



Principal's Report

The Giraffe, The Pelly & Me

Last Tuesday, Year 1/2 families were treated to a sensational performance of 'The Giraffe, The Pelly and Me' at Xavier College. The atmosphere in the theatre was electric – the audience warmly applauded every performance. The students' enjoyment on stage was clear for all to see. Performing in front of 500 people is daunting for anyone, so to see our junior students display such confidence and charisma on stage was truly wonderful.

There are many people to acknowledge for bringing this experience to life. The students for their positive attitude throughout the term, including at the dress rehearsal earlier that day; the audience that created such a wonderful atmosphere; the many parent volunteers who assisted with costumes and props; and the teachers who turned out in great numbers to help things run smoothly backstage. A special thanks to Rosie Wositzky-Jones for her coordination and ability to bring the energy and enthusiasm of 150 students to life.



Father's Day / Special Person Breakfast

When I arrived at Fairfield Station on my way to school last Friday, I was greeted by the smell of the bacon and egg rolls for our Father's Day / Special Person Breakfast. The coldest morning of the year was not going to deter our hearty band of volunteers from preparing and cooking 350 bacon and egg rolls for our eager visitors.

It was great to see so many family members spending the morning at school, playing with their children and taking the time to catch up with others. Once again, I would like to thank the parent volunteers who supported this event, including setting up at 6.30am, cooking the food, serving the hoards and packing up.



Thank you volunteers—you cooked and served up a storm

Ready for a feast and fun at FPS

Community Involvement

The two newsletter pieces above revolve around the theme of Community, which is very prevalent at our school. Thanks to the high levels of volunteerism, we are able to provide rich events that give opportunities for families to spend time with each other. New families often comment on how much they value and appreciate these opportunities.

I would also like to acknowledge the teachers' support of these events. At the many concerts, graduation, Art4All, school fair and weekend events such as *Tournament of the Minds*, staff happily give up their own time to attend and lend a hand. The school community equally appreciates this.

NAPLAN 2019

The school has recently received its NAPLAN results for 2019. As I have stated in previous newsletters, we are not a school that places an undue focus on NAPLAN, and whilst we provide students with the opportunity to do the best that they can, we do not allow NAPLAN to remove our continual focus on learning.

This year's results are excellent and show the continual school improvement in Reading, Writing and Numeracy. We achieved greater outcomes when compared to schools of a similar demographic in Year 5 Reading, Writing and Numeracy and in Year 3 Writing and Numeracy. Our data shows that students have made significantly higher growth between Year 3 and 5 compared to the State average.

Whilst NAPLAN is just one piece of data at one point in time, it is important to acknowledge the commitment of students and staff in the continual improvement of learning outcomes.

Individual Student Reports have been mailed out to families this week.

Parking on Langridge Street

I have recently noticed that cars have been parking in No Standing Zones on Langridge St – in particular, the area outside of the Foundation classrooms, between the two parking bays. By parking here, there becomes a reduced line of sight for families crossing the road, creating a significant safety risk.

For the safety of everyone, do not park or stop in this location to load/unload children.



Art4All Weekend

There will be thousands of visitors on our school grounds over the next three days as the school hosts its 22nd Art4All event.

Lots of preparation has gone into this weekend and I look forward to seeing you there.

~ Paul Wallace, Principal



Anxiety

It is estimated that one-in-14 children experience anxiety, which can result from a range of contributing factors including difficult life experiences. In the first instance, these children can benefit through social and emotional learning skills that build resilience and coping skills. They can also benefit from the support of important people in their lives such as family members, peers, and educators. If there is further support needed, you might look to refer the child to a health professional. Whether a health professional makes a diagnosis, will depend on how often, how easily and how intensely a child experiences the emotional symptoms of anxiety and how much it interferes with everyday living.

A child may be diagnosed by a health professional with an anxiety condition if:

- They feel more anxious than others their age and level.
- Their anxious feelings are consistently very intense.
- Feelings persist well after the stressful event has passed.
- They are so distressed that it interferes with their capacity to learn, socialise and do everyday things.

The physical symptoms of anxiety (including an increased heart rate, or faster breathing) are more easily triggered in children with anxious temperaments, which often means they will react more to threats in the environment. This appears to be partly an inherited characteristic; however, everyone responds differently. An anxious child is just as likely to have dominant, big personality as to be shy and retiring.

Primary School Years

The following behaviours might indicate that a primary school-age child is experiencing higher levels of anxiety than average:

- Wanting things to be perfect. For example, a child may be so dissatisfied with their own work that they will tear it up and redo it several times.
- Reluctance to ask for help. Sometimes anxiety creates an obstacle that prevents children asking for help about a problem with learning. Those who ask too much for reassurance may also be overly anxious.
- Difficulty joining in. Children with high levels of anxiety may be afraid to take part in sport or games or go to school camp.
- Anxious children often complain of stomach aches and headaches.
- Challenging behaviour. Sometimes children will 'act up' because they are so overwhelmed by a task or situation.

Supporting Children with Anxiety

There are many helpful ways you can support children experiencing anxiety. Here are some ideas that you can adapt:

- Give children language to label how they are feeling, so they can learn to identify their emotions. For example, say, "It looks like you might be feeling a bit worried. Sometimes when I feel worried, my tummy feels wobbly."
- Give notice prior to transitions like starting or stopping activities, to help them prepare for change.
- Develop consistent 'goodbye' routines for drop-off to create a sense of predictability. Maybe a special bear hug and a reminder that you will see each other again that afternoon.

- You can help children understand that being anxious, particularly when confronting new situations, is 'normal', but also that there are strategies for managing anxious feelings.
- Help them recognise their own internal cues that they are becoming anxious. For example, if they have a racing heart or are unable to think, identify and practise strategies that help them to manage their anxiety and calm down. Deep breathing may help.
- Use a step-by-step approach. Break tasks down into small manageable chunks, moving up a step when an individual can cope without anxiety.
- Help children recall situations where they have succeeded despite being anxious, to strengthen their self-belief they can cope with and manage their anxiety.
- Help them understand that avoiding those things that make them anxious, while useful as a short-term fix, is likely to make things harder in the future.
- Encourage them to have a go at things that are new and to understand that it takes time to learn new skills or behaviours.
- Help them to recognise their own self-talk when approaching new situations and to develop some positive coping statements to stop the self-defeating talk.
- Talk about effective and helpful strategies you use to manage anxiety or stress. For example, talking to friends, positive self-talk, exercise and other relaxation strategies.

For further information:

- [Beyond Blue: Anxiety Fact Sheet](#)
- [Black Dog Institute: What is Anxiety?](#)
- [Better Health Victoria: Managing and Treating Anxiety](#)

~ Sarah Abbott, Assistant Principal

Community News

R U OK Day?

As part of the school focus on Wellbeing, we are observing **R U OK? Day** on **Thursday 12 September**.

The purpose of *R U OK? Day* is to check in with peers, colleagues, friends and family and ask 'are you okay?' Throughout next week, students will engage in class activities that focus on understanding and regulating emotions.

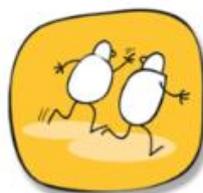
We invite all students to **wear yellow/a touch of yellow** on Thursday.



1. Ask



2. Listen



**3. Encourage
action**



4. Check in

Darebin Community Awards – Congratulations

On Friday, 23rd August, the 2019 Darebin Community Awards were held at Preston City Hall.

Marjie Tkatchenko was nominated by Fairfield PS for a *Lifetime Achievement Award* in recognition of her outstanding contribution to Fairfield Primary School and the Arts in the Darebin Community.



Lori-Ann Dalton, mother of Ash in 1/2B, was awarded the *Sustainability Award* in recognition of her role in founding the community group, *Minimal Waste 3078*.



General News

Tournament of Minds (TOMs)

Congratulations TOMs' teams! 14 Year 5/6 students, (two teams; seven students in each), participated in the *2019 Tournament of Minds*. The competition involved taking part in one of four long-term challenges involving either The Arts, Literature, STEM and Languages, and a 5 – 10 minute spontaneous challenge.

TOM coordinator teachers, Michele and Monique, would like to congratulate each team – both on the day and their collaborative work over the six-week lead period. We are delighted to announce that both teams received honours for their long-term challenge – a second and third in the overall competition.

Team Loris

- Eden W, 6B
- Asher V, 6A
- Hayley W, 6C
- Sidney S, 5B
- Scarlett M, 5B
- William H, 5B
- Jeevan T, 5C



Team Loris Reflections:

- My name is Scarlett, I was in *Team Loris* for TOMS and it was one of the best experiences I have ever had. It was so exciting and enjoyable. I can't believe we came 3rd and the GEETS (the other team) came 2nd.
- Hi, what's up! I'm Sidney, and I was in *Group Loris*. I loved being a part of something super big and it was really awesome!
- Hi, I'm Will H. TOMs was awesome. Our group really came along way and I'm really proud of FPS.
- Hello, it's Jeevan here. I was very happy that I got into TOMs. My favourite part was working in a team with people I don't usually work with. The overall experience was amazing.
- Hi I'm Asher. V and I loved doing TOMs. I think it was a great opportunity for younger kids to experience a STEM activity and I would highly recommend it. It's also been a great team building and learning experience.
- Hi, I'm Hayley. I was in *Team Loris*. I was super excited when I got in. I found it was an amazing experience and I was so proud that we came 3rd.
- Hi I'm Edan. I was super glad with the results of coming 3rd, and I'm tremendously happy with my team. It was an amazing experience.

Team Geets

- Ginger G, 5C
- Soleil CJ, 5C
- Samia A, 5B
- Eliza F, 6B
- Tom M, 6A
- Tom T, 6A
- Ewan KC, 5C



Team Geets Reflections:

- Hello, I'm Sami. I'm so glad we came second, and I think my team came a long way. We had a couple of malfunctions and troubles, but we still made it to the finish line.
- Hi I'm Ginger. TOMs was a really great experience. The process was amazing and really fun.
- Yo, I'm Soleil! I've really enjoyed the TOMs experience because I got to work with people I usually don't work with and compete with other schools (some of which I've never heard of).
- Hi I'm Ewan, I really enjoyed the excitement of TOMs and I thought it was really fun to do. It really made you step out of your comfort zone to present and achieve your goals.
- Hi, I'm Tom T. TOMs was an incredible experience for all of our group, and we all had so much fun doing it. The whole experience was great, but the best part was meeting new people.
- I'm Eliza, and I found TOMs to be a great engineering experience. The highlight of my time was that I made really good friends with people, that prior to TOMs I didn't know existed.
- Hello, I'm Tom M. I enjoyed working in with team, even though there were times we had some arguments. By the end, I felt very proud of my team and myself.

A Spotlight on Year 1/2

For Year 1/2, term three at Fairfield Primary has been the busiest yet!

Inquiry

Our **Inquiry into Health** has engaged our students to think deeply about how to keep their bodies, minds and relationships healthy. We kicked off the unit with educator and counsellor Kate Wilde who worked closely with students to develop strategies to build resilience and recognise how their actions and reactions affect their relationships. Ask your child to explain the difference between Dolphin, Crocodile, Mouse, and Fox attitudes!

Our **Swimming Program** has been an adventurous addition to keeping our bodies healthy. Students have been working hard to learn important water safety skills while advancing their individual swimming skills. Our program has been further supported with an excursion to **Kew Traffic School**. Students enjoyed practising their road safety and biking skills in a safe and fun environment!



Concert

Term three brought our concert, **'The Giraffe The Pelly And Me'** to life at Xavier College. We were amazed and SO PROUD of every student who dedicated hours of practice with Rosie in Performing Arts, and gave it their all during the big performance!

The Year 1/2 team would like to thank all of our parent and friend helpers for making such creative props and costumes.



Writing

It is hard to think Year 1/2 have had time within our classrooms. However, our committed students have been working hard on developing their **Writing Process** in narrative, persuasive and informational writing. They engaged in planning, drafting, editing and publishing their creative pieces, including ways in which text features - such as layout and graphics – can captivate their audience.

Once ther was a Dragon
so fast that no one could
see his fase.



Once he hade a
bablylin' a cave. After that
1 day they plaed hide and
seek for a celebration

Mathematics

In **Numeracy**, students have been busy consolidating their understanding of place value, fractions and explored the concept of time. We investigated and compared different ways of keeping track of time, for example, reading a calendar (handy to keep track of all our extra activities this term)!

Students also researched the seasonal calendar of the Kulin Nation and began to notice the physical changes within our environment that signal the changing of a season.

Weeks 7, 8 and 9 are all about money! The image here shows how many ways one grade could make \$5, which is actually 500 cents!



Reading

In **Reading**, students have been engaging with a wide range of texts as *text decoders*, *participants* and *analysts*. As always, we encourage you to listen to your child read, and read to them.

~ Year 1/2 Teachers and Students

A Spotlight on Year 6

Werribee Zoo Excursion

On Tuesday, the Year 6 students went to the Werribee Zoo. It took us about an hour just to get there but it was all worth it. While we were having recess, we saw two gorillas playing with each other.

Our first activity was the safari bus. While we were on the bus, we went through the arid zone and the savannah zone. Our favourite zone was the savannah because we saw the rhinos and the giraffes and it felt like we were in Africa. After this we had lunch in a peaceful area. Our second activity was learning about the wild dogs and how they are the most efficient hunters.

Soon after this we had an activity that involved figuring out a type of animal by its skull or teeth to see if it's a carnivore, herbivore or omnivore.

Our last activity was basically to roam around the zoo until we had to leave to come back to FPS.

~ Jack I and Luka TF, 6A



Year 6 Numeracy Focus

This term's math focus was really interesting, we investigated fractions, decimals and percentages. During this area of learning, we learnt many things like how to add, subtract, multiply and divide fractions and decimals. Other students learnt how to add and divide percentages. All students were challenged and enjoyed trying new things. All the activities that we did were super fun and made the process enjoyable.

One of the activities was when we were doing percentages. We had to go onto the JB-HI-FI or Kmart website and find six items, write down their prices and convert those prices into, say, 25 percent off. We think the main reason we enjoyed this was that it was challenging with fun weaved in between. People evaluated themselves and chose the things they wanted to improve. Everyone learnt a lot, and we personally think that this term's focus on fractions, decimals and percentages was really fun, and that we really enjoyed the challenge.

~ Darcy H and Eliza F, 6B

Year 6 Literacy Focus

In the Year 6 area this term, we have written memoirs and science fiction narratives. These have pushed the students to their limits and we have all enjoyed them. We have also practised literary devices and have learnt about sentence types.

Within reading in term three, Year 6 have been having lots of fun. The activities we have done have included finding the main idea and themes in our independent reading books. Nicole the teacher was very kind to come into our classroom and teach us how to highlight properly in our article, this skill will be very helpful for high school. We are each in a reading group where we were assigned roles to do for the week, and then we come together at the end of the week to share out literary devices.

~ Eliza S and Oliver G, 6C

~ Year 6 Teachers and Students

A Focus on Performing Arts

Foundation

This term has been all about exploring our musical elements of rhythm and beat. We began by defining the difference, as these words often are used interchangeably. Students linked a steady beat (pulsing and consistent) with their heartbeats, and began to copy and recognize rhythms (changeable patterns). Our percussion instruments have been very useful in practising rhythms and beat. Students are learning to follow a conductor, play in time with each other, and use each instrument correctly to achieve an ideal sound. The students can now demonstrate techniques for getting a steady beat out of a 'jangly' instrument like a tambourine. They have also written their own rhythms that will be coming home at the end of term.

Have you played 'Don't Clap This One Back' at home yet?

- Clap (sing or play) different rhythms and your partner needs to copy your rhythms exactly.
- If you clap the *SPECIAL* rhythm - your partner shouldn't clap it back.
- The special rhythm fits the words Don't. Clap. This/One/Back
- Also known as Ta/Ta/Ti Ti/Ta, Crotchet/Crotchet/Quaver Quaver/Crotchet for those who read music.
- Also known as 'the pattern most teachers clap to get your attention'!
- Make the game harder by varying the tempo (speed) of your 'don't clap this one back' or coming up with a new special rhythm.

Year 1/2

We have been reflecting on our amazing learning journey that was our production of *'The Giraffe, The Pelly and Me'* this week. Some themes that have come up are:

- Feeling sure things would go wrong but then they did not.
- Being brave when you feel nervous.
- Feeling proud of your classmates.
- Focusing on how your family will be proud of you to help with nerves.
- Just wanting to do it again once the show was over.
- Returning to normal life after a big exciting experience.

I was extremely proud of the confidence and ownership that grade 1/2 students showed on stage. The students took on a lot of responsibility on for delivering our story successfully to the audience under pressure! Some key stage techniques we have learned recently include:

- Speaking slowly into the microphone, and not walking away before we finish.
- Making sure dance moves are performed with maximum energy and commitment.
- What to do if you make a mistake.
- Using spatial awareness to position yourself around other dancers on stage.
- Adding gesture to dialogue to communicate more effectively.

Year 3/4

Earlier this term, students choreographed symmetrical mirrored dances inspired by the old-Hollywood choreography of Busby Berkeley, who filmed dancers from above. Students learned that cooperation is vital when creating mirrored performances to achieve the kaleidoscope-effects they aimed for.

We have just begun our circus (Year 3) and clowning (Year 4) three-week artist-in-residence intensive. The Year 3 students are studying circus skills such as juggling, diablo, devil sticks, hula hooping and group balances under direction from trainers from *The Circus Crew*. Year 4 students are exploring the art of clowning with Laura Trennery, a *Gaulier* trained clown who has toured her shows with *'The Travelling Sisters'* through Australian and international arts festivals. You can catch *The Travelling Sisters* in their show *'Thy Thus 'Twas'* at the Melbourne Fringe Festival (for adults only this time!)

Students are currently learning the core skills of these art forms, which we will then shape into a showcase performance at Ivanhoe Girl's Grammar Performing Arts Centre on **Tuesday 29 October**.



Hula hooping



Clowning about

Year 5/6

Students completed a unit on Song Writing this term, which culminated with them entering the 2019 National Song Writing Competition organised by the Australian Children's Music Foundation (ACMF). The results of the competition will be decided at the end of term four, however based on the insightful reflections made by our students and the learning we have achieved, I think we are all winners. Through this unit, we discussed brainstorming lyrics, choosing the appropriate musical form to best represent these words in song, and created chord progressions together. Many of us felt that this unit had extended our knowledge and skills in playing instruments. It was an opportunity for many to consolidate their knowledge on playing chords on a keyboard, ukulele or guitar. For some it was also an opportunity to learn to play a rock beat on the drum kit and record together with our peers.

Writing a song is not an easy process, however sharing your song and innermost feelings is probably harder. Our students were very courageous in sharing their masterpieces, not just with the judges at the competition, but also with their classmates who in turn have displayed the school values of *Respect* and *Community*. They were supportive and positive.

We are looking forward to hitting other milestones in Performing Arts in term four.



Orchestra and Choir

Do not miss our upcoming performances in the gallery space at Art4All!

- **Orchestra** are playing at 6pm on Friday.
- **Choir** at 2pm on Sunday.

~ Rosie Wositzky-Jones & Olivia Li, Performing Arts Teachers