

## Principal's Report

### Learning in Action

At FPS, we recognise that engaging and active learning takes place within and beyond the classroom. The experiences that students gain from excursions enable them to make greater connections with their learning.

There have been a number of year groups venturing beyond the school gates recently, visiting places both near and far. In the past two weeks, Year 1/2 students had a walking excursion to Darebin Parklands and a visit to CERES to support their unit on *Natural Resources* while the Year 4 students visited Scienceworks as part of their *Science unit of Earth and Space*.



Year /12 CERES excursion



Year 4 students at Scienceworks

The next fortnight is equally exciting, starting with our Year 5&6 concert '[Wind in the Willows](#)' on Wednesday 30 May. We then have 24 students from Year 5&6 who will be attending the nine-day Somers Camp on the Mornington Peninsula. Year 5&6 students have also been invited to submit expressions of interest for *Tournament of Minds*.

## Home Learning Statement

Next Tuesday, families in Years 1 – 6 will receive a Compass notification, which will inform you of your child's learning in writing and suggested ways to support this at home.

## Jemena Power Changers

At last week's Annual General Meeting, we invited Jemena to talk about the '*Power Changes*' initiative. This program provided incentives to energy users to reduce their electricity consumption during peak times on very hot days. Thanks to the involvement of the Fairfield Primary School community, we were the grateful recipients of a \$10,000 cheque.

This is a great achievement and we thank all families who took part in this initiative, registering FPS as their school. A special mention to Andrew Vance who introduced the program to the school. Already the Sustainability Committee are exploring how that money can be used through the *LED LightSmart* program.

## Administration of Medication Policy

At last week's School Council, the [Administration of Medication Policy](#) was approved. Key points of this policy include:

- Student medication is handed in to the school office and administered in the first aid room.
- Parents are required to complete a [Medication Authority Form](#) for students who require medication. These forms can be collected from the school office.
- Staff fill out the *Medication Administration Log* after administering medication.

*\*This policy does not apply to the administering of asthma or anaphylaxis medication.*

## School Tours

This week we conducted the first of our five school tours. We adjusted the program following feedback from last year's event; we have limited the number of attendees and extended the number of tours.

Our Year 6 Community Leaders did a fantastic job welcoming our visitors and showing them around the school. They demonstrated a lot of pride in our school.

I often feel that I do not need to say much when I conduct school tours as simply seeing how the students learn and work in lessons impresses everyone.



## Fair Wrap-Up

Last week, stallholders were invited to a fair wrap-up meeting. The purpose of this meeting was to celebrate the wonderful day that we enjoyed at our fair, and to review what we could do differently.

First and foremost, the school fair is about fun and community engagement – and once again the event hit the mark in that respect. We were also delighted to announce that the final figure raised was \$40,000 – a fantastic achievement.

I am aware of the importance of putting this hard-earned fundraising money to good use. There are a number of potential projects identified for the allocation of funds this year. This includes cooling of the gym, upgrading the school grounds and funding of a *Scientist in Residence* program. I look forward to sharing with you the commitments that the school will make to allocate these funds as the year progresses.

We can also confirm that the date of the 2019 school fair is Saturday 16 March. At this early stage, the weather forecast is very good for that date!

~ Paul Wallace, Acting Principal

## Assistant Principal's Report

### Professional Practice Days

As part of the new Victorian Government Schools Agreement, teachers are entitled to one day per term release from their scheduled duties to focus on the improved delivery of high quality teaching and learning.

Many of our teachers have chosen to use this time to complete one-to-one assessments with their students. The data they have gathered from these assessments will be used to plan and set individual goals, ensuring that teaching programs meet the individual needs of each student in the school.

### Leading Literacy – Bastow

Nicole Rettke and Elise Dowell are participating in the *Leading Literacy Course* at The Bastow Institute of Educational Leadership. As part of this course, they have engaged in professional learning around the skillset required to lead school improvement in the teaching and learning of Literacy.

Nicole and Elise will focus the teaching of reading to ensure that Fairfield Primary School are using current, evidence-based models for the teaching of reading. The school will also use peer observations and feedback as a way to continue to improve our teaching practice in the area of Literacy.

~ Katrina Lamers, Assistant Principal

## School Council Update

### Council Update & Jemena Initiative

Buoyed by the presentation at the Annual General Meeting of a giant cheque for \$10,000 – for the school community's participation in the Jemena 'Power Changers' initiative – the school council held its third meeting on 14 May 2018.

The council formally welcomed Quimby Mills as the most recent addition to the school council, and thanked departing member Detlev Leuth for his valuable contribution to the School Council and Buildings and Grounds committee.



### Fundraising Efforts at Work—Artists in Residence

The council was lucky enough to have Rosie Wositzky-Jones and Marjie Tkatchenko present details of two Artist-in-Residence applications. The council members were introduced to the worlds of 'Felting' and 'Puppets and Poems', and can confidently say that our children are going to greatly enjoy the experience offered by both approved applicants. In great news, both proposals will be funded entirely by fundraising money, so thank you to all members of the FPS community for ensuring these enriching experiences can be provided to our kids.

Fuelled by cupcakes provided by Jemena, the School Council received updates from the various school committees:

- **Finance (Chair: Gail Di Vincenzo)**

Nick Schijf briefed the council on the '2018 Student Resource Package Funding' and '2018 Sub Program Expenditure Summary', which showed the budget is well balanced with a small surplus forecast.

- **Policy (Chair: Paul Wallace)**

Paul Wallace and Alexa Every tabled three policies recently developed or revised by the Policy Committee to meet the guidelines of the Department of Education:

1. [Administration of Medication Policy](#)
2. [Communication of School Policies Policy](#) (you read correctly, a policy on policies, this committee means business)
3. [Policy and Student Engagement Policy](#)

The School Council approved the above three policies, which are available on the FPS website.

- **Community (Co-chairs: Anita Galli and Quimby Mills)**

Following the success of previous year's efforts, the School Council approved the proposed date of Friday 31 August 2018 for a Father's Day / Special Person's Breakfast.

- **Buildings & Grounds (Chair: TBC)**

No update at this meeting, but all are welcome to attend the next meeting scheduled for **Wednesday 6 June**, from **7 – 8pm**. Topics for discussion include the progress of the netball court construction, next steps on the Eastern Playground project, and the progress of the building masterplan.

Please remember that School Council [meeting minutes](#) are posted on the school website. The School Council encourages the FPS community to approach a School Council member on any issue you would like raised, or simply come and have a chat with one of us in the schoolyard.

~ Paul Hunt, School Council Vice President

## Community News

### Parking

We acknowledge that there is limited parking around FPS, so we encourage families to park a short distance from the school and walk to/from the gates at pick-up and drop off.

We encourage our community to abide by the parking signs and zones in front of the school and along the street.



Double parking is illegal and dangerous – the City of Darebin council has been notified of parking violations and parking inspectors will be patrolling the area.

### 2019 Enrolment Reminder

Do you have a child ready to start school in 2019? Please submit your enrolment form to the office (with the associated documentation) by the end of this term – Friday 29 June. Enrolment forms can be collected at the school office or [download here](#).

### Second-Hand Uniforms

Thank you to all families who have generously donated high-quality uniform items to our second-hand uniform area. As a reminder, we are not accepting items that are not part of the official school uniform (e.g. plain red t-shirts, tights, white tops) or items that are more than gently used.

### Lost Glasses & Other Items

A pair of child's prescription glasses has been handed in to the office, please come and claim them if your child has lost theirs.

In addition, lost property is again overflowing. We encourage students and family members to come and collect any items lost over the course of the term.

### PSW Uniform Shop

The PSW uniform shop in Kew East will be closed Wednesday 30 May for stocktaking. The will reopen with normal trading hours on Thursday 31 May.

### A Plastic Ocean – Rescheduled

In our last newsletter, we advertised a showing of the film 'A Plastic Ocean' with a panel discussion. The City of Darebin has booked an event for the same time and one of our panellists is speaking, so we will postpone our event to another date. A new date will be communicated shortly.

## A Spotlight on Year 3

### Reading and Writing

For reading this term, Year 3 students have been consolidating their repertoire of comprehension strategies. They have been practising the skill of inferring by using text evidence and prior knowledge to make informed inferences about texts, images and movies.

This term, Year 3 students have been working hard on revising, editing and publishing their narratives. For the latter half of the term, the students will be incorporating their research on plant and insect lifecycles from *Inquiry*, to create a script and storyboard for a *Claymation*. The students will work in groups to film the *Claymation*, add sound, and edit their movie.



Year 3 narratives

### Mathematics

In Mathematics, Year 3 students have consolidated their use of mental strategies to solve addition and subtraction equations.

They have begun using arrays to solve a range of multiplication equations. For the duration of the term, they will be exploring a range of strategies to help them solve their 2, 3, 4, 5 and 10 timetables, such as 'x 10, then half to find x 5'.

In *Chance*, the students had fun creating chance games, and conducting experiments to test their hypotheses.



Using arrays to solve equations

## Inquiry

In Inquiry, the students have been exploring the importance of lifecycles for living things.

They have been practising being scientists by applying the elements of the scientific method to conduct an experiment on growing a bean plant. They have been identifying the different stages of each and recording their findings in a journal.

The students have just begun researching their chosen plant or animal to support their writing.

~ Year 3 Teachers



## A Focus on French

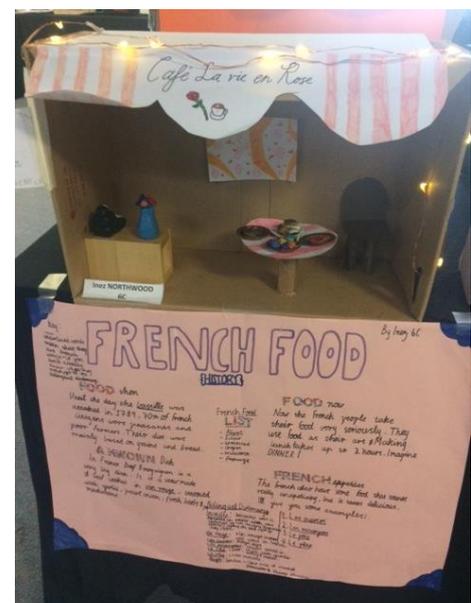
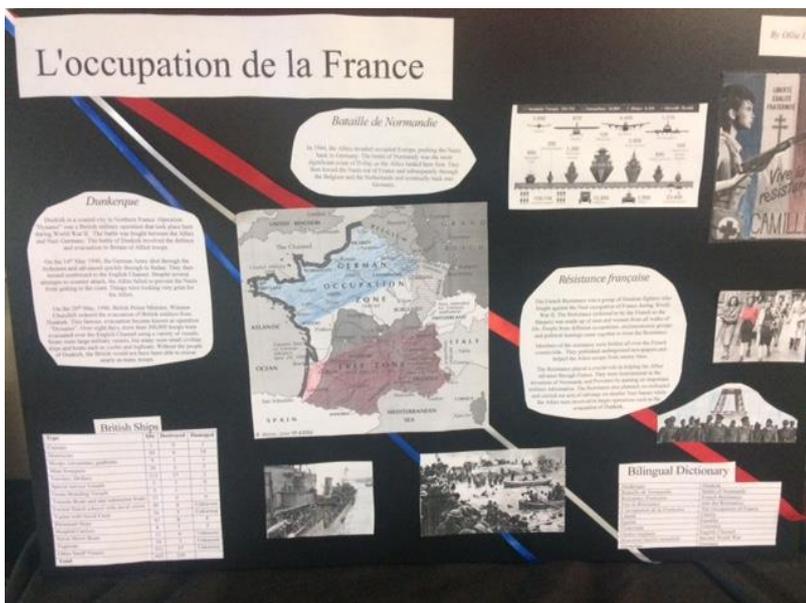
*Bonjour à tous!* It has been a very busy few weeks in the French room.

### Year 5/6 Inquiry Projects

Year 5 and 6 students recently completed their French inquiry projects. They have worked exceptionally hard with many children electing to work on them at home and during lunchtimes at catch-up French.

On Monday 7 May, the French room transformed into a French Gallery in order for students to share their work with their peers and classroom teachers. The projects were then on display for the remainder of the week for other students across the school to explore. These projects provided a platform for students to research and present their knowledge about an aspect of French culture and identity. The projects also provided students with an opportunity to reflect on the importance of food and the arts.

The inquiry projects have also provided a wonderful talking point for younger students who have learned about French fashion, sport, architecture, art, cuisine and history through the work of the older students. One of the highlights for younger students was the opportunity to see a set of musket balls from the Napoleonic era, which had been discovered by one of our Year 6 students on a trip to Europe.



### Year 3/4 Conversation and Poetry

Year 3 and 4 students have been working on *la conversation* and poetry with an emphasis on pronunciation.

Students in Year 3 translated a poem called '*Tchou Tchou Le Petit Train*' and students in Year 4 have been working on the poem '*L'avion*' by Lucie Delarue-Madrus. Both of these poems featured in the 2018 *Alliance Française Berthe Mouchette Poetry Competition*. Students are now moving onto a new unit '*Les Bandes Dessinées*' – or comics – which are extremely popular in France.

### Year 1/2—Les Fruits

Year 1/2 students have been learning about '*les fruits*' in French. They have learned the popular song '*j'aime les fruits* – I love fruit – and are developing their ability to state preferences using language such as '*j'aime*' – I like, and '*je n'aime pas*' – I don't like. We have watched segments of *Peppa Pig (en français)* to see how French people would use this language in context. Students are also expanding their knowledge of greetings including the term '*cou*' which is a way to say hello to someone you've already seen earlier in the day.

### Alliance Française Berthe Mouchette Poetry Competition

On Friday 11 May, 20 students in Year 4 travelled to St Kilda to participate in the annual Alliance Française Berthe Mouchette Poetry Competition.

This competition involved learning a French poem by heart and then reciting it to an examiner at the Alliance Française. The examiners assess students on a range of criteria including their knowledge of the selected poem, pronunciation and effort. The students who participated in this competition worked diligently at school and at home to learn the poem by heart and were able to successfully recite the poem on the day – *félicitations!*

After the poetry recital, the students celebrated with *un pain au chocolat* and *un chocolat chaud*. We also explored the beautiful Alliance Française building, some of the highlights included a French children's library and an art exhibition.

We will be informed of the results of the first round of the competition in June – students may progress to the second round of the competition – but only if they achieved a perfect score – *oh là là!*



The Berthe Mouchette Poetry Competition has been running since 1894 and many students at Fairfield Primary School have discovered that their parents or grandparents – and even some teachers at FPS – participated in this competition when they were at school. The Alliance Française is hoping to hear from people who participated in this competition over ten years ago. So if anyone in your family meets that description and would like to share their experiences with the Alliance Française [please encourage them to contact the Alliance Française](#).

## Student Reflection— Berthe Mouchette Poetry Competition

On the 11th May, I went with 19 other people to the Alliance Française building in St Kilda to recite a French poem by a French person. Our poem was called 'L'avion'.

We got called up in groups of three in roll order and I was in the second group because my last name starts with 'C'.

I was shaking and my heart was beating faster and faster each time I had a thought to do with the poem or thinking about what the room would look like.

My group went up the stairs and they all stopped but I had to go into to the room.

Here I go!

I walked to the room, opened the door and stepped inside. I slowly strolled up to the lady judge, said my name and started reciting the poem.

Once I finished reciting the poem I waited for the rest of my group to go then we walked down stairs and everyone started clapping.

Then I asked for my chocolate croissant and my hot chocolate – they were delicious!

I had the best day ever and can't wait to do it again!

~ Soleil CJ, 4A

*à bientôt*

~ Emily Lindsay-Smith, French Teacher