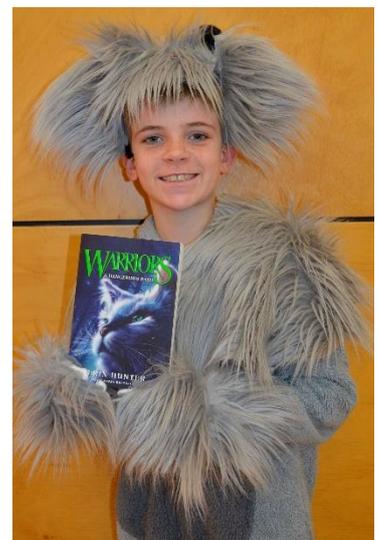


Principal's Report

Book Week

One of the most eagerly awaited days in the school calendar, Book Day, proved yet again to be a big hit. Characters young and old, past and present, living and non-living, graced us with their presence at Wednesday's Book Parade. Due to the weather, the event was relocated to the gym, with many parents enjoying the opportunity to see our students' love of books come to life.

It was terrific to have the opportunity to meet so many quirky characters, including *Thing One* and *Thing Two*, the *Mad Hatter*, *Anne of Green Gables* and *Tin Tin*.



Later on that day, the students spent time in different classrooms with different teachers and students, completing an activity from the [2019 Children's Book Council Shortlist](#).

To further celebrate our appreciation of books, this week the students were visited by authors Mat Larkin (Years 4 – 6) and Sally Rippin (Years 1 – 3). Sally and Matt talked about how they get inspiration for writing books, explaining that anything is possible with a little imagination. Next week Lucinda Gifford will visit the Foundation students.



Access to School Grounds

You will see in this week's School Council Update further in the newsletter, that approval was given for the school grounds to remain open and accessible beyond the school day. At Fairfield PS, we recognise that the school is an important part of the community, and by opening the school grounds up, we are allowing our community members to enjoy the benefits of our wonderful play spaces.

The single gate next to the Year 1/2 double storey building will remain open. We ask that visitors to our school grounds respect the playground at all times. This includes placing litter in the bins and following the 'No Dogs' rule. School Council will review the success of this decision later in the year.



~ Paul Wallace, Principal

Assistant Principal's Report

Personal and Social Capabilities Curriculum

Last week, our staff engaged in Professional Development around the *Personal and Social Capabilities* – one of four capabilities – in the *Victorian Curriculum*. This aspect of the curriculum is linked to our *School Vision* and *Annual Implementation Plan*.

FPS School Vision

All students feel part of the FPS community and are provided with opportunities to develop the knowledge, skills and resilience to enable them to thrive and learn, in and beyond school.

Goal 2 of our *Annual Implementation Plan*: To improve student health, wellbeing and engagement.

Key Improvement Strategies:

- Staff develop and implement consistent health, wellbeing and engagement practices across the school.
- Staff develop strategies to implement the Victorian Curriculum personal and social learning capability across the school.
- The school collaborates with parents/carers and families to develop students' social and emotional skills and capacity to self-manage their behaviour.

The *Personal and Social Capability* is essential in enabling students to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students learning to recognise and regulate emotions, develop empathy for others and understand relationships, establish and build a framework for positive relationships, work effectively in teams and develop leadership skills, and handle challenging situations constructively.

The *Personal and Social Capability* curriculum aims to develop knowledge, understandings and skills to enable students to:

- Recognise, understand and evaluate the expression of emotions.
- Demonstrate an awareness of their personal qualities and the factors that contribute to resilience.
- Develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community.
- Understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships.
- Work effectively in teams and develop strategies to manage challenging situations constructively.

The *Personal and Social Capabilities* curriculum consists of two strands;

- Self-Awareness and Management
- Social Awareness and Management

How to Help Children Develop Self-Management Skills

To have a positive self-image and healthy relationships with others, children need repeated experiences of having their needs met by a responsive and caring adult. Warm, trusting and responsive care towards children helps them respond with appropriate emotions, internalise a positive view of themselves and others, and learn appropriate behaviour. Children also develop self-management skills by watching and experiencing how other people manage their emotions – they then gradually learn how to do this for themselves.

Develop coping skills: You can support the self-management skills of children by explicitly teaching ways they can notice and manage their emotions. These might include:

- Talking about problem-solving ways of managing upsetting situations (for example, having a calm thought or moving away).

- Developing a strategy to use when they're feeling out of control (for example, having a 'calm thought or picture', taking time out by having a family member read them a calming story, or talking with someone about how they feel).
- Expressing their emotions in productive ways (for example, by drawing or acting out their feelings with toys or stage props).
- Helping children slow down their breathing (for example, by blowing bubbles or pretending to blow out birthday candles) and encouraging them to take deep breaths.
- Practising mindful breathing with older children.

Talk about emotions: You can also help children develop self-management skills by acknowledging and responding to their emotional communication. Do this by:

- Showing appropriate levels of emotion in your interactions with children.
- Understanding the child's behaviour and how they communicate their emotions.
- Helping them express their emotions in productive ways (such as drawing, acting or through music).
- Trying to see things from the child's perspective and understanding their motives.

Promote a calm environment: It is important to recognise how the environment contributes to children's self-management. Promote a calm, welcoming and encouraging environment by:

- Speaking in a soft to normal volume, using a normal to low pitch and a slow, even tempo.
- Providing structure and predictability.
- Establishing age-appropriate routines and limits.
- Including relaxation breaks in the day (for example, stretching, aerobic exercise or quiet time).
- Encouraging children to imagine they're a floppy rag doll and to give themselves a shake (this helps release tension they might be holding in their body).
- Helping children to imagine and pretend they're a favourite animal taking a nap (this encourages them to close their eyes and relax).

Click to see more information about the [Personal and Social Capabilities curriculum](#).

Click to find out more about [child development including self-management and relationships](#).

~ Sarah Abbott, Assistant Principal

School Council Update

Below is a summary of the last School Council Meeting, held on 12 August 2019.

Fundraising

It was agreed that funds raised from our recent Trivia Night be used to purchase 13 iPads for the specialist French classes. This will provide greater access to iPads for all specialist classes as the current set of 13 iPads is located in the Performing Arts room, which restricts access for PE, Visual Arts and French.

Potential Uniform Supplier Change

There will be further discussions and negotiations with *A Plus Schoolwear* continue regarding the change of uniform supplier for the school – particularly in relation to acquiring the outstanding uniform stock from our current provider.

Buildings and Grounds Update

School Council approved the installation of AIRCONOFF in the main school buildings. This will ensure that air-conditioning systems are turned off during non-operational times. Quotes for installation are currently being finalised.

Air hand dryers have been installed in all student bathrooms. This reduces the school's reliance on paper (towels) as well as reduces plumbing blockages.

You may have noticed new signs have been installed on the fencing and buildings around the school directing visitors to the school office/main entrance to the school.

Discussions are continuing between the school and the Department of Education and their architects regarding the development of the Wingrove Street site. The planning and design stage is underway and plans will be shared once final.

Following consultation with the broader school community, School Council has agreed that access should be given to the school grounds on weekends and school holidays in order to allow the community to use our facilities such as the basketball/netball court and playground equipment. The single gate on Langridge Street will become the access point to the school.

Library Update

We have received further funding and generous donations to our school library. School Council continues to explore ways to improve and update the current space as well as modernising the library's books and materials. We will continue to keep you updated as things progress on this matter.

Opportunities to be Involved

- Remember the **Working Bee on Sunday 25 of August** – just in time for Art4All!
- Attend a Buildings and Grounds, Policy, or other School Council sub-committee meeting. See 'What's On' and the school website for times and dates.
- Contributions and ideas for ways to improve our school for our children is encouraged and very welcome.

As always, our School Council [meeting minutes](#) are posted to the school website.

~ Nathan Smeaton, FPS School Councillor and Treasurer

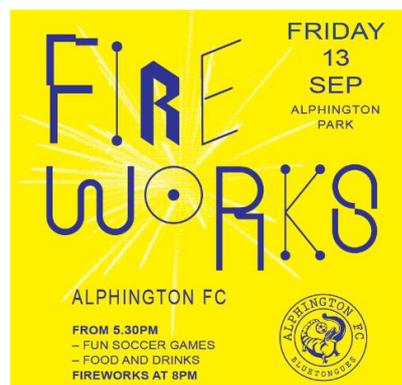
Community News

Alphington Bluetongues: Soccer and Fireworks Night— Community Event

The Alphington Football (Soccer) Club will once again hold its annual night of fun and fireworks on **Friday 13 September** at Alphington Park.

This community event commences at 5:30pm with soccer games, food and drink. The firework display commences at 8pm. The club hopes to see many of our school community at this fantastic event.

Click to [enlarge the poster](#).



Everyone's Voice—Community Event

Everyone's Voice is a new annual event on the Darebin calendar that recognises and celebrates First Nations peoples and the wider Darebin community.

The dynamic First Nations program, co-designed by the *Darebin Aboriginal Advisory Committee*, will feature a Wurundjeri Woi-wurrung Welcome Ceremony with Uncle Bill Nicholson & Djirri Djirri Dance Group, nationally renowned Aboriginal singer/songwriter Isaiah Firebrace performing with local primary students, Kee'ahn, Brothers in Arms, plus food stalls and face painting.

This event is for the entire Darebin community:

- Sunday 1 September, 12 – 3.30pm
Darebin Arts Centre and Ray Bramham Gardens, Cnr Bell St and St Georges Rd, Preston
- Cost: FREE
- More information: <http://www.darebin.vic.gov.au/everyonesvoice>

Walsh Tae Kwon Do

Did you know Tae Kwon Do is offered as an after-school activity, held in the FPS gym? Anna Crompton and Bryce Howie, of *Walsh Tae Kwon Do*, have been training Fairfield families under the guidance of Master Rodney Walsh since 2005.

Recently *Walsh Martial Arts Australia* proudly confirmed Annabelle Crisp (past FPS student) and Sienna Wise (current FPS student) to 1stDan Black Belt. A significant achievement after many years of dedicated training. *"It has been an absolute pleasure to watch these students grow from white belt to become leaders in class."* Anna Crompton, 4thDan.

FPS families are offered a special package of "Free child training when a parent enrolls – valid until the end of Term 4 2019". Contact Anna Crompton (0404 821 353) or Bryce Howie (0404 462 489) for details.



Sustainability News

Rubbish-Free Week: 2 – 6 September

Week 8 marks the beginning of Fairfield Primary school's **Rubbish-Free Week!**

We have stepped up from a nude food/rubbish free day, to a whole week with the aim creating some positive long-term habits in reducing single use items in lunchboxes.

This week we have audited the waste we are creating from lunches across the school in one day. We found:

General waste/Landfill	Paper recycling	Hard plastic recycling	Soft plastic recycling
90	32	46	266

We are hoping to dramatically reduce our waste and will be conducting another audit at some point throughout rubbish free week. We will keep you posted on the results!

Below are some photos of student lunches that may inspire you. We particularly love the reused butter container as a practical and cost effective way to reduce single use plastic!



In the Press

It is always fun to see Fairfield PS featured in the [Northcote Leader](#). This week, we feature on **page 3** regarding winning the local Leader grant of \$1000 to create an outdoor learning space adjacent to our Performing Arts room. We also have a blurb on **page 5**, promoting our Art4All weekend.

School projects win vote

A barren section of schoolyard will be turned into a performing arts space thanks to a 2019 Leader Local Grant.

The Fairfield Primary School project will include rock seating, trees and native shrubs, after the school took out the \$1000 grant for the Northcote Leader.

Newlands Primary School won the Preston Leader grant for its Tired Toilets project to paint a mural featuring messages of positivity and respectful relationships in student toilets. Leader Local Grants is presented by Lord Mayor's Charitable Foundation, and sponsored by smoothfm and The Langham Melbourne.



Knitting Club

Knitting Club takes place on Tuesday lunchtimes in the 3A classroom. It has been great to see so many students develop and improve their knitting skills over the past few months. We could not have seen such progress without the help of many volunteers from our school community, so we thank all those who have donated their time, wool and/or needles.

If you have un-loved wool or knitting needles stashed away in a cupboard at home, the devoted members of Knitting Club would be more than happy to make them feel loved again, so please drop them off at the school office. If you are a knitter (amateur or pro) with a WWCC and have time on Tuesday from 1 – 1:50pm, we would love to have a couple more volunteers to help refine and master our skills.

Please read the message below from Knitting Club founder and Year 3 student, Hugo DR:

Knitting club is fun and is an opportunity to learn a new skill. It is good for your brain, if you are unsure of what to do on a Tuesday lunchtime come along!



Compass – Changes to the Events Platform

Compass has released updates to the **Events** platform. These modifications should be relatively intuitive, and if you do need assistance, please contact the school office, or refer to the online training that Compass has produced:

- [Processing Events](#): How parents can consent/pay online for events via the parent portal.
- [Processing Events in App](#): How parents through processing event consent/payment via the Compass School Manager App.*

Some of the changes include:

- Give consent for events/excursions on your phone, including multiple events/excursions at once.
- Process payments from the mobile app, including the option to save credit card details.
- Confirm *Medical Action Plans* are up-to-date in case of an emergency during an event or excursion.

* Please note: we recommend you have the latest version of the app to ensure it functions as it should.

A Spotlight on Year 4

Inquiry

In inquiry we have been learning about aboriginal people before the Europeans came and their daily lives. We learnt about their traditions, art, music and what they did for fun. On an excursion to the museum, we learnt the aboriginal people believe that *Bunjil* the eagle created the world and all the humans. We learnt that there are over 250 Aboriginal languages spoken across Australia.

~ Nate M, 4A

Images from the Melbourne Museum – including the digestive system and the roller coaster.



Mathematics

In maths we have been working on division and mapping and location. In division we have learnt about fact families and relating multiplication to division. In mapping and location, we learnt about legends and how to use them. We mapped our classroom onto a piece of paper and hid an object for someone to find. We are now learning about equivalent fractions. We looked at how they relate to different fractions.

~ Gianni S and Juliet M, 4C

Writing

In writing we are doing realistic fiction narratives. So far, we have looked at different realistic fiction stories, and the features that they have in them. We picked our genres for our stories and started to brainstorm our story ideas. Our most popular realistic genre stories are adventure, survival and sport.

~ Sophie M, 4B

~ Year 4 Teachers and Students

A Focus on French

Bonjour à tous!

Students across the school began term three by celebrating cultural diversity. We spent the first few weeks reflecting on why we learn about different languages and cultures. We then reflected on our own cultural connections. After surveying students from Years 1 – 6 we discovered that students at FPS have personal connections to over 100 countries and cultures spanning all continents – except Antarctica. It has been wonderful to explore just how multicultural our school community is.

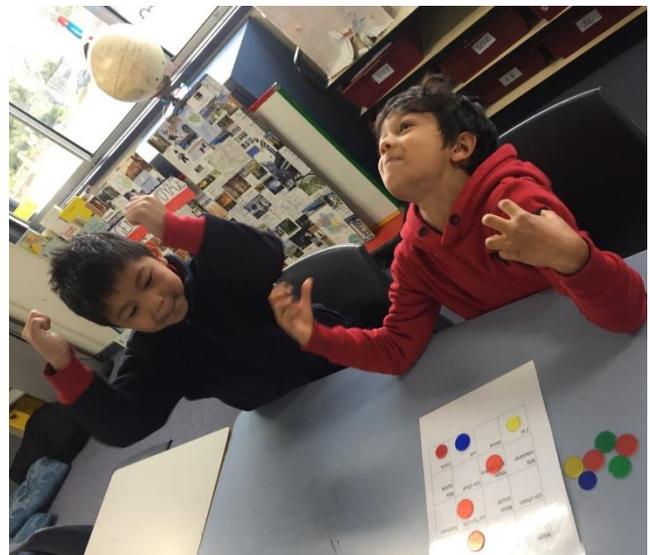
Identity has become a general theme in French this term from Years 1 – 6.

Year 1/2 Students

Students are developing their knowledge of *La Famille* or family. They have participated in a range of activities including playing 'Loto' or 'Bingo' in order to develop their knowledge of vocabulary related to *La Famille*. Students then created their own family tree, which they labelled in French.

Year 3/4 Students

Students have been translating from French to English with a focus on personal profiles including descriptions of self-e.g. eye and hair colour, nationality, etc. They are expanding their vocabulary related to this topic and will apply this later in the term in order to play a French equivalent of 'Guess Who?'



Year 1/2 during an intense game of 'Loto'

Year 5/6 Students

Students have been continuing to develop a range of effective strategies to translate written texts from French to English. Many of these strategies have strong connections to our comprehension strategies in reading such as using prior knowledge, making connections to similar words in English and inferring. Over

the remainder of this term, students will translate a range of texts and explore vocabulary related to topics such as school subjects and hobbies.

In addition, Year five students have trialled the language app 'Duolingo', reflected on its pros and cons and considered possibilities for its use in the French program.

Foundation C

Students in Foundation C have begun their French lessons at Fairfield Primary School this term. They are developing their knowledge of 'les couleurs', basic greetings and are learning the song 'Frère Jacques'. Foundation B will have a term of French in Term Four.



Year 5 students trialling the Duolingo App



Foundation students using the dress up box during Catch Up French

Alliance Française Berthe Mouchette Poetry Competition

On Sunday 18 August, Millie LB, Saul M, Juliet M and Sophie M participated in the final of the *Berthe Mouchette* Poetry Competition at the *Alliance Française* in St Kilda.

These four students achieved a perfect score in the first round of this competition, which qualified them for the final. *Félicitations!*

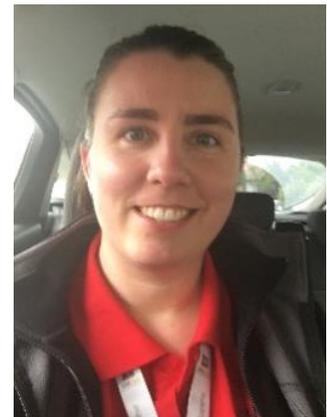
À bientôt

~ Emily Lindsay-Smith, French Teacher



OSHClub Staffing & Welcome

There have been quite a few changes at OSHClub recently. We have said farewell to Lauren Walkley and wished her all the best with her new career. Michelle Redmond has been fantastic in taking over the leadership of the program, but she is now attending her university placement and will be absent from the program until term four. Supporting the program in her absence is Victoria Phelan (pictured).



Victoria Phelan comes from seven years of experience with OSHClub. She has worked in many programs, first a casual for four years and then as a coordinator in Greensborough for three years. Victoria is now the Regional Operations Coordinator of the northern OSHClub services and has assisted in supporting multiple services that need extra support. She will be staying with Fairfield for the rest of term three, and will be available in the afternoons should anyone desire to come over and visit.

The program will continue to run as it has been without any changes. Many educators will be returning now that their placements through university are ending, so there will be many familiar faces at the program when you come and visit.

Have a fantastic week – we look forward to seeing you at the program soon! Activities for the coming week:

Theme	Monday 26/8	Tuesday 27/8	Wednesday 28/8	Thursday 29/8	Friday 30/8
“Fathers, Brothers, Uncles & Friends Appreciation”	Father’s Day Cup Cakes	Father’s Day Cards	Trophies for Dad	Toolbelts	Muffin Making

Parent Information:

- OSHC program phone: 0432 680 504 | OSHClub Head Office: 1300 395 735
- Coordinators: Victoria Phelan | Assistants: Aidan Witts, Michael Andino
- All families must be enrolled to attend the program, remember enrolling 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 directly at the program.

~ Victoria Phelan, FPS OSHClub Coordinator

