

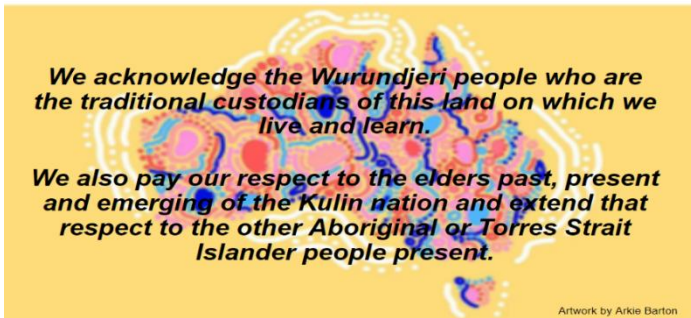
# AVONDALE PRIMARY SCHOOL

## NEWSLETTER #9 Friday, June 17, 2022



**VISION STATEMENT: Avondale Primary School; a community that strives for excellence through high quality learning, engagement and wellbeing for all.**

### Acknowledgement of Country



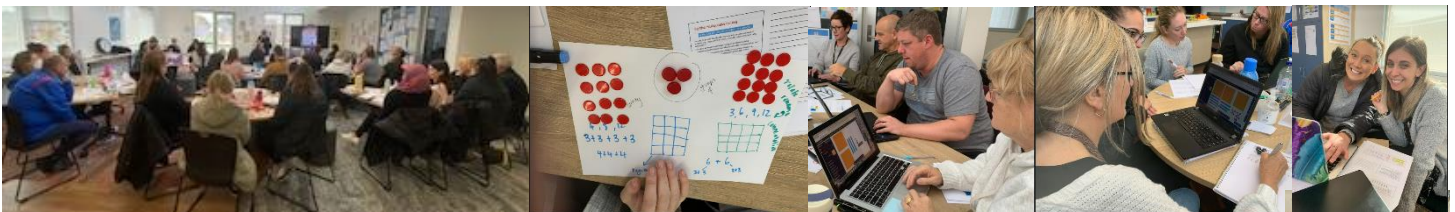
IMPORTANT DATES	
Monday, June 20	Semester One Reports open on Compass
Wednesday, June 22	Parent Teacher Conferences 2 – 7pm
Thursday, June 23	Grade 5/6 Gala Day 2
Friday, June 24	End of Term 2 <b>Early dismissal 2.15pm</b>
Sunday July 3 – Sunday July 10	NAIDOC Week
Monday, July 11	Term 3 – Day 1

Hello to our Avondale families and community,

It was fabulous to welcome our families into classrooms for our Opening Morning to celebrate Education Week. We are looking forward to further opportunities to have our families be engaged in our learning in whole school events throughout Terms 3 and 4.

From the beginning of Term 3 we also welcome all our families on-site for student drop off in the mornings and student pick up in the afternoon. Our main gates will continue to be supervised from 8.40 – 8.50am, with gates locked at 9am. Gates are reopened by our Grade 6 Gate Monitors at 3pm each afternoon.

The APS Grade 3-6 Athletics Day dates have been postponed due to inclement weather. This event has been rescheduled for September 16, where we will hopefully see lots of sunshine and warmer weather, providing an opportunity for our Grades 3-6 students to star on the track and have lots of fun.



On Friday 3rd of June, Avondale PS staff worked with Maths Consultant, Margarita Breed. Throughout this Curriculum Day, the knowledge of all staff was further developed through a focus on the **Big Ideas in Number, including Trusting the Count, Place Value (10 of these is 1 of those), Multiplicative Thinking and Partitioning**. Our staff engaged in hands on learning, making connections and sharing their thinking as mathematicians. There was a real buzz with our staff making sense of their understanding and sharing their thinking with others. Having the right answer was just not quite enough as justifying our thinking was essential. Staff can't wait to implement this learning with their PLCs and students as we continue to work with Margarita in Terms 3 and 4.

We would like to extend a big thankyou to Mrs Emma Little, who is finishing her time with us at Avondale Primary next week. Mrs Little has engaged Foundation – Grade 2 students in a range of dance, drama and music opportunities this semester through a rigorous Performing Arts program. Mrs Little is expecting her baby in July and we wish her the very best in this next stage of her journey.

Please take the time to read each section of the newsletter for additional information around Semester One Student Reports, Parent Teacher Conferences, Child Safety, Victorian Premiers' Reading Challenge, Cyber Safety, NAIDOC Week, OHSC Expression of Interest, Teaching and Learning @ Avondale PS and community notices. Have a safe and happy Term 2 holiday break,

**Joe Scarfo – Assistant Principal**  
**Jill Benham – Principal**



## DISTRICT CROSS COUNTRY RESULTS

A big congratulations to our Grade 4 students, Henry and Shaylee, for a great effort representing themselves and Avondale Primary School at the District Cross Country event last week with pride. They displayed excitement, persistence and professionalism.

Shaylee came 27th in her age group and Henry came 6th in his age group. Henry is now off to the Regionals.

Well done Shaylee and Henry. We are so very proud of your great individual efforts.

CONGRATULATIONS from us all at Avondale Primary School.



## SEMESTER ONE STUDENT REPORTS AND PARENT TEACHER CONFERENCES

The format of the Semester One Student Reports reflects the Department of Education and Training expectations for student reporting and provide:

- a clear picture of student progress and achievement against clearly defined standards
- comments written in parent friendly language, to show parents and carers:
  - how well a student has achieved the Victorian Curriculum standards
  - what the student has learned and understood in terms of achievement across the semester
  - the next steps recommended to support and extend learning
  - work habits reflecting effort and behaviour in the classroom and in the school environment
- student reflections, based on successes and highlights of this semester
- teacher comments and highlight/s of the semester

Students have been assessed against the Victorian Curriculum F - 10 achievement standards or the Level A - D curriculum or EAL curriculum in Literacy. Each learning area has an A to E rating, reflecting student achievement at this time of the year:

**A: WELL ABOVE STANDARD** - more than 12 months above the expected standard

**B: ABOVE STANDARD** - 6 – 12 months above the expected standard

**C: AT STANDARD - AT THE EXPECTED STANDARD AT THIS TIME OF THE YEAR**

**D: BELOW STANDARD** - 6 – 12 months below the expected standard

**E: WELL BELOW STANDARD** – more than 12 months below the expected standard

Along with a letter rating, you will see a table showing the level of achievement expected of all students in Victoria. A **solid dot** has been placed on the table showing where your child is achieving in relation to the state wide standard. For all students in Grades 1 - 6, there is a **hollow dot** with a number indicating the rating your child achieved the last time the subject area was reported on and a dotted line showing the progress that has been made in each curriculum area. The A to E ratings and comments written by the teacher/s, show what the student has achieved against state-wide standards, NOT against the other students in the grade. **The C rating consistently shows the student has achieved the state wide expected standard at this time of the year and their learning is on track.**

We are looking forward to talking with parents and carers during our **Parent Teacher Phone Conferences** next Wednesday 22nd June 2pm -7pm. Teachers will be calling from a private number so this will show up as no caller ID and calling the first listed parent in the Compass contact details (Parent #1). If this is not the preferred number please send an email to your child's classroom teacher to let them know the number to call. This will ensure a smooth process on Wednesday for all families.

## CHILD SAFETY

The Victorian Government has announced new Child Safe Standards to further strengthen child safety across organisations, including schools. The new standards recognise the critical importance of families and the broader school community in maintaining and promoting child safety and wellbeing.

Avondale Primary School has started the process of reviewing and updating our child safety policies and procedures to ensure they meet the requirements of the new standards. Policies will be approved by the School Council and then made available to view on the school's [Child Safety website page](#). The following policies were approved at our School Council meeting:

- Student Wellbeing and Engagement Policy
- Child Safety and Wellbeing Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Bullying Prevention Policy

We are committed to continuous improvement in our approach to child safety and wellbeing and welcome feedback from families and members of our school community on ways we can further strengthen our child safety policies, procedures and practices. To read more information about the new Child Safe Standards in your language please visit our school website.

If you have any suggestions, comments or questions, please contact the school at [avondale.ps@education.vic.gov.au](mailto:avondale.ps@education.vic.gov.au)

### Victoria's new Child Safe Standards

<b>Child Safe Standard 1</b> – Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued	<b>Child Safe Standard 7</b> – Processes for complaints and concerns are child focused
<b>Child Safe Standard 2</b> – Child safety and wellbeing is embedded in organisational leadership, governance and culture	<b>Child Safe Standard 8</b> – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training
<b>Child Safe Standard 3</b> – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously	<b>Child Safe Standard 9</b> – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed
<b>Child Safe Standard 4</b> – Families and communities are informed, and involved in promoting child safety and wellbeing	<b>Child Safe Standard 10</b> – Implementation of the Child Safe Standards is regularly reviewed and improved
<b>Child Safe Standard 5</b> – Equity is upheld and diverse needs respected in policy and practice	<b>Child Safe Standard 11</b> – Policies and procedures document how the organisation is safe for children and young people
<b>Child Safe Standard 6</b> – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice	<b>*The Child Safe Standards are reflected for a school's context in Ministerial Order 1359</b>

### PROTECT

Everyone has the right to be safe and be protected from abuse. No one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community. Tell a teacher or any adult at your school if you feel unsafe.



**It's everyone's responsibility.** Adults at school must listen and respond to concerns about child abuse.

If you suspect abuse of any child or young person, you have a responsibility to report it, even if you are not sure.

Further information & resources [www.education.vic.gov.au/protect](http://www.education.vic.gov.au/protect)

## VICTORIAN PREMIERS' READING CHALLENGE



With 77 days left to complete the Victorian Premiers' Reading Challenge, Avondale PS students have read and recorded **535** books.

We have a list of Challenge Books in the library which students can check, before borrowing their library books. This is a great way to increase the number of books read. Some of the book reviews entered by our students are included here for you to read.

Inaya Year 2 19 May 2022		<b>Dahl, Roald</b> <a href="#">Charlie and the chocolate factory: Charlie and the great glass elevator</a> ★★★★★ What a wonderful book, I loved reading and imagining everything about the chocolate world because I like to eat lots of chocolates.
Violet Year 3 24 May 2022		<b>Simmons, Jo.</b> <a href="#">I stole my genius sister's brain</a> ★★★★★ I like how Keith keeps trying to make inventions to steal his sister's brain.
Sebastian Year 1 24 May 2022		<b>Noble, JW</b> <a href="#">Fergus at the race</a> ★★★★★ I liked when the boats slowed down and Fergus started to ore a lot faster.
Cara Year 3 06 Jun 2022		<b>Do, Anh</b> <a href="#">WeirDo</a> ★★★★★ I liked the first book because he's so small and it explains about the family.

## CYBER SAFETY – TIP OF THE WEEK

### Set rules and be part of your child's digital life

- Set age-appropriate rules for devices and online access, with consequences for breaking them. Take advantage of parental controls to monitor and control screen time and access to content in ways appropriate to your child's age and experience. See eSafety Commission guide to [taming the technology](#) and [time online and online gaming](#) if these are of concern
- Keep the computer or device in an area of your home that can be supervised
- Ensure your child's input — this will help them understand risks. As they get older you can review your rules together.
- Consider creating a [family tech agreement](#) (sometimes called a family media plan or family online safety agreement). A [family tech agreement](#) is a set of rules about how devices, like smartphones, tablets, computers, TVs and gaming consoles are used in your home. It is written down and agreed to by all family members and kept in a place where everyone can see it, such as on the fridge.
- eSafety has created our own version of a [Family Tech Agreement](#), in collaboration with [ABC KIDS](#), especially designed for families with [children under 5](#). You can download this and fill it in with your family. Another example, from [ThinkUKnow Australia](#), can also be a good starting point for families with older children.
- The consequences for breaking the rules should be clear. Negotiate these with your child when you create your agreement so they mean something to them — [Raising Children Network](#) has some useful tips and advice.
- Consider making some 'rules for parents' too — and stick to them! Model behaviour that you would like to see.

Further information can be found on our school website <https://www.avondaleps.vic.edu.au/page/39/eSafety-parent-resources>

## NAIDOC WEEK – July 3 - 10

**NAIDOC week celebrates the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.** NAIDOC Week is celebrated by all Australians and is a great opportunity to learn more about Aboriginal and Torres Strait Islander communities. NAIDOC Week is celebrated not only in Aboriginal communities, but by Australians from all walks of life. In 1972, the Department of Aboriginal Affairs was formed, as a major outcome of the 1967 referendum. In 1974, the NAIDOC committee was composed entirely of Aboriginal members for the first time. The following year, it was decided that the event should cover a week, **from the first to second Sunday in July**. NAIDOC originally was an acronym for the National Aborigines and Islanders Day Observance Committee.



NAIDOC activities are held across Australia, activities include cultural and educational activities in schools and workplaces and public displays. Major celebratory events take place in Australia's major cities as well as in larger rural Aboriginal and Torres Strait Islander communities. Please check the following links for more information on NAIDOC week history and events: [NAIDOC WEEK Information and activities](#), [VICTORIAN NAIDOC WEEK](#), [Songlines Multi Sensory Indigenous Art Exhibition](#), [NAIDOC WEEK activities for children](#), [Dreaming Stories for children online](#) and [Dreamtime stories to read](#)

## SAFETY AT AVONDALE PRIMARY

Thank you to our families who are parking a little away from school and walking the rest of the way. This helps ease the parking and traffic congestion around our school. It is important for us all to take notice of the NO STANDING areas – particularly in Sydney, Wood and Clarendon Streets. Road safety is our priority and children must be dropped off on the school side of the road in both Wood Street and Sydney Street to avoid running across the road in front of cars. Children do not have the awareness to cross safely in busy traffic areas unless it is at a school crossing or with an adult. Please talk to your child/children about using the crossings that are in Clarendon St and Sydney St that are both supervised before and after school.

The Wood Street side furthest from school now has restricted parking. Please take notice of these signs as these areas are being monitored by the Council and the local Police.



## OUT of SCHOOL HOUR CARE (OSHC) EXPRESSION OF INTEREST (EOI)

Avondale Primary School is currently seeking expressions of interest from licenced OSHC providers to deliver a service from the school site, commencing August 2022. This process is being undertaken as a result of the expiry of our Out of School Hours Care (OSHC) licence agreement with the current provider.

The process opens on Wednesday, June 22. A copy of the EOI documents will be available on our school website from this date at [Avondale Primary School \(avondaleps.vic.edu.au\)](http://Avondale Primary School (avondaleps.vic.edu.au))

Consideration will be given to the following areas:

- compliance history and assessment rating of other similar services operated by the provider
- provider experience in education and care, specifically OSHC services
- references or feedback on existing OSHC services
- education program planning, delivery and monitoring process
- staffing procedures
- the process for the development of the quality improvement plan and ensuring continuous improvement
- program fit with community needs and values
- process for setting and revising parent and carer fees
- cost to families and carers including the proposed fee and billing structure

Providers interested in attending an onsite visit are able to do so on Monday, July 4 at 11am. Please register your attendance via email [avondale.ps@education.vic.gov.au](mailto:avondale.ps@education.vic.gov.au) marked attention of Principal.

Expression of Interest forms will need be emailed to [avondale.ps@education.vic.gov.au](mailto:avondale.ps@education.vic.gov.au) marked attention of Principal, by the closing date of Friday, July 8 @ 4pm

## WET WEATHER REMINDER

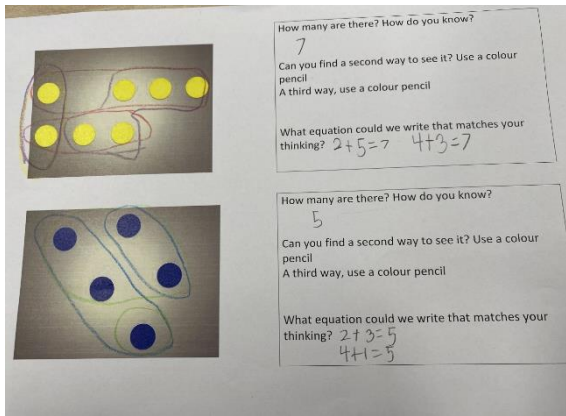
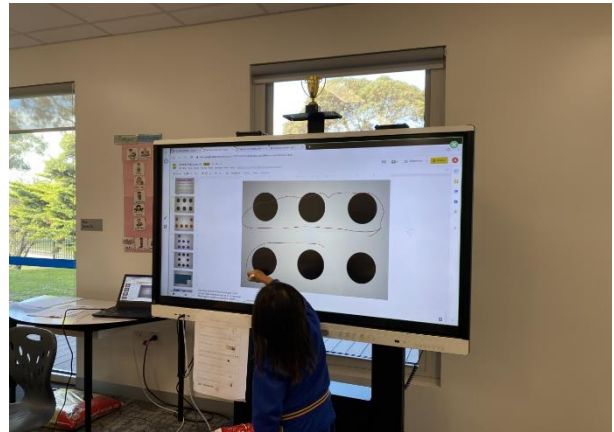
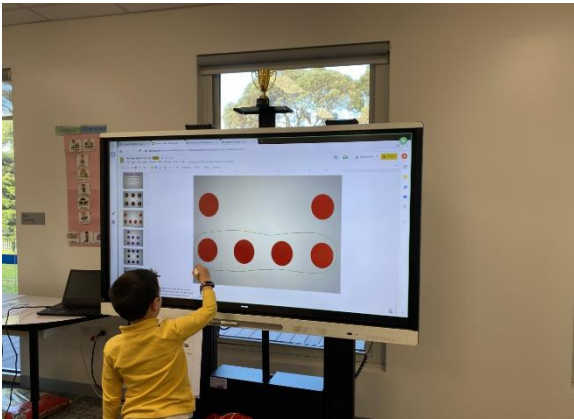
The weather at this time of year can make some of our playspaces very wet, muddy and slippery under foot. It is a good idea for students to have a spare change of clothes in their schoolbag to be able to change into, if required. We currently do not have any spare uniform items in the sick bay to be able to allocate out to students.

## TEACHING AND LEARNING LITERACY and NUMERACY HIGHLIGHTS

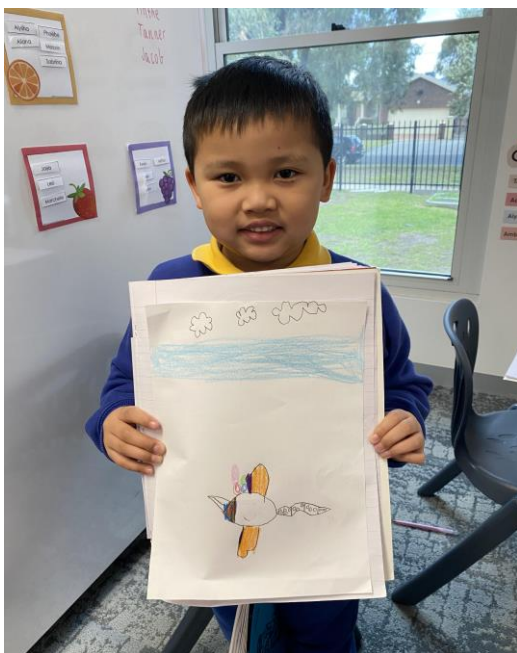
In Foundation, students have been learning about solving subtraction stories using the strategies of taking away and crossing out. We made our own subtraction story and matched it with a number sentence in our candy jar' craft activity. Students got to pick how many lollies fell out of their jar and found out how many lollies were remaining. Foundation students loved this activity!



In 1A we have been using our 'maths talk'. Maths talk means to explain your thinking or the strategy used to solve maths problems. On Wednesday, 1A subitised how many dots they see and discussed how they knew this. We shared how we worked this out by explaining part part whole "I see 4 and 2 that makes 6". 1A had the opportunity to work in small groups to practise using their maths talk and shared their different ways of thinking.



In 1B, we have been practising the skill of visualising in reading. This week, we read the story 'Feathers for Phoebe'. We discussed key vocabulary words and drew pictures of what we saw in our heads.



In 1C, we have been enjoying reading activities. We listen to audio stories, read books on the iPad as well as reading 'Just Right' texts. We are all making great progress with our reading skills. We can make personal connections to the stories we read.



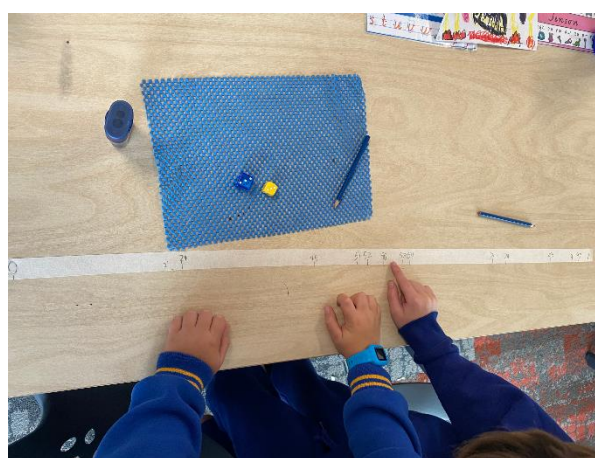
In Week 7, 2A began learning about fractions. We folded strips of paper into two equal parts, four equal parts and eight equal parts. We labelled each equal part on our paper strips, for example, 1 half. We also experimented with creating other fractions by folding a strip of paper. We used our fraction strips to explore equivalent fractions.



On Tuesday the 15th of June, the students in 2B built on their understanding of number lines in mathematics. Our success criteria included "I can order numbers on a number line" and "I can explain the placement of my number". In the mini lesson, using a piece of string, number cards and pegs, students placed numbers on our number line, including 13, 23, 36, 52 and 73.

### Masking Tape Number Lines

Students worked in pairs and placed a 0 and 100 on either end of their number lines. Students worked in partners, rolling dice, and creating 2 digit numbers. They then placed the rolled number on their masking tape number lines.



In 2C, students recently collected and analysed the rubbish collected from their snack and lunch. As a class, 2C categorised their rubbish into piles and labelled it with an appropriate name to classify the types of rubbish. The students in 2C then organised all their rubbish into a picture graph, using kinder squares to represent each different category. 2C worked together to label the x and y axes of their graph and made sure it had a title.

Following completion of the graph, students developed statements, as they interpreted the data collected, such as 'plastic is the most common type of rubbish collected from 2C's rubbish, with 12 pieces' and that '2C collected 30 pieces of rubbish altogether'.

The lesson was based on the mathematics curriculum area referred to as 'Statistics', but also incorporated our Sustainability Inquiry theme.



This week in mathematics, Grade 3A have been exploring angles! We investigated the properties of right angles and learnt about straight, acute, obtuse and reflex angles.



For the past couple of weeks 4A have continued to learn about persuasive techniques and text structures when reading and writing. Here are just a few samples of our students' great work using topics of their own choice.

For numeracy we have focused on improving our subtraction problem solving skills and learning about how to calculate units of time. Students explored the open ended tasks of finding out how old they are in years, months, weeks and days.

### Why Roblox Is Better Than Minecraft

Have your friends ever fought about which game is better, Roblox or Minecraft? Well I'm glad you came! I'm going to convince you that Roblox is undoubtedly the best! You can change your avatar to ANYTHING, you can add friends and play with them AND there are endless games. I ask you, why would you bother to choose Minecraft!

Firstly, changing your avatar to ANYTHING you want is so cool! While in Minecraft there's certain avatars you have to pick and you might not like any. But Roblox lets you have any avatar you want! It's already obvious that Roblox is better!

Secondly, on Roblox you can voice chat and play with friends! You can even make more friends! You can join your friends when they are playing something and you can chat in the game or play in private servers. This is a great feature if parents are worried about online scammers. That's a big bonus you MUST agree Roblox is cooler.

Lastly, there are A LOT of games to play on Roblox, there's more than 10M games! I recommend the games Piggy and Bedwars, they are so much fun and full of secrets to solve. You can't say Roblox is bad now!

In conclusion, it is absolutely impossible for you to not like Roblox. I think this proves that Roblox is better than Minecraft. You can change your avatar, you can add friends, and play endless games.

By Adam Mostafa. 4A



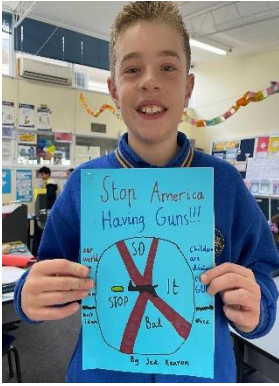
### STOP AMERICA HAVING GUNS

Do you think America having guns is a clever idea? Well, NO! it is not. Too many people are being killed and our world population is going down because of it. It is way too easy for Americans to buy a gun. Poor children are also dying because of school shootings. Do you really want this stuff to happen in America?

Firstly, more than 110 people die from guns per day in America and it is costing us badly. Do you really want this to happen? Why? You may ask, well they just keep buying guns too often.

Secondly, there have already been 20 school shootings in 2022. These poor innocent children are dying because of guns. People are dropping like flies in America, mostly in schools which is so dreadful. There is only one solution. STOP Americans from having guns.

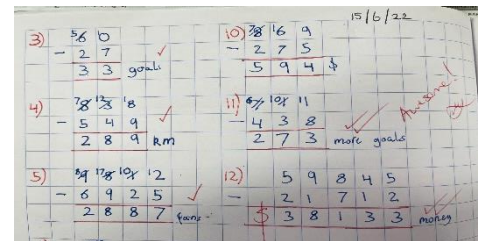
Futhermore, any American over the age of eighteen can easily buy a gun. This is a problem because stores like Walmart can sell guns making it seem like it you are just buying another toy. Guns are not toys, we must stop America from having guns.



It is clear that no guns in America is a good idea. Hang on, let me rephrase that, it is an awesome idea! This means that there will be no more school shootings and no more people dying too young. Our world would be more peaceful and our world population will go up instead of going down. No guns will help to make the world a better place.

**STOP GUNS**

This is Jessica's fantastic work.



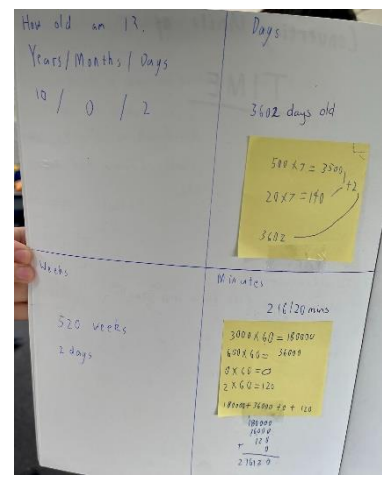
Fantastic effort at underlining the key words and circling the numbers to problem solve.

**Subtraction Worded Problems**  
Red Card 1

Show all working out for the following questions.

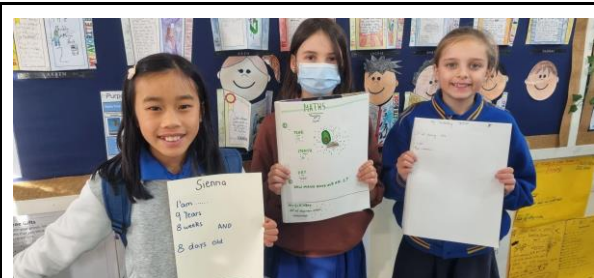
- How many more Championship games did Carla play than Erin, if Carla played 94 games and Erin played 39 games?
- A total of 497 fans attended the grand final of the Championships. If 248 supported the NSW Swifts, how many supported the Queensland Firebirds?
- How many more goals needed to be scored to reach 60 if the West Coast Fever have only scored 27?
- Between them, during the season, Laura and Madeline have run a total of 838km. If Laura has run 649km, how far has Madeline run?
- A total of 9,812 fans watched the first two games of the season. In the first week, 6,925 fans turned up to the game. How many fans attended the second game?
- Since they entered the competition, the Queensland Firebirds had played in 639 games. How many more games do they need to play to reach 1000?
- A total of 4,550 spectators attended game one of the semi finals and 11,842 spectators

This is mathematician Kiran



During this semester, 4B has worked on a measurement task that involved length. We designed a house and had to put in length measurements, demonstrating our knowledge of the most appropriate units of measurement. We have also conducted a survey, looking at the technology devices we have regular access to at home. We then had to construct a graph that displayed our grade information, as well as data from all the grade 4 classes.

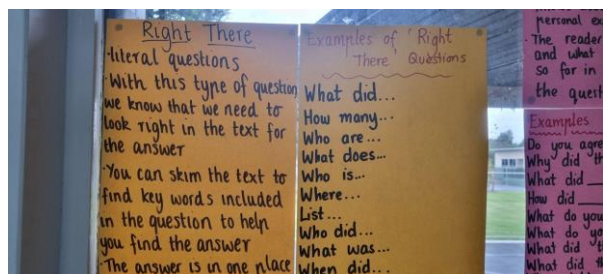




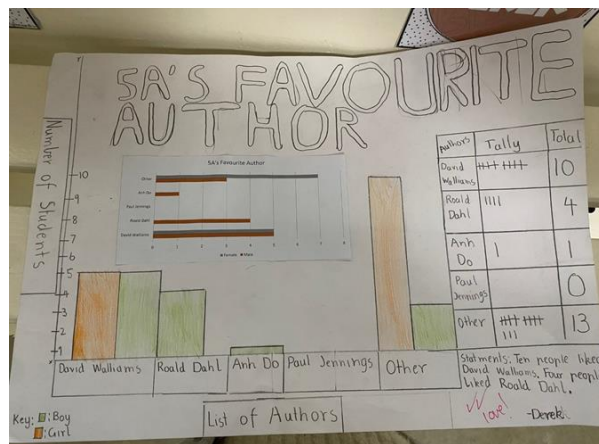
In 4C Numeracy we have been practising converting units of time. We learnt about how many days and weeks are in one year, how many years make up one decade and so on.

Using this information we then had a go at finding our age to years, months and days.

In Literacy we have been focusing on Question Answer Relationships and learning about the four types of questions good readers construct and answer. The students in 4C are becoming much more confident when identifying the type of question presented to them, such as, right there questions, think and search, author and me or on my own.



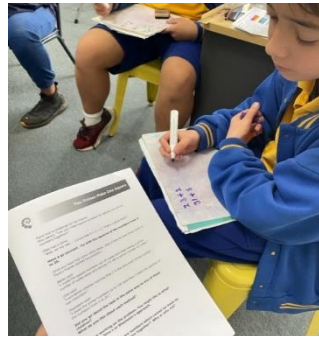
In 5A, we have been learning about different data displays and data interpretations. As an assessment piece, students had to generate a categorical or numerical type question, conduct a class survey and create an effective graph with and without the use of digital technology. Here is an example of one.



Over the past two weeks, Grade 5B have been researching a European or North American country of their choice. The students chose five areas they wanted to research and then presented their information on a brochure for our travel expo. They had a lot of fun using their creativity and finding out new facts.



6B have been working on Prime, Composite and Square Numbers. We have been identifying numbers that have only two factors (itself and one) which are prime numbers and identifying numbers with more than two factors which are called composite. A square number is a number that is multiplied by itself. Students then worked towards solving the NRich problem *Two Primes Make One Square*.



### Visual Arts

In the past two weeks students have continued working on their recycled art project. Grade 3 students have been working on creating organisers, money boxes and planter pots using plastic bottles. Grade 4 students have worked on making coasters using newspapers and magazines. The Grade 5s have been working on creating an art piece using plastic bags to make a skipping rope or socks for door stoppers or egg cartons to create an art piece. Finally, the grade 6 students have created art pieces using CDs such as the donut series coasters that you can see in this week's newsletter.



### Physical Education

English is incorporated within PE through the use of discussions. Students are asked questions to evaluate their understanding. We utilise maths during competitive activities, where students aim to achieve a higher score than the opposition. Students then work out the difference between scores, calculating how much they win or lose by compared to another. Foundation level participated in a cone running game. Students were split into teams and one at a time in their teams were to run and collect a cone. The aim was to be the quickest team to collect the most cones. At the end, students worked together to add up their own cones. Students then communicated who won and why.

## STUDENTS OF THE WEEK – Term Two: Weeks 7 and 8

STUDENT	GRADE	WEEK 7 AWARDED FOR
Ayden B	Foundation A	For having a positive mindset and trying his best! Well done Superstar!
Tyra C	Foundation B	For fantastic effort solving subtraction problems. Keep it up Tyra!
Zachary R	Foundation C	For putting more effort into tasks and contributing more to class discussions. Keep it up Zach!
Ishi	1A	For writing a character description about The Gruffalo using adjectives
Marchelle A	1B	For her great attempt at writing a different ending for 'The Gruffalo'. Well done Marchelle!
Leila H	1C	Displaying creativity in making a butterfly out of recyclable materials.
Ainsley	2A	For her creative use of recyclable materials to make a gift for her cat. Well done Ainsley!
Hendrix L	2B	For acting on and embracing feedback from his peers. Great resilience!
Krishiv B	2C	For creating an interesting paragraph explaining why we can be helpful! Great editing and handwriting!!
Marcus N	3A	Excellent work identifying different genres and explaining the key features!
Anastasia P	3B	For her positive attitude and consistently demonstrating our class values of being respectful and responsible.
Ella D	3C	For her excellent work with identifying different angles during our numeracy sessions this week!
Eleni K	4B	For planning and drafting an excellent persuasive text titled, "Home cooked food is better than fast food."
Aren C	4C	For using the Revising Code to add, change and improve the quality of his persuasive piece on why iphones are better than Playstations.
Milla L	5A	For posing a great numerical data question to survey the class, 'How long do 5A spend on technology daily?'
Sina	5B	For working hard to understand the importance of cause and effect when researching natural disaster
Scarlett.R	6B	For continuing to work independently on her project about France and presenting her work as an appealing travel brochure.

Luca S 3B	ART	For his creativity in problem solving his aeroplane plastic bottle art project. Keep up the great job!
Tyra C	Performing Arts	For her excellent participation in the dancing activities, in Performing Arts this week.
Mason M 1A	Italian F-2	For putting lots of effort into learning how to count to 100 in Italian. Bravissimo!
Betty B 4B	Italian 3-6	For putting lots of effort into writing her postcard draft. Bravissima!

STUDENT	GRADE	WEEK 8 AWARDED FOR
Amna B	Foundation A	For recognising her high frequency words when reading. Superstar effort!
Josie B	Foundation B	For having a go at writing independently this week. Keep it up Josie!
Chelsea T	Foundation C	For trying hard to write independently this week. Keep it up Chelsea!
Mira	1A	For confidently retelling the story 'Feathers for Phoebe'
Melorin	1B	For her fabulous work during our maths session on part-part whole! Fabulous work Melorin!
Cameron	1C	For applying his addition and subtraction knowledge when finding fact families!
Sebastien P	2A	For taking on a leadership role and working collaboratively during a number line Maths lesson. Great work Sebastien!
Mark	2B	For identifying and explaining where numbers should be placed on a number line activity. Excellent maths talk, Mark!
Sebastian B	2C	For brainstorming some great ideas for his Student Representative Speech and identifying his personal qualities and skills. Fabulous work Sebastian!
Aleyna D	3A	For an excellent result in your subtraction post test!
Hayley C	3B	For her willingness to always contribute to our class discussions.

Amir M	3C	For his persistence towards completing his numeracy and literacy tasks throughout term 3. Well done!
Sannus N	4A	For his efforts to write persuasively using evidence to support his arguments
Tyrone U	4B	For setting 2 personal bests in our weekly maths challenges. Well done!
Ethan H	4C	For displaying respectful and inclusive play behaviours. Well done Ethan!
Jack J	5A	For improving his focus within the classroom. Keep it up!
Cooper K	5B	For using his time wisely during Inquiry to research information on America for his Travel Expo brochure.
Miguel D	6A	For great oral reading and his thoughtful insights into the characters emotions and actions.
Naylie T	6B	For continuing to work hard and work independently on her project about South Korea and presenting her work as an appealing travel brochure.
Jake N (5B)	ART	His creative crocodile designs using egg cartons. Well done, Jake!
Anna H (1A)	Performing Arts	For her conscientious writing and excellent focus in Performing Arts this week.
Emily A 2A	Italian F-2	For her fantastic effort in Italian and always contributing to class discussions. Bravissima!
Derek L 5A	Italian 3-6	For his amazing effort in drafting and publishing a letter in Italian. Bravissimo!
Zoe W	PE F-2	For constantly coming to PE with a positive attitude and participating in all activities. Zoe is a great team player and always displays a caring nature.
Leela S	PE 3-6	For persisting during our football practice and displaying a positive nature.

# Respectful school communities start with respectful behaviour

Parents, carers, staff and students can help keep our school community safe, supportive and respectful.

Good relationships are based on:



Open and honest communication



Trust and respect



Working together



Fair and reasonable expectations by all

These behaviours are **not** okay in our school community:

- ⊗ Threats
- ⊗ Violence
- ⊗ Rudeness
- ⊗ Harassment
- ⊗ Discriminatory and derogatory comments
- ⊗ Aggression
- ⊗ Intimidation
- ⊗ Threatening gestures

This includes in-person, over-the-phone, email, text message, social media and online.

For more information ask your school about the **Respectful Behaviours within the School Community Policy**.

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# WHAT MAKES PAUL SADLER SWIMLAND DIFFERENT TO OTHER SWIM SCHOOLS?

AT PAUL SADLER SWIMLAND SURVIVAL SKILLS ARE THE FOUNDATION OF OUR LEARN TO SWIM PROGRAM

PLACES  
FILL QUICKLY  
BOOK YOUR  
CLASS  
TODAY!

**ZERO  
DROWN**  
TOLL IS OUR GOAL!

AT PAUL SADLER SWIMLAND WE TEACH SURVIVAL SKILLS AT EVERY LEVEL:  
10 minutes per class is spent in deep water, where we teach treading water, deep water recovery (safety circle) and mobility on both front and back until children have achieved 2 minutes treading water.

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THE SURVIVAL  
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**Cost: \$9.00** a session



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- Lose weight, get fit and have fun
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