

Principal's Report

The Rainbow Fish

Last night our Year 5 and 6 families were treated to a spectacular performance of *'The Rainbow Fish'*. It was an outstanding success as the stage was awash with colour, excitement and wonderful singing, dancing, acting and musical performances. As soon as the curtains opened, the audience was drawn to the stunning set and costumes, and they remained captivated from start to finish. Parents enthused about how much they enjoyed the concert and how it demonstrated so many positive aspects of our performing arts program.

During recent school tours, I have been explaining to families how much we value all our specialist programs, including Performing Arts, and how we find opportunities for students to highlight their creative talents. Last night's performance was a fitting way to showcase this program.

There are many people to thank for their support of this concert:

- The students for their dedication at rehearsals and finesse at last night's performance.
- The many, many parents who supported with costumes, props, and dance. There were a number of weekend working bees held at the school to ensure the setting and props would be ready for the big night.
- Olivia Li for her coordination of this whole event. Producing a concert requires a lot of time and emotional energy, and Olivia has been extremely committed throughout the preparation and performance, particularly as she only works at FPS two days a week.



Welcome to Sarah Abbott

Sarah Abbot commenced in her role as Assistant Principal at the school this week. She has taken the time to meet many of the students and families and become familiar with the school environment and routines. I welcome Sarah to FPS and I look forward to her working with all community members in the future.

2020 Enrolments

The school has scheduled an additional school tour, Thursday 20 June, from 9.30 – 10.30am. To date, we have had over 120 prospective parents tour the school.

A reminder that enrolment forms for **Foundation 2020** are to be submitted to the school office by the end of term, **Friday 28 June**.

OSHClub Staffing Update

Lauren Walkley will be finishing in her role as OSHClub coordinator at FPS next Friday. Lauren has been in this position for the last three years, has helped to develop an excellent program and built positive relationships with staff, students and parents. Lauren has also been a great support of school events, including volunteering at the Art Show, School Fair and attending parent information talks and school concerts.

We thank Lauren for her many contributions and wish her well for the future.

~ Paul Wallace, Principal



Assistant Principal's Report

It is with great enthusiasm that I introduce myself to the Fairfield Primary School community. My name is Sarah Abbott, and I am the new Assistant Principal. I have moved from Concord School, a special needs school that caters to students with a mild to moderate intellectual disability. Here I had lots of experience in differentiating learning to make it individualised for all students, addressing sensory and social needs of students, and ensuring the safety and wellbeing of all students.

During my time here so far, I have been visiting the classrooms and I am very impressed with how engaged the students are in their learning and how friendly and welcoming everyone has been. I am very happy to be at Fairfield Primary School – I look forward to meeting you all and working with everyone here to help your children achieve their very best.

~ Sarah Abbott, Assistant Principal



Farwell to FPS—by Lauren Walkley, OSHC Coordinator

I am sure most of you have heard by now, I will be finishing up with OSHClub on Friday 21 June. I am so grateful for my time here over the past 3¹/₂ years and I will definitely miss you all. Some of the older children and families I have known for nearly six years as I coordinated at Alphington OSHClub prior to my role here at Fairfield. This is not goodbye forever, I will most certainly be stopping by for a visit every now and then, and you might even see me at a fair or two!

Thank you to the FPS community for all of your support towards OSHClub, I'm sure those relationships we've made so far will extend and continue well after I'm gone.

Community Breakfast BBQ

Next **Wednesday 19th June**, OSHClub are putting on a **community breakfast BBQ** before school. This is an occasion where we can all come together and say our farewells. The BBQ will run from **8 – 8:45am**, all of the FPS community are invited. We will be serving bacon and egg rolls, sausages (incl. vegan) and bread, tea/coffee.

Please note, children will need to come with their parents/guardians, as we cannot serve children food without their consent and knowledge.

~ Lauren Walkley, Coordinator Fairfield OSHClub

Community News

Net Set Go—Netball Program

Parkside Netball Club is once again running their successful *Net Set Go* Program at FPS. The program commences **Friday 9 August** and is a great way for **girls and boys**, from **Foundation to Year 3**, have fun with the friends, keep active and learn the fundamental skills of netball in a safe and social environment.

Please [view the poster for further details](#), including how to enrol.



Submit Camps, Sports and Excursions Fund (CSEF) Applications

Applications for the 2019 CSEF remain open until the end of term two, **Friday 28 June**.

The CSEF fund provides a payment of \$125 for eligible primary school students (paid directly to the school) to be used towards camps, sports and excursion costs. Families holding a valid means-tested concession card are eligible to apply, as well as certain students and families who fall into a special consideration category. Students who received CSEF at FPS 2018 do not need to reapply in 2019, unless there have been changes to family circumstances.

To apply for CSEF, please [complete the application form](#) and submit it to the school office. Forms may also be collected from the school office.

Chess at FPS

Enrolment in the optional lunchtime chess program is now open – see the Compass event for details (from your homepage, when open in a browser).

The chess program is a **term three** offering, for students from **Foundation – Year 6** regardless of their chess experience and ability.

The 9-week program will run at **Monday lunchtimes** (12:50 - 1:50pm) from **22 July – 16 September**.



A Spotlight on Foundation

Flying Bookworm Visit

At the beginning of term two, concerts and performances were daily events in the Foundation space during Exploration.

To inspire this interest, a visit from the *Flying Bookworm* performers was organised. Students enjoyed three stories: 'How the Kangaroo came to have a Pouch', 'The Gingerbread Man' and 'The Three Billy Goats Gruff'. These performances included parts for the students, and lots of interaction from the audience. Chris and Amy, our performers, left us with an important message – all you need to put on a play are three things: some friends, a story and your imagination.

'It was so funny. The best part was the Gingerbread Man. I really liked when they made him.' ~ Anjali T, FC



The Gingerbread Man



The Billy Goat's Gruff

'I was the biggest billy goat. I had to try to cross the bridge.' ~ Elizah K, FC

'The troll came trip-trapping over the bridge.' ~ Clara W, FC

Cup Phones

A brief but exciting Exploration of sound and vibration occurred when one of the children brought a science book from home that included a method for making a phone from two cups and some string. Much discussion followed: *'That wouldn't work!'* *'I've done it before, it does!'* and *'I've always wanted to try that!'* After much planning and experimenting with various types of cups and strings, we discovered that cup phones do indeed, work.

'I chose the foam cups because the foam will be the best for talking and normal string is the best string.'

~ Lucien W, FC



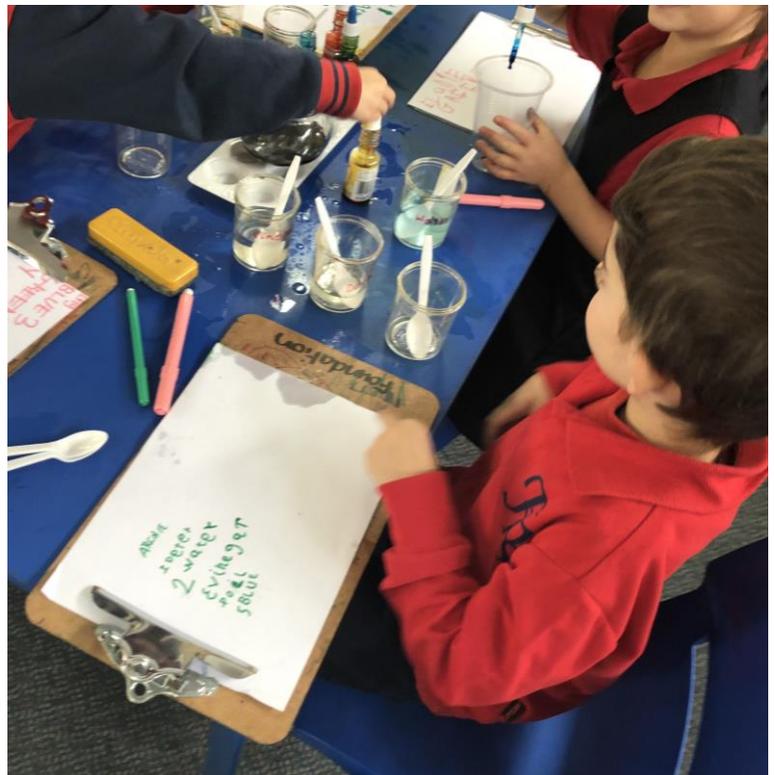
Dragon's Blood

A scientific challenge was issued to the children – *can you make Dragon's blood?* A mixture – concocted before the children arrived at school – was displayed, with the challenge to try to emulate it taken up by many children.

Which of the following will you use – detergent, vinegar, water or oil? How much of each? Which food colouring will you need?

Children planned their recipe, and then followed it to make their own mixture, comparing it to the original.

- *'My Dragon's blood did not look like Cathy's. Next time I might use more green.'* Oscar P, FA
- *'Mine turned red and really bubbly. Next time I might not put the bubbly stuff in.'* Rosie V, FA



Measurement

Part of our maths learning this term has been about measuring length. We started with our own feet – tracing around them and then cutting them out, discovering who had the longest feet, who had the shortest feet, and where everyone in between fits.

Next, we used the paper feet to practise the language of measurement, finding something longer than our foot, something shorter than our foot, and something the same length.

Finally, we used a variety of non-standard units like dice and teddies to measure those same cutouts, focusing on the important elements of measurement: starting at the edge of what you are measuring, and making sure there are no gaps in between your units.

~ Foundation Teachers and Students



A Spotlight on Year 6

Writing Unit

In writing this term, we have been writing sci-fi narratives. We have been looking at the thesis and what ifs. To help us create our narrative we looked at written texts and media examples. This helped us to explore themes and character types. Once we drafted, we also participated in group conferences where we gave and received feedback. We enjoyed writing our sci-fi narratives.

~ By Ollie L and Tom M, 6A

Darebin Parklands Geography Excursion

On the 23rd May, all the Year 6s went to Darebin Parklands and enjoyed the beautiful sights. We learnt about the traditional owners of the land and how the park has changed over time. The reason we went to Darebin Parklands was to learn about geography and the land we stand on today.

While we were there, Uncle Trevor, one of the park owners, took us around and told some very memorable things. We learnt that the indigenous people eat various plants for nutrients as well as use these to make objects such as baskets, hats, and bush band-aids.

Peter was another one of the park owners who took us on a different walk. We learnt many interesting facts about the parkland's history, such as that it used to be a tip (if you dig one metre down you would find rubbish!) and they used to mine basalt there as well.



After that, we made some bracelets out of straw. It was a challenging but we all achieved in our own way.

To get to the parklands we walked from Fairfield Primary School. The walk to get there was about 2km and got our bodies excited for the rest of the day. Overall it was a really interesting and fun day.

~ By Pippa K & Charlie S, 6B



Melbourne CBD Geography Tour

On the 6th May 2019, all the Year 6s went to the Melbourne CBD. We got there by train and got a tour guide to take us around the city. He gave us information about characters from the olden days that had a connection to the places we visited. For example, ours were two ladies, Eliza and Constance Stone (who was the first female doctor).

Another interesting activity we did was taste some salty leaves that were supposed to help stop you from getting scurvy. We learnt many interesting things such as the stones in Federation Square are two billion years old and were shipped to Melbourne from the Kimberly Ranges in the Northern Territory. Also, the nuts from a Sheoak tree are used by the indigenous people as floaters or sinkers when fishing.

The reason we went to the CBD to learn about this stuff because we are currently learning about Geography and Mapping in Inquiry. We went there to learn about our country, city, and what it was like in Melbourne in the past. All the Year 6s had a fun time on this trip and we definitely recommend it.

~ Chloe M and Eliza F, 6B



~ Year 6 Teachers and Students

A Focus on French

Bonjour à tous!

After Ash Barty's success at *Roland Garros*, France is definitely on people's minds this week. Across the school, we have watched some footage of the French Open and reflected on some cultural differences such as the French custom of kissing on each cheek rather than shaking hands.

Year 5/6

Students have been working to create their own bilingual raps. They have worked collaboratively over a period of time to research and translate their own raps. Students then refined their pronunciation before recording their video clip on the iPads.



Year 3/4

Year 3 students have been working in groups to create a French Village. They constructed the different parts of the village using cardboard boxes and other materials. Students then labelled their part of the village using relevant vocabulary.

Year 4 students have been developing their knowledge of language related to directions e.g. *allez* – go, *tournez* – turn etc. They translated texts such as song lyrics from French to English and participated in a range of experiences such as playing the game Twister in French e.g. ' *pied gauche rouge*' instead of 'left foot red'.



Year 3 French Village



Year 4 Twister

Year 1/2

Year 1/2 students have been learning about numbers and the French alphabet. They have been noticing similarities and differences between the French and English alphabets. Each Year 1/2 class is creating a French dictionary using vocabulary they are able to locate around the French room. These dictionaries will be used as a resource for students to refer to over the year.

Year 1/2 dictionaries

Foundation

Students in Foundation A have begun their journeys as learners of French this term. They have explored their prior knowledge about France and learned about iconic French images such as the French flag. Students have learned greetings such as '*Bonjour*' and '*Au revoir*' and are beginning to learn the names of colours. Students in Foundation B and Foundation C will also participate in French classes for a term later in the year.



~ À bientôt, Emily Lindsay-Smith, French Teacher

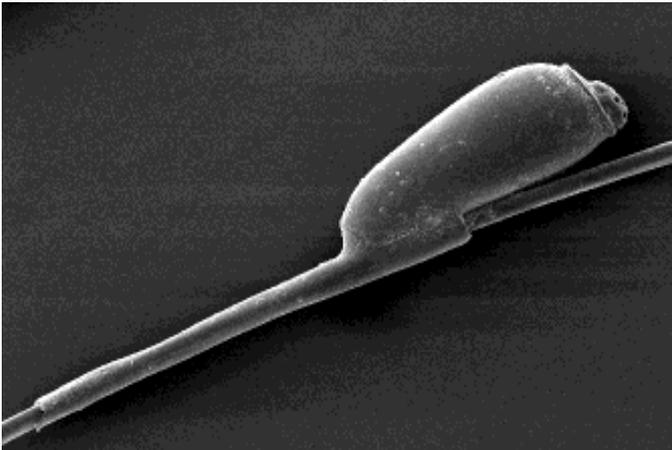
Head Lice

We have received reports regarding head lice in all classes across the school. Head lice are easily passed from one person to another when there is direct hair-to-hair contact with a person with head lice.

What to do if your child gets head lice?

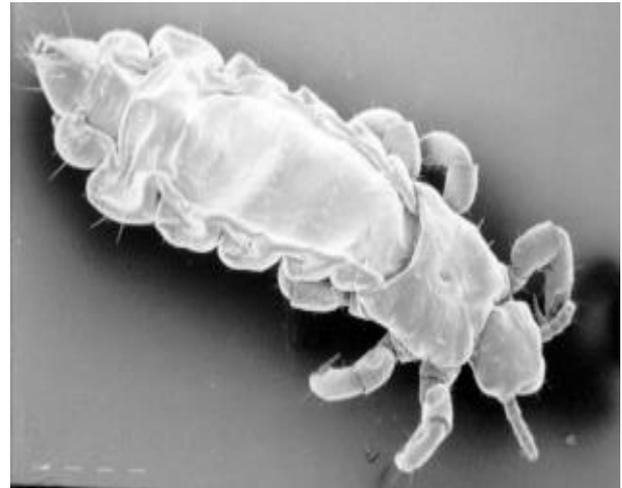
- Notify your class teacher/school office.
- Check everyone's hair in your family.
- Get rid of head lice by using a head lice comb and conditioner every 2nd day until you have not found any head lice for 10 days, or by using a head lice treatment (retreat after 7 days).
- As soon as treatment has started, your child can return to school.

What to look for when checking your child's hair



A nit – a head lice egg

Eggs are laid within 1.5 cm of the scalp and are firmly attached to the hair. They resemble dandruff, but cannot be brushed off.



Head Lice (a louse)

Head lice use their claws to cling to hair and swing to from hair to hair like acrobats.

For more information, refer to the [Head Lice Pamphlet](#). You may also like use the following [Head Lice information](#) to explain head lice to your children.

OSHClub—App to Manage Bookings

OSHClub has launched the *Kidsoft* app.

Kidsoft is the childcare management system (CMS) families can use to enrol, book, change bookings and make changes to their children and family profile. It can also be used to send messages and contact Customer Service and billing directly.

The app is available through the App Store or Google Play store for free download.

Click to [access the user guide](#).

