 1:** Create a Parent Profile by entering information about yourself.

**STEP 2:** Add your Student(s) to your account.

**STEP 3:** Transfer money to your account by clicking the Account Top-up button

**STEP 4:** Click MY ORDERS and you’re ready to Order lunches!

Orders can be cancelled on the day as late as 8.30am and should you have any concerns with your lunch order, please call Bellbrook Catering direct on 9796 5888.

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**HAPPY BIRTHDAY**

Happy Birthday to the following students who are celebrating their birthday during the next week. We hope you have a lovely day.

<table>
<thead>
<tr>
<th>NAME</th>
<th>BIRTHDAY</th>
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<tbody>
<tr>
<td>Hudson M</td>
<td>5 November</td>
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<tr>
<td>Hunter T</td>
<td>5 November</td>
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<tr>
<td>Elyisia A</td>
<td>5 November</td>
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<tr>
<td>Archie L</td>
<td>5 November</td>
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<tr>
<td>Dominick P</td>
<td>6 November</td>
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<tr>
<td>Connor B</td>
<td>6 November</td>
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<tr>
<td>Sophia S</td>
<td>7 November</td>
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<tr>
<td>Sophie J</td>
<td>8 November</td>
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<tr>
<td>Harry R</td>
<td>8 November</td>
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<tr>
<td>Heidi C</td>
<td>8 November</td>
</tr>
<tr>
<td>Jay C</td>
<td>8 November</td>
</tr>
<tr>
<td>Lachlan M</td>
<td>9 November</td>
</tr>
<tr>
<td>Alice M</td>
<td>9 November</td>
</tr>
<tr>
<td>Georgia H</td>
<td>9 November</td>
</tr>
<tr>
<td>Shyla K</td>
<td>10 November</td>
</tr>
<tr>
<td>Jessica A</td>
<td>10 November</td>
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<tr>
<td>Jazmin W</td>
<td>10 November</td>
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<tr>
<td>Luca P</td>
<td>11 November</td>
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<tr>
<td>Keira T</td>
<td>11 November</td>
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<tr>
<td>Julia P</td>
<td>12 November</td>
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<tr>
<td>Shelby C</td>
<td>11 November</td>
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**RED POPPY APPEAL**

The Red Poppy is symbolic of those who have fallen in times of war and the Poppy Appeal is run in the lead up to Remembrance Day on 11th November.

During this term the Junior School Council members will be selling Poppy Appeal merchandise.

The merchandise includes things such as bracelets and badges and prices range from $2 - $10.

We would love everyone to support the Red Poppy Appeal. The money raised goes towards the veterans’ families to help pay for funerals of the fallen soldiers, food and much more.

Thank you for your support

Yours Sincerely

Junior School Council Members.

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**CRAZY HAIR DAY TO SUPPORT ALOPECIA**

We have a student at Patterson Lakes Primary School who suffers from a condition called Alopecia. Alopecia is a condition that causes a person's hair to fall out. It is an autoimmune disease; that is, the person's immune system attacks their own body, in this case, their hair follicles. When this happens, the person's hair begins to fall out. On rare occasions, the person loses all of the hair on his or her head or entire body.

Alopecia is an unpredictable disease. In some people, hair grows back but falls out again later. In others, hair grows back and remains. Each case is unique. Even if someone loses all of his or her hair, there is a chance that it will grow back.

To show our support to this cause, our Junior School Councilors have organized a Crazy Hair Day on Thursday 26th November in return for a Gold Coin Donation.

All proceeds from the day will be donated to the Australian Alopecia Foundation Inc.
Junior school

Halloween Horror
By Ryder S. 2B
2A and 2B wrote the beginning of a scary Halloween story together. Mary and Jamie went trick or treating, and got turned into chocolate frogs. Each child then wrote his or her ending to the story…………….

They started searching from room to room leaving a chocolate trail behind them. Suddenly Mary found a room that said curing room. Inside the room was a pot of green gooey liquid.

The witch saw the door opening when she was trying to find them. The witch said in a horrible screeching voice, “I’ve found you now!”

They quickly jumped into the pot. Suddenly they transformed into children again. They started splashing the witch with green liquid. In a split second the witch transformed into a Freddo Frog.

Jamie cracked the Freddo Frog in half and had a look inside it. Jamie said, “This is fine!”

“So let’s gobble it up,” said Mary, and they each gobbled up the two halves and decided never to go trick or treating in the forest again.

Senior School

How To Annoy Your Brother - Procedural Writing
By James S. 5C
How to annoy your brother in nine simple steps with water. This may get you in trouble but it works.

The materials you will need are:
• Brother
• Tape
• Two friends
• Hose/tap
• Water
• Bucket
• Water balloons
• Water pistol
• Towel

The steps you need to follow are:
1. Put water in bucket, water balloons, and in your water pistol.
2. Put a small cross on the ground with your tape to indicate where your victim has to stand.
3. Put your friends in position to make sure your brother won’t be able to see you and your friends.
4. Call your brother over to the cross.
5. Chuck the water from the water bucket on him when he is standing on the cross.
6. Put a handful of water balloons out and aggressively throw at your brother until angry.
7. Squirt him with your water pistol until your cartridge is empty.
8. Hand him a towel.
9. Laugh it off.
Mathletics: A Parent’s Guide Refresher

Mathletics has helped pupils at Patterson Lakes Primary School to enjoy Maths and increase their breadth and depth of mathematical understanding for several years. Although it is enjoyed by pupils worldwide, there is much more to Mathletics than quick-fire calculation competitions across the globe.

From times table’s music videos to interactive flash tutorials and exercises about every Maths topic covered in the primary curriculum, this page aims to show what your child can do with Mathletics and also how you can help your child best with this platform.

Overview
When a child first logs in they will be asked to make a profile. Once complete, unless they have set homework tasks, they will be taken to the main page. On the right hand side of the screen there are the different areas:

- **Quick fire multiplication** versus computer, members of class, members of school or the world. (See below)
- **National Curriculum based activities.** (See below)
- **Problem Solving**
- **Concept Search**
- **Rainforest Maths** is a separate area within Mathletics. These activities are designed for students up to year 6 and have a great rainforest theme.
- **Meet Max the Cat** and his band in the Times Tables Tunes. They have created 11 great music videos to help you master multiplication. From the Disco Strut to the Jungle Boogie, these songs are a great way to learn times tables!

Not currently used by PLPS.
Activities

The Activity area should be the place where the most focused learning takes place. Mathletics knows which year group your child is in and will provide core exercises on all topics in the National Curriculum pitched at that age group. Your child is free to choose from these exercises. As said earlier, to help your child with what they are learning in class at the moment, you can ask your child or your child’s teacher. The level of challenge for the year group is said to be ‘core’ and it is possible, for most topics, to select ‘something easier’ or ‘something harder’ which would be the level of the year below and above respectively.

As your child completes these exercises the marks are recorded. The aim for each is to get a perfect score. You can see the colour grade system to the right. If a child receives a red, they will probably need additional instruction from you or a teacher, although there are video tutorials your child can access by pressing the question mark in the blue circle. They can complete the activity multiple times, and will generally improve through repetition.

Gold is when a child achieves 85% or more. This is a ‘gold bar’ and the number of gold bars is totalled and is available on the left when your child logs in. In addition to the colour grading, points are awarded in each activity which are added for the daily and weekly totals. Using these points, weekly certificates are awarded.

- 1000 points in a week = Bronze certificate
- 5 Bronze certificates = Silver certificate
- 4 Silver certificates = Gold certificate

(A maximum of one certificate in a week. Point totals reset Sunday night)

These activities are also set as homework by class teachers. They can set up to 10 activities for children to complete before accessing any other area of Mathletics. Please contact your child’s class teacher if you believe your child’s tasks are not at the correct level of difficulty.

Live Mathletics

In Live Mathletics, your child can challenge other pupils to real-time mathematical races that will test the speed and accuracy of mental calculations. They can choose to compete against pupils from right across the world, or from school or their class.

The ‘10 levels’ in Live Mathletics do not mean ‘National Curriculum levels’ but, as a rough rule of thumb for primary schools, they do correspond. So a child working at a Level 3 should be encouraged to use Level 3 Live Mathletics. We recommend that parents keep an eye on what level their child is playing, as clearly a child working at a National Curriculum Level 5 in school shouldn’t be spending time adding up numbers to 20 (Level 2).

In Live Mathletics, points, which go towards the weekly totals, and credits, which can be used to purchase items from the virtual shop, are awarded to the children for correct answers and beating their own high scores. The items available from the shop are items of clothing for their digital avatar.
## Life Ed Van

### PLPS Timetable 2015

**Modules:**

**Prep**  
Harold’s Surprise

**Yrs 1 - 2**  
Harold’s Mystery Tour

**Yrs 3 - 4**  
All Systems Go

**Yr 5**  
Think Twice

**Yr 6**  
It’s Your Call

*NB: The break down of each module unit is on the following page.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Session 1</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>9.05am-10.35am (1.5hrs)</td>
</tr>
<tr>
<td>Thursday 29th October</td>
<td>3A</td>
</tr>
<tr>
<td>Friday 30th October</td>
<td>3/4Z</td>
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<tr>
<td>Monday 2nd November</td>
<td>3C</td>
</tr>
<tr>
<td>Tuesday 3rd November</td>
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<tr>
<td>Wednesday 4th November</td>
<td>5B</td>
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<tr>
<td>Thursday 5th November</td>
<td>5A</td>
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<tr>
<td>Friday 6th November</td>
<td>5C</td>
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<tr>
<td>Monday 9th November</td>
<td>6B</td>
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<tr>
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<td>6A</td>
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<tr>
<td>Date</td>
<td>Session 1</td>
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<tr>
<td></td>
<td>9.10am-10.10am (1hr)</td>
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<tr>
<td>Wednesday 11th November</td>
<td>1/2Z</td>
</tr>
<tr>
<td>Date</td>
<td>Session 1</td>
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<tr>
<td></td>
<td>9.10am-10.10am (1hr)</td>
</tr>
<tr>
<td>Thursday 12th November</td>
<td>2A</td>
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</table>
Life Ed Van

PLPS Year Level Life Education Modules

PREP - HAROLD’S SURPRISE
Harold’s friend Possum holds a party in the park and invites the class and Harold to come along. The students use our realistic props to help Harold pack healthy picnic food, and on their way to the party respond to new situations and dilemmas around health and safety, presented on specially produced videos.
- ways to seek help from trusted adults
- the benefits of physical activity
- how to spot safe and unsafe behaviours and environments
- choosing healthy food options

YRS 1 - 2 HAROLD’S MYSTERY TOUR
In this session, the class take a mystery tour with Harold. An animated video magically introduces them to internal body parts such as the heart and lungs. They explore safety at the park and on the beach, and talk about how people feel in different situations.
- identifying the function of vital organs (heart, lungs and brain)
- recognising that a balanced diet and exercise promotes good health
- exploring strategies to manage feelings and emotions
- safety in public places
- recognising the safe use and storage of medicines

YRS 3 - 4 ALL SYSTEMS GO
Inside a futuristic machine ‘The Venture’, the Captain and his crew take the class on a tour of the human body. Travelling through the blood, the class explore and discover how magnificent the human body really is. They learn the functions of various body parts and the actions required to keep these systems working well.
- factors that influence the function of body systems such as exercise and drugs
- exploring ways to manage peer pressure
- the effects of second hand smoke
- the function of vital organs (heart, lungs, brain and kidneys)
- healthy food choices

YR 5 THINK TWICE
Using distinctive animated and vox-pop videos, this module tackles the topic of drinking alcohol in an age appropriate context. Students explore concepts such as the effect that alcohol has on body systems, myths and facts about alcohol, laws relating to its sale and reasons why people choose not to consume alcohol.
- myths and facts surrounding the use of alcohol
- strategies for responding to encouragement or pressure to drink
- physical, social and legal consequences of alcohol use
- strategies to reduce harmful effects of alcohol on self and others

YR 6 IT’S YOUR CALL
This session focuses on improving students’ decision making skills by looking at choices, consequences, responsibility, facts, information and influences. Peer influence, cyber safety and cyber ethics are themes used to explore decision making.
- exploring the decision making process
- safe and appropriate use of communication technology
- short term and long term consequences of a range of legal drugs
- factors that influence decisions such as friends, family, media, and laws
How do you make friends when you’re busy studying insects?

Help your child on the autism spectrum build friendships by learning about non-verbal cues, writes Angelica Rose

"I get by with a little help from my friends"

The Beatles had it right when they sang these words. We all need a little help from our friends time to time. Friendship enriches our lives, helps us get through the tough times and celebrate the good times. It’s well established that children who have even one friend throughout their school years will handle transitions and stress better and are less susceptible to bullying. Children and adolescents with high-functioning autism spectrum disorders (the ‘spectrum’) can struggle to make friends, potentially making the social world more confusing and overwhelming for them.

Many children on the spectrum want to make and maintain friendships, but don’t know how to go about it in a socially appropriate way. I have spoken to many parents over the years who describe their own sadness and frustration as they watch their child make social attempts which are either ignored or openly rejected by other children. Or they observe their child not noticing or responding to offers of friendship.

Being on the spectrum affects a child’s ability to understand ‘theory of mind’ which, put simply, is a person’s ability to understand that someone else has different thoughts and feelings to you. This translates into the playground in the challenge a child can have with understanding that another boy wants to play with the trucks in the sandpit while he or she is completely consumed by his/her interest in insects.

Non-verbal Communication Channels:

1. Facial Expression
2. Body Language
3. Tone of Voice
4. Personal Space

Donna Williams, famous author, autism consultant and self-described ‘autie’, likens being autistic to being on one track, whereas the rest of us ‘neurotypicals’ (those not on the spectrum) can multi-track. This means that she finds it challenging to talk with another person while noticing that person’s non-verbal cues simultaneously. In face-to-face communication, research has shown that non-verbal communication makes up a significant amount of all messages sent and received between people, with words making up the rest.

Do you remember learning how to recognise facial expressions? Many of these skills are learnt naturally through play at an early age. Most of us neurotypicals notice others’ cues while we are speaking and can respond to them appropriately, usually without much conscious effort. For people on the spectrum it is often not so easy.

The good news is that children on the spectrum can learn to recognise and respond to non-verbal cues. If they do, it becomes easier for them to notice and respond to an offer of play, even when they’ve been studying their favourite insect!
Greetings: a great place to start learning about non-verbal cues

Greetings are a natural and integral part of our social world and relationships, and while it may seem obvious to us neurotypicals, it may not be so for a child on the spectrum. Greetings are actually incredibly complex. There are many factors that affect the way a greeting is made: your relationship with the person, any age difference, the situation, the length of time since you’ve seen that person. For example, do I have to say hello again to my friend who I walked past in the classroom two hours ago? How much eye contact should I make? All this is a lot to take in and make a decision on in an instant!

One of my students once asked me, “Why should I say hello to someone when they say hello to me?” This is a really good question. It’s helpful to explain to a child why it’s important to respond to a greeting. A simple, logical answer is that one day you might want to play with that child, or have to do a project together, so it’s good to say hello back to them. It’s part of positive relationship building. Sometimes a child might not respond to a greeting because they haven’t processed the words and situation quickly enough to respond, but with practice it becomes easier.

Here are some tips on helping a child on the spectrum become more aware of non-verbal cues:

- Notice how the child communicates when greeting people: If you notice a difference between the child’s expression and the message they are intending to send, then have a chat with him/her about their messages.

  Tip: Once a week have a chat about a social situation that recently occurred. For example, “I noticed you didn’t respond to the other kid when he said hello. What happened there?”

- Notice how you communicate when greeting others: A parent is the most important person in a child’s life and modelling good communication yourself will go a long way towards helping a child.

  Tip: Once a week ask the child to see if they can guess how you are feeling when you greet them after school. For example, you may have smiled and made eye contact even though you were feeling tired after a long day.

- Have a chat about other people’s communication: Noticing how other people communicate is an effective and powerful way to help a child become more aware of the non-verbal cues that occur between people.

  Tip: A fun activity could be to watch 10 minutes of a TV show together and then discuss how the characters greeted each other and why.

Angelica Rose

Founder and principal of Voice and Movement, an organisation dedicated to helping children make and maintain friendships. For the past 11 years, her unique Drama for Everyday Life Program has been delivering social skills in a practical and fun way to children and adolescents with Asperger’s Syndrome and high functioning autism, with outstanding results. For your invitation to a free information evening and other events email

- info@voiceandmovement.com.au
- www.voiceandmovement.com.au
- 03 9890 0728
Activities at Chelsea Heights Community Centre
A range of activities are on offer from Japanese crocheting, Nutritionists, Child Care, Brewing of Tea, Arthritis Victoria & Positive Mind Courses. Phone 9772 3391 for details.

Join Seaford Little Athletics Centre
Comp starts first Saturday in October at 8.30am Riviera Reserve, Eel Race Road, Seaford. Normal comp runs 9am - 12pm Sat. Further enquiries call Jeff Block on 9774 3009.

Aspendale Primary School 90th Birthday Celebration
90th Birthday Celebrations and the Learning Precinct Official Opening held on the new courtyard beginning at 2pm Friday 6th November at 2pm. RSVP to the school on 9580 3255.

Sugar Blues Workshop - Lose Weight and Gain Energy
Sugar Blues Workshop on Saturday 21st November in the Sandhurst Club. Includes a 4 week program. For more details visit: www.healthcoachanna.com/events

Christmas Hand Made Market
Includes a silent auction with proceeds going to the family of Andrea Lehane
Sunday November 29th
Banyan Fields Primary School
Cadles Rd, Carrum Downs
9AM - 2PM
(Stalls available - contact Carol on 0432617730)