Principal’s Report

I would like announce the following changes to staffing for the coming weeks. Margot Sheridan our Assistant Principal is taking some well-earned leave throughout August and holidaying with her family. We wish Margot a wonderful break in the sunshine and on a beach somewhere.

Craig French will be supporting the school in the Assistant Principal role and will be working Monday to Wednesday for the coming weeks. Craig is a familiar member of the school community and has been the Acting Principal in previous times whilst I was on leave. Craig is a very experienced retired Principal who still works in a supporting role across many schools within the Northern Region. We welcome Craig to the school and look forward to working with him.

As a Principal, term three is the term for forward planning for 2016. This year, we are establishing a process for parents to provide any relevant information about their child that we need to consider for their class placement for 2016 (please see article below).

Compass Update
Thank you for your patience and perseverance in implementing Compass across the school. We are aware that there are some glitches in the system and we are actively working to overcome these. On the whole, we are pleased with the early benefits of having a parent-school communication system in place. Please remember that all excursion/event consents are now paperless and to be completed online using your Compass account. If there are any concerns, please contact Carley or Elena in the office for assistance.

Vegetable Garden Plots
Have you noticed our vegetable garden plots?
Anne Killick has taken the ‘fork and shovel’ and established a gardening club with some of the junior students across the school. Anne meets weekly with the students and they have planted some seedlings and are nurturing our vegetables along.

Allana Bryant
Principal

CLASS FORMATION PROCESS
Each year we go through a process to develop our class structures and groupings for the following year. We aim to create balanced class groupings to foster high quality learning and positive relationships. We take a multiple of factors into consideration when creating our classes including the social, emotional and academic needs of students. We gather information from the school leadership team and our classroom and specialist teachers. Parents have the opportunity to inform the school of their child’s individual needs, and we also seek input from the students themselves.

The school leadership team is currently reviewing the class structures for 2016. We will begin the process of creating classes towards the end of Term 3. As stated, we will be seeking input from parents and students. We will allocate teachers to individual classes later in the year.

We are implementing a process whereby parents are able to put in writing any information about their child that they would like us to consider when creating our class groupings for 2016. On Tuesday 11 August, parents will be forwarded an email inviting them to complete a proforma to provide information about their child. Please return this information to our school office by Friday 21 August either by printing out the proforma or by return email.

Please note: Parents are unable to request a particular teacher for their child, or which friends will be in their child’s class. Parents who have particular concerns about the placement of their children will be able to make a time to meet with the Principal to discuss their concerns.
President's Report
The Grounds Action Plan continues to build momentum. We have a Grounds Master Plan developed by Landscape Architects, Jeavons, which works in with our (whole) School Master Plan by Clarke Hopkins Clarke. The Grounds Action Plan Steering Committee has handed over to the Buildings & Grounds Committee which is charged with executing the Plan. Buildings & Grounds in conjunction with the Finance Committee have presented options to Council for the first stages of works, playground development. Those early works include a fabulous playground art installation led by parent Simon Normand through the Professional-in-Residence programme, a slight but important relocation of the basketball court and creating a clear boundary for the oval. We'll work hard to communicate the Big Picture and welcome feedback on priorities for your fundraising dollar.

I'm very excited that the school community will see tangible improvements to the school's play space paid for by years of fundraising by dedicated parents. The School Council is hoping that these works will encourage the school community further and encourages you to support all our fundraising activities including our flagship events of the A Fair to Remember and Art4All. The Farmers Market is a quiet achiever in our fundraising and all of the other events make an important contribution. I congratulate the Art4All Committee on securing a grant from Darebin Council to support that event.

Quite separate from community fundraising, the Council is also working hard to secure resources through local and state government to keep up with increasing enrolments and the changing urban character of Fairfield and surrounds.

Alister Bayston
President, School Council

Art4All
The preparations for Art4All are coming along nicely. The committee are working hard to ensure an enjoyable and successful event.

There are two ways the broader FPS community can get involved and help out this week:

⇒ Please pick up some Art4All posters from the school office and put them up at your favourite local haunts.
⇒ The ArtZone is in need of some random items, if you have these lying around the house or can save some over the coming weeks, it would be much appreciated:

- Grass seeds
- Potting mix
- Old stockings, socks, tights
- 4L ice cream lids (plastic)
- Bottle tops
- Buttons
- Pipe cleaners
- Stickers
- Craft pompoms
- Google eyes
- Stickers
- Wool
- Ribbon
- Beads

Items can be deposited in the Art4All basket located outside the school office.
French
In response to many requests from parents, below are a number of apps and websites for games and vocabulary to help your children increase their French knowledge. In addition, if you Google ‘French for Primary School’ and ‘French for Beginners’, a number of valuable sites will also come up, including some from the BBC.

**Apps and Sites**
- Learn French
- Duolingo
- Memorise (beginners)
- Edulingo
- Learn French by Mindsnacks

**Grades Prep, 1 and 2**
The Prep, Ones and Twos have watched the videos of their respective French Big Books and are now in the process of learning the songs that "go with them". The children continually amaze me. Their French vocabulary is extensive and they enthusiastically approach me to speak French when they see me in the yard.

**Grades 3 and 4**
Practice for the production is in full swing. The children have worked extremely hard to learn their lines and songs and are now working on their presentation. They have watched the "Boucles Violette" video and are building on the acting seen in the video.
Bien Fait tout le monde!!
(Well done everybody!!)

**Grades 5 and 6**
During the first four weeks of term, the children have revisited many of the major songs they had previously learnt. They have realised how valuable the words and phrases in the songs are, in that they increase their vocabulary, improve their pronunciation and often introduce French grammatical "nuances". They have learnt how to ask the time and tell basic time in French, and have even learnt a song to consolidate this learning. Games have also been played to reinforce basic French conversation skills and counting.
Experiential Learning
Kolb’s (1984) learning theory sets out four distinct learning styles (or preferences), which are based on a four-stage learning cycle. Kolb's model offers both a way to understand individual learning styles, and also an explanation of a cycle of experiential learning that applies to all learners.

The Four Stage Learning Cycle
Kolb proposed that an individual learner moves through a spiral of immediate experience which leads to observations and reflections on the experience. These reflections are then absorbed and linked with previous knowledge and translated into abstract concepts or theories, which result in new ways and actions to adjust to the experience that can be tested and explored. Kolb described the four stages in the cycle of experiential learning as:
- Concrete Experience - (CE)
- Reflective Observation - (RO)
- Abstract Conceptualization - (AC)
- Active Experimentation - (AE)

Concrete Experience (CE)
This stage of the learning cycle emphasises [previous applicable] personal involvement with everyday situations. In this stage, the learner would tend to rely more on feelings than on a systematic approach to problems and situations. In a learning situation, the learner relies on the ability to be open-minded and adaptable to change.
For example, a student performs [a task] for the first time.

Reflective Observation (RO)
In this stage of the learning cycle, people understand ideas and situations from different points of view. In a learning situation the learner would rely on patience, objectivity, and careful judgement but would not necessarily take any action. The learner would rely on their own thoughts and feelings in forming opinions.
In the example, after finishing the student reflects on what they did, makes observations and discusses how they went with their educator.

Abstract Conceptualisation (AC)
In this stage, learning involves using theories, logic and ideas, rather than feelings, to understand problems or situations. Typically, the learner relies on systematic planning and develops theories and ideas to solve problems.
In the example, the student then thinks about the [task] process and their performance and tries to make links between previous experience (...) and any theories or knowledge they can apply.

Active Experimentation (AE)
Learning in this stage takes an active form - experimenting with changing situations. The learner would take a practical approach and be concerned with what really works, as opposed to simply watching a situation.
In the example, the student considers ways to improve, and tries out methods and strategies based on the previous stages of the cycle.

**Area Spotlight - 1/2 Area**

**Australian Animals Open Day**
What an amazing end to the Inquiry Unit of Australian Native Animals! All grades received interested visitors; parents, grandparents, friends and students from Prep to 6. The feedback was excellent and made every student very proud of their achievement. As one Grade 5 said, “I didn’t think I would learn anything but I learnt a lot. They really know their stuff!” And they did.

Following a term of research, drafting and publishing, the students used the instruction and modelling given to ask a question about their chosen indigenous animal, research to find the answer and write well-constructed scientific reports which would have made even an older student very proud.

They were challenged by an over-whelming interest in all they had done but handled all questions with assurance. The Grade 1/2 students proved to be most knowledgeable and are applauded for their efforts by all their teachers.

So where to next? Our new inquiry is based around simple machines. Investigation in classes and through four incursions from ‘Inside the Brick’ will see them explore modelling, using and combining simple machines. Creating a more complex machine by uniting two or more simple ones is the next challenge.

Found objects from around the house with no commercial materials such as Lego will see students working creatively in their endeavours to build for a purpose. We cannot wait to see their creations.

**Lesson 1: - Inside the Brick ‘Pulleys and Levers’**
We have all completed are first lesson and are eagerly looking forward to the second. Students learnt how to build pulleys and levers using Lego ® materials. Rob, one of the instructors, was most impressed with the engineering results. He expected simple, ‘rope over a bar’ pulleys but this is not what was presented.

Wheels and levers combined to created solid looking pulleys capable of lifting heavy loads. The hour long sessions are inspiring budding inventors already. The area will have access to materials courtesy of Inside the Brick to continue practising the skills modelled and to expand their engineering outlook.
“On Thursday the 30th of July I made pulleys and levers out of Lego. Visitors from Inside the Brick they were Molly, Rob and Liz. I learnt that you can make pliers and scissors. IT WAS FANTASTIC!”

Anika Menz

“Today, Thursday 30th July, we built a lever and pulley. We got a bit of help. There were people there called Rob, Molly and Lizzy. We built two small buildings in our classroom. With one building we got help with Molly and Liz. After that they went back to Inside the Brick and I also learned a new word - fulcrum.”

Max Morros

Lesson 2: - Wheels, axles and inclined planes

Our second lesson focussed on the wheel, axle and inclined plane. Our challenge was to make cars that would go further down an inclined plane than the others. We tested and looked for changes we could make. James and Tom did a great job.

“We spread the wheel of our car apart and made it thin so the air would go over it like a plane. We put a spring so if it hit something it could go back to the start.”

Ava and Clody

“We made lots of changes to the car and we made the inclined plane higher and lower. We had to take some stuff off because it kept on breaking and it was too high.”

Matilda and Sidney

What’s On Mathematically?

Our focus this term will be on addition, subtraction and mental computations, fractions, money, measurement, making maps, time, 2D and 3D shapes. Problem solving will encourage students to think mathematically and use many maths strategies and materials to solve problems.

Using concrete materials such as counters, blocks, pop sticks, etc. helps students get a feel for a number.

Writing stories about number sentences focuses thinking on the process and the language involved.
### Community News

#### 2015 Book Week—‘Books Light Up Our World’

**Book Parade and Activity Day – Wednesday 2 September**

To celebrate Book Week and the announcement of the Children’s Book Council of Australia *Book of the Year* winners, we will be holding our annual Book Character Parade and Activity Day on Wednesday, 2 September. The day will commence with our Book Character Parade at 9:00am. Children from Grades P-6 will parade their book character costumes and carry the related book, on a grade by grade basis. This will be held on the basketball court in front of the staffroom. Grade 6 students will be hosting the parade, introducing each grade and providing commentary. If it is raining, we will need to do separate parades in the Gym and Old Hall. This will be done on a P/5/6 and 1/2/3/4 basis, to allow the preps and their buddies to participate in the same parade.

**Book Fair 2015**

Each year, as part of our Book Week celebrations, we have a Book Fair at Fairfield Primary School. Scholastic Books provide a range of books for children to browse and purchase, ranging in cost from around $5 - $20. The school receives a proportion of all sales, and we use this money to supplement our library collection. The 2015 Book Fair will be held:

- **Dates:** Wednesday 19 to Friday 21 August
- **Times:** 8:30am to 9:00am and 3:30pm to 4:00pm
- **Location:** Gym foyer area

#### Get Involved—FPS Healthy Eating Policy

Are you interested in promoting healthy and nutritious food in our school community? The School Council Policy Committee is currently reviewing the **Healthy Eating Policy**. This policy aims to 'create and promote a healthy eating culture at FPS'. A working group is meeting to discuss the policy next **Monday, 10 August**, at **5.30pm** in the Staff Room. All members of the FPS parent community are encouraged and welcome to attend.

#### Hansel and Gretel—Opera Australia

Opera Australia will be presenting the production of Hansel and Gretel to our students on Tuesday 25 August. Opera Australia visits our school each year, and has maintained a strong commitment to bringing high calibre opera into schools as well as developing a reputation for being one of the finest arts education programs in Australia.

We believe music and drama are part of the creative learning of our students. Exposing them to the musical form of opera allows them to engage visually, aurally and emotionally—thrilling them with a combination of music, singing, drama and design. Such productions can foster a love of opera and the performing arts which can continue throughout their lives.

In this performance of Hansel and Gretel, students will be captivated by the story of two young people and the bewitching characters that they meet on their journey of hardship, forgiveness and self-discovery. Featuring professional singers, colourful costumes and an enchanting set, this fully staged version of Humperdinck’s opera has been devised especially for primary students.

**The Arts Specialists’ Team**
Hello from OSHClub!
We have been having so much fun at OSHClub the last couple of weeks. Over the last two weeks we have had so much fun during Candy Land week and Hollywood week. Come in and have a look at our reflection journal showing pictures of all the fun activities we did. We would love some feedback and suggestions for more fun ideas and activities.

Coming up we have Health and Fitness week! Some of our staff have been doing exercises with the children and the children have been showing us some gymnastic/calisthenics routines. We have some great learning activities planned so have a look below to see what they are.

We would also love some art and craft material, old toys, clothes for the dress ups as well as pots for plants or possibly wheelie trolleys. Anything you have we would welcome here at the program! Thank you to those who have provided recycled material already. It is going to good use!

What’s New:
We have made a few changes to our room set up with lots of new toys, storage and equipment. We kindly ask that the children respect and look after all our new material otherwise we won’t have any more nice things at OSHClub! We have also started utilising the gym and music room much more so if your child is not in the main room when you pick them up, they will be in one of those two rooms.

Program Hours:
We would like to remind parents that our opening time for Before School Care is 7:30am. Unfortunately due to miscommunication in the past this has not been enforced at the program. We sincerely apologise for any inconvenience, however we cannot legally have children in our care before this time. Our licence is from 7:30am-9:00am for Before School Care and 3:30pm-6:00pm for After School Care.

Bookings:
Please note that we are quite busy in the morning and afternoon sessions on all days during the week. If you can please provide us with as much notice as possible for bookings to ensure that we meet our regulatory requirements for Staff/ Child ratios. Casual bookings that are made within 24 hours incur an extra charge so please try and book as far in advance as you can. For further information please see our forms near the sign in book.

If you would like to make an on the day booking or cancellation please contact the program phone number 0432 680 504 directly and we will be able to fulfil your requirement. Please note that the phone will not be answered between 9am and 2:30pm however you can simply leave a voice or text message and we will receive it when we return during program hours.

Enrolments:
Please ensure that your enrolment details are up to date and current. Ensure that if your child has any medical conditions or allergies to update these. You will also be required to complete additional paperwork at the service as well as provide in date medication.

Next Week’s Activities

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<tr>
<td>Before Care Activities</td>
<td>Healthy Eating Pyramid</td>
<td>Healthy eating puzzles</td>
<td>Parachute Games</td>
<td>Bean Bag Toss</td>
<td>Healthy Eating Trivia</td>
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<tr>
<td>After Care Activities</td>
<td>What’s Healthy &amp; What’s Not</td>
<td>Fitness Circuit</td>
<td>Healthy Pizzas</td>
<td>Healthy Eating Posters</td>
<td>Octopus</td>
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Parent Information

OSHClub program phone: 0432 680 504
Coordinator: Ashlee de Leon
Assistants: Meaghan, Alison, Sophia
OSHClub Head Office: 03 85649000

All families must be enrolled to attend the program, remember this is Free!! Please create an account online at www.oshclub.com.au all bookings and cancellations can also be managed via your online account. For on the day bookings please contact the Coordinator direct at the program.
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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>Thursday 13 August</td>
<td>Community Committee Meeting—6:30pm Staff Room</td>
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<td>Friday 14 August</td>
<td>House Athletics Carnival (Reserve Day for Inclement Weather)</td>
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<td>Grades 3-6 Assembly—3:00pm Gym</td>
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<td>Saturday 15 August</td>
<td>FPS Farmers Market</td>
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<tr>
<td>Wednesday 19 August</td>
<td>Art4All Meeting—7:30pm Art Room</td>
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<td>Monday 24 August</td>
<td>The Children's Book Council Book Week Begins</td>
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<td>School Council Meeting—6.30pm Staff Room</td>
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<td>Tuesday 25 August</td>
<td>Opera Australia Hansel and Gretel Incursion—All Grades</td>
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<td>Wednesday 26 August</td>
<td>Prep-Grade 2 Assembly—2:30pm Gym</td>
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<td>Thursday 27 August</td>
<td>Grade 4 Overnight Camp Commences</td>
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<td>Friday 28 August</td>
<td>Grade 4 Overnight Camp Ends</td>
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<td>Grade 3/4 Activity Day</td>
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<td>Saturday 29 August</td>
<td>FPS Farmers Market</td>
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<td>Wednesday 2 September</td>
<td>Book Week—Book Character Dress-Up Day</td>
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<td>Friday 11 September</td>
<td>Art4All Commences</td>
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<td>Saturday 12 September</td>
<td>Art4All Gala Opening—7:00pm</td>
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<td>Sunday 13 September</td>
<td>Art4All Family Day</td>
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<td>Monday 14 September</td>
<td>District Athletics</td>
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<td>Wednesday 16 September</td>
<td>Grade 3 &amp; 4 French Concert</td>
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<td>Friday 18 September</td>
<td>Term 3 Ends</td>
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<tr>
<td>Saturday 19 September</td>
<td>FPS Farmers Market</td>
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