



Principal's Report

Staff Professional Development – Writing

It is not only the students who are learning every day at FPS, staff are committed to constantly improving their practice. Across the last three weeks, staff meetings have been focused on the 'Writer's Workshop', which is the lesson structure that we use to teach a high quality writing lessons.

Our Literacy School Improvement Team, led by Elise Dowell and Nicole Rettke, discussed the *Writer's Workshop* model, where the responsibility of learning moves from the teacher modelling skills to the students applying them independently. We learnt that during any lesson, 'The person doing the work is the person doing the learning.'

Another important element of the *Writer's Workshop* model is conferencing; this is when a teacher works with individual students to set and review goals, or peer conferencing, when a student receives feedback and goals on their writing from classmates.

We also took the time to look at the ongoing improvement in our Writing outcomes at the school, which is the result of precise planning and teaching, effective use of data and a shared understanding of a high-quality writing lesson.



Year 3 students with their 'Story Mountain' plans and character sketches – part of the writing process.

COVID-19 Updates

Our school newsletter will not include updates on the latest coronavirus developments – please refer to your Compass news feed for this. We want to keep our newsletter focus on the great teaching and learning happening across the school, community news and celebratory information.

~ Paul Wallace, Principal

Play!

With school holidays starting in a little over a week, and the current situation, here is some information on the importance of play.



Play helps develop social skills

Play is important for learning the social skills (including language and communication) that develop over time and will be the foundation for future relationships. Through play, children learn about:

- The give and take of relationships with friends (negotiating)
- How their behaviour can affect others and to develop empathy
- How to lead and follow
- Repairing relationships

Play helps develop emotional skills

Through play, children can express their feelings, even before they have the words to say how they feel. Play also fosters imagination and becomes the basis for creativity in art or music or other ways of self-expression. These ways of personal expression can help people cope with feelings all their lives.

Play and impulse control

Children learn to think about what they want to do, to plan and to be patient. If they are building a castle, get frustrated and knock it down, they have lost their castle. In these ways, children gradually learn they need to control their impulses to achieve what they want.

Play to resolve problems

For example, a child whose family has separated may feel very anxious about what is going to happen to them. These feelings and possibilities can be explored through play. The child can practise having two homes set up with two houses and different dolls. There's no need for you to take part, but being near while the child plays shows support and acceptance.

Play helps develop physical skills

Children like games that test their physical abilities (motor skills) – running, climbing, jumping and exploring. These games bring children happiness and build their confidence.



How do children play?

School-age children can have fun with the following objects and activities:

- Furniture, linen, washing baskets, tents and boxes are great for building.
- Homemade obstacle courses can get your child moving in different ways, directions and speeds.
- Rhymes or games like “*I spy with my little eye, something that begins with...*” are great for word play and help develop literacy skills.
- Simple cooking or food preparation like measuring, stirring and serving food is great for developing numeracy and everyday skills.
- Your child’s own imagination – with imagination, your child can turn themselves into a favourite superhero or story character. If your child is interested, you could think about getting them into some sports or team activities for school-age children. Other possibilities include after-school or holiday art and craft activities.

Support Learning and Development through Play

Providing safe spaces

- Arrange safe places for children to play, indoors and outdoors.
- Provide safe boundaries and limits on their play to ensure that it is a positive experience for all.

Provide a time and a place

- Arrange time for play and make it a priority every day.
- Try to make it possible for children to finish play that they are very involved in before having to move on to do something else. If something else cannot wait, give children warning of the change.

Provide playthings

- Provide children with some playthings (such as dolls, building blocks, playdough and paints).
- Allow children to find their own playthings both inside and outside. For example, fabrics, boxes, leaves, gumnuts, puddles, pots and pans.
- Seeing what a child enjoys doing will give you more ideas of the things they may like to play with. They may ask for particular toys or books that relate to their current interests. Finding children something they really love can help them to know their likes and dislikes are valued and respected, which helps to build their sense of self.
- The best playthings encourage creative play and can be used for many things. These include bats and balls, drawing materials, blocks, dress-ups, dolls, puppets, sandpits, water and mud, things to push, pull and ride on, containers, playdough, musical instruments, and books.

Follow the child's lead

- Children need opportunities to play and work out feelings in their own way.
- Resist the temptation to criticise, direct or turn play into a lesson.
- Show support by being near, noticing and accepting what the child is playing rather than directing or taking the lead away from the child. For example, saying "I see you're singing your baby to sleep in the cradle" is supportive, but saying, "Now the baby is asleep – what do you think the mother will do next?" is directing and taking the lead away from the child.

Provide opportunities for children to play with others

- Children benefit from playing on their own, with other children of varying ages and with adults. However, children can easily become overwhelmed and tired if there are too many children or not enough things to go around.

Click to see more information on [social and emotional learning](#).



~ Sarah Abbott, Assistant Principal

Library Update

New Books & Thank You!

This term in the library the focus has been on getting all the wonderful new books onto the shelves for students to enjoy. It has been a lengthy process involving cataloguing each book, labelling them, and calling on parent volunteers to contact the books.

A big thank you to the parents who helped cover the new books – it is wonderful seeing them on display in the library. The children have been especially excited to be able to borrow these new titles. Thank you, your help is greatly appreciated!



Continuing the work of the *Friends of the Library*, shelves have been organised and regularly checked to help students find the books they are looking for quickly and easily – promoting a love for reading when they find a book they enjoy.

Teachers have also been supported through sourcing books – from non-fiction to picture books – to support students' learning around specific learning themes. I am looking forward to seeing the students in the library again next term, supporting and encouraging their passion for books and reading.



~ Paula Stafford, FPS Librarian

General News

Brooms and Spades

Got a spare 10 minutes before school pickup and see the need for a quick sweep of a path/rake up leaves, or other small tasks?

- Tools are kept in the cage on the side of the double-storey portable facing the fig tree (pictured). Feel free to use the equipment as needed.
- The padlock code for the tool cage is 3078 (the postcode). Please remember to put tools back and lock the cage afterwards.



A Spotlight on Year 4

Writing & Mathematics

This term we have been **writing memoirs**. A memoir is an important event that has happened in your life. It is great fun.

We need to include lots of detail by adding in adjectives, our feelings, smiles and verbs. I am writing about my hike in Tasmania. I know someone who is writing about their first time on a roller coaster.

~ Lucy M, 4B

Earlier in the term, we were learning about **place value**. We were reading and renaming numbers up to the tens of thousands. We have learnt new math games on the computer, like *Place Value Pirates*, and new games on paper like *Just Gridding*, *Greedy Pig* and *Mastermind*.

Now, we are revising and learning new and helpful **addition strategies**, such as bridging, jump and hop, and the split strategy.

~ Rianna K and Sophie J, 4C

Democracy Incursion

We had an incursion that explained democracy, voting, government and election. My role was being the election official. I had to hand out the voting forms and then everyone voted for their favourite councillor with numbers 1 – 6, number 1 being their favourite.

My personal favourite part was at the end, we had a meeting and it was as if we were council representatives and there was a mayor. We discussed if dogs should be kept on leads or not.

~ Will L, 4B

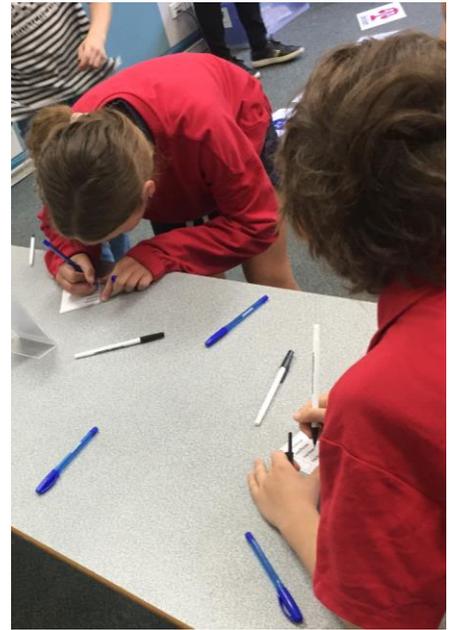
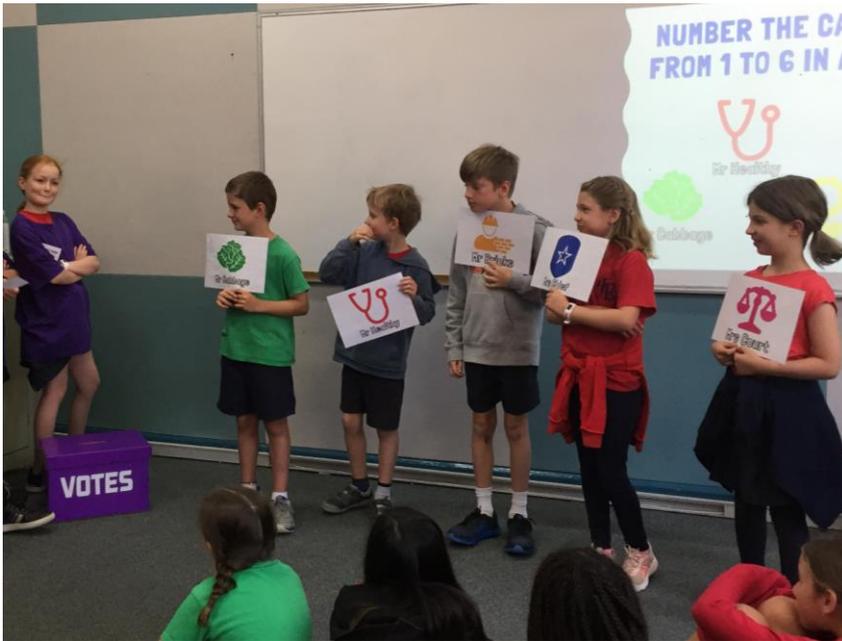
In our incursion, we learnt about how to vote, councils and democracy. We had different councillors and all the community voted for the person that they wanted to be mayor. Then six councillors were picked and I was one of the six councillors. We were arguing that we should let dogs off leads instead of them being on leads. Every single person got a say in the argument. Dogs off leads got the majority votes.

~ Eloise G, 4A



We learned about the voting system and what a democracy is. We even had a go at making a council meeting, I was a citizen and we all got a say.

~ Aston J, 4A



~ Year 4 Teachers and Students

A Spotlight on Year 6

It has been a busy term for Year 6 Students. Here are some student reflections on their Inquiry topic for the term and, of course, the camp to Canberra.



At Government House

This term the grade 6 inquiry topic is *Civics and Citizenship*. The kick-starter for this topic was a project where we got into small groups and worked together to create a bill for a new law. We discovered how a bill turns into a law. After this, we had an incursion about citizenship. During this process, we explored how to become an Australian citizen, the many ways refugees might leave their country and discovered some amazing refugees that changed the world.

At our time in Canberra, we went to many different places. We were lucky enough to watch Scott Morrison during open question time. We learnt about how parties are voted in, how the Prime Minister can only be dismissed by the Governor General and we even got to see the Government House! Camp was a great experience and we learnt many new things!

~ Sami A, 6A

Going to Parliament House was a very exciting experience. We got to participate in a variety of things that many people might never get to do. For instance, see Scott Morrison during question time in the House of Representatives. I learnt that politicians not always as formal as they seem. Although, many of the things they were discussing were important and impact everyone, so they were talking about very critical things.

~ Tashi O, 6B

My Questacon reflection:

- **What I liked:** It had the same feel as ScienceWorks but with an interesting twist for the better. All of the little details made it an exciting place to visit and explore.
- **What I loved:** Learning all about aviation and physics, like how to shoot a handmade paper rocket.
- **What I learnt:** Robots are much more advanced than I had realised. It was a real eye opener to see full body and responsive robots have been developed.

~ Olly C, 6B



Parliament House

At the Royal Australian Mint, we learnt about how money was made and we saw a few robots. One robot called *Titan* lifted heaps of coins to be sorted and after that, a robot called *Penny* sorted all those coins in to groups of 5-cent coins, 10-cent coins and so on. While we were on the tour we learnt what happened with all the coins and how our Australian Mint was established.

~ Luan H, 6B

One of my favourite activities was the Royal Australian Mint, not the mints that you eat, but the mint that makes coins. I loved it, we got to see the factory where the coins were made and the people printing the designs on the coins, and we even saw three robots. One of them tipped a pot of coins into the conveyer belt! What pulled it all together is that we got an untouched coined that no human hands had ever touched! I learnt that almost extinct coins could be worth millions of dollars!

~ Emily W, 6B

I had an extremely fun experience at camp – I would definitely do it again. I really enjoyed being with my friends and peers. There was a lot of freedom, which I also liked. The time I spent at Parliament House was amazing and getting to see the Prime Minister during question time was cool. At Parliament House, I learned many things through role-plays and other interactive activities. One thing I learned was that there are many strict rules in parliament but during question time, they do not always follow them (for example, the Prime Minister did not say thank you to the president or opposition's questions).

~ Romy L, 6B



At the Royal Australian Mint



Parliament and Civics Education Rebate Program

Year 6 students have recently undertaken a five-day education tour of the national capital. Students had the opportunity to participate in a variety of educational programs with a focus on Australia's history, culture, heritage and democracy.

The Australian Government recognises the importance of all young Australians being able to visit the national capital as part of their *Civics and Citizenship* education. To assist families in meeting the cost of the excursion the Australian Government is contributing funding of \$30 per student under the Parliament and Civics Education Rebate program towards those costs. The rebate is paid directly to the school upon completion of the excursion.

~ Year 6 Teachers and Students

A Focus on Physical Education

Physical Education

There have been many highlights throughout term one in PE and sport, with all students starting the year in such a positive way. I am look forward to another magnificent year of PE and sport at FPS in 2020.

Year 5&6

In 2020 the Year 6 interschool sports program has had a change of sport from bat tennis to mini tennis. Because of this, the Year 5 and 6 students focussed on how they can improve their striking skills. We have

had many discussions around the importance of moving to the ball quickly, how to gain more control of your hits and even talks about strategy. There have been many interested onlookers and I have seen a number of children bringing their own racquets to play tennis at break times. The skill of striking is used in a number of sports, so the next stage of learning for the Year 5/6 students is to take what they have learnt playing tennis and transfer this knowledge to badminton.

Year 3&4

Students have been looking at how to gain more power with their throws. The key focus points have been twisting your bodies and the transfer weight. Students have been making huge improvements with their throws and I am impressed with the way they are applying the focus points when they practise the skill. The next stages of this learning will be to apply the knowledge they have gained from doing overarm throws into shot put and discus throws next term.

To finish off the term, students have also learnt the 2020 cross-country course as well as the skill of running slowly. They have been warming up by running a couple of laps of the cross-country course followed by more exercise while completing orienteering course around the school.

Year 1/2

The focus has been around the *Zones of Regulation*. Students may be familiar with these Zones in their classroom, however in PE we have been exploring and discussing how playing games affects which zone they are in. In PE, we have discovered students may move from green zone to yellow zone lots of times in a single lesson, and it happens very quickly. Because of this, they are exploring strategies that can help them at the end of a game to move back to the green zone.

We have also touched on how during exercise students may move to the blue zone and become tired. If you move to the blue because of exercise it is natural and okay – your body will naturally move back to green zone by itself.

Foundation

What an amazing start to the year the Foundation students have had. I have been very impressed with the way the classes have engaged in PE and are picking up on routines, it feels like they have been at school for years. The main focus of learning this term has been establishing routines, moving around the space safely and moving our bodies in different ways. We have played many simple movement games that require children to learn simple rules and take turns. The future learning for next term will be throwing. Throwing is a fundamental movement skill that is used in a lot of sports and games we like to play.

Sports Report

The 2020 sports calendar has been packed with the commencement of the Year 5 alternative sports program, the Year 6 summer interschool sports program, and of course, the District Division and Region Swimming competitions.

The Northcote District Swimming Carnival was held in week four of the term and the participants were selected based on our School Swimming Carnival at the end of last year. 28 students were qualified to compete against nine other schools in the Northcote area. Our students performed very well and even though only the top two from each race qualified for the division carnival, we had 18 students who moved through to the division event.

At the division carnival Asha B, Logan N, James F, Gianni S and Leo H all won their races and moved onto the region stage. As the Year 6 students were unable to attend the division event due to camp, the 12/13 girls relay team (Amelia S, Eve W, Ailsa C and Soleil C) and the 12/13 boys relay team (Will H, Bruno H, Louis C and

Jeevan T) have been given invitations to the region event. We wish all competitors the best of luck at this competition.



Next Term

Looking ahead, term two is cross-country time. During PE at the start of the term, students will complete laps of the cross-country course at school and earn points for their house. From these laps, the fastest eight boys and girls from each age group will have the opportunity to represent the school at the district carnival on 21 May at Bundoora Park.

I can confirm the wheelchair basketball will take place again in the Year 5 alternative sports program. The Year 6 students will participate in a winter sports carnival later in the term.

Learn to Swim Program

The 2020 Learn to Swim program will continue to be an optional program for students in Foundation and Year 1/2. We have changed the enrolment process this year and we have not asked for expression of interest – we will just call for enrolment early in term two. Because of this, we will not be able to give an exact figure of the program cost as the number of enrolments has an effect on the overall price of the program. In 2019, the cost was \$75 per student and we expect it to be similar in cost this year. Once enrolments close and we have finalised student numbers, payments will be accepted from all families who have enrolled.

Please note late enrolments will be placed on a waiting list. Those on the wait list will only be accepted into the program if spaces become available due to a student withdrawal. The date for this process will be communicated soon.

~ Geoff McShane, Physical Education Teacher