



## *Achievement, Confidence & Pride*

**Thursday, 27 August 2020.**

Dear Parents and Carers,  
Congratulations to all Preps and their parents on reaching **100 days in prep**.

### **Online learning**

Well done to all families who are mastering the aspects of submitting work online and assisting your children to get into Break out rooms online. I understand this can be an added stress but once the students are familiar with various functions they quickly become competent at doing those things.

### **One Hundred Days of prep**

The students will make this a special day with 'dress up' and each student will receive a certificate to acknowledge this achievement.

### **Reading**

Improving reading outcomes for each student is a priority in the Avondale Primary School Annual Implementation Plan. Parents can help with their child's approach to reading by reading to them each day when they are younger and listening to them reading as they get older.

Reading daily to young children can help with language acquisition and literacy skills. This is because reading to your children in the earliest months stimulates the part of the brain that allows them to understand the meaning of language and helps build key language, literacy and social skills.

The frequency of reading to children at a young age has a direct causal effect on their schooling outcomes regardless of their family background and home environment.

Reading to children at age 4-5 every day has a significant positive effect on their reading skills and cognitive skills (i.e., language and literacy, numeracy and cognition) later in life.

Reading to children 3-5 days per week (compared to 2 or less) has the same effect on the child's reading skills at age 4-5 as being six months older.

Reading to them 6-7 days per week has the same effect as being almost 12 months older. Children read to more frequently at age 4-5 achieve higher scores on the National Assessment Program – Literacy and Numeracy (NAPLAN) tests for both Reading and Numeracy in Year 3 (age 8 to 9).

These differences in reading and cognitive skills are not related to the child's family background or home environment but are the direct result of how frequently they have been read to prior to starting school.

This summary is based on the 2012 research report, *Reading to young children: a head start in life*, authored by: G. Kalb and J.C. van Ours.

### **Reminder**

For the Essential Workers; please remember to submit the weekly On-site attendance forms.

**Dr Bette Prange**

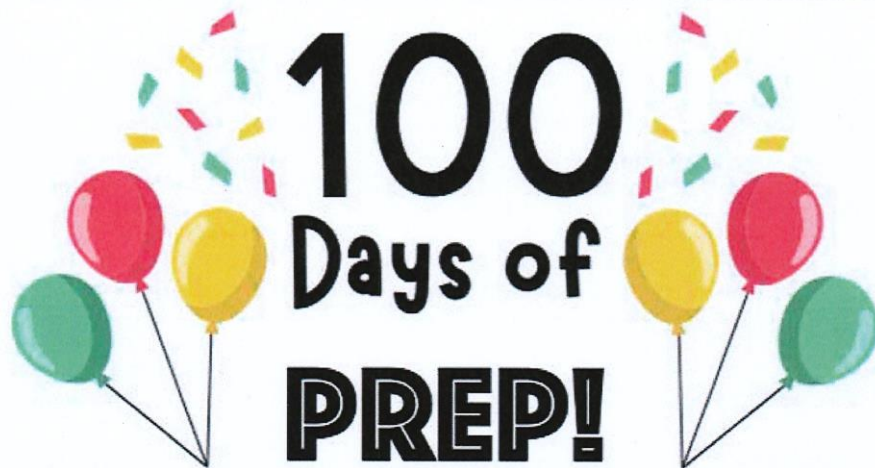
**Acting Principal**

### **Inspirational Quote:**

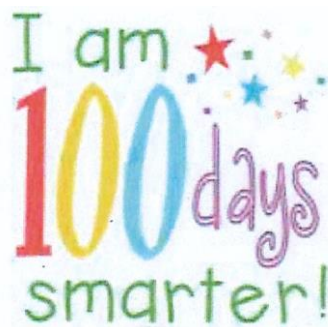
*"Even in uncertain times, good things happen every day"*

**Dr Wendy Timms**

**SWMR Regional Director.**



On Friday the 28<sup>th</sup> of August we will be celebrating  
**100 Days of Prep!**



*Congratulations everyone!*



### Staying Connected

During this period of online learning it is important that your children connect with their friends. If parents can explore ways in which they can catch up that will add to their sense of well-being and connectedness. See if they are interested in Online scrabble, Chess or Pictionary. If the catch up is on social media you may need to check that it is age appropriate and monitor the chat.



## The Art of Isolation – Preps

The Prep artists have been busy creating stunning works of art. The products we have created are just a perk, however. The main benefit of art in our current circumstances lies in the process. The process of creating art is cathartic. We get to explore how we're feeling; sometimes we get to explore alternative realities through the use of imagination. It's transformative. Art also brings us together: we have had brothers, sisters, mums, dads and extended family members join the fun.

Here's a quick peek at some of the highlights.

Preps have been exploring colour. They have learnt about the three primary colours (red, yellow and blue) and have experimented with mixing these colours together to make secondary colours. The prep artists have:

- blown primary coloured food dye through straws to make secondary colours,
- swirled primary coloured food dye into shaving cream in a marbling task, and
- coloured absorbent paper with primary coloured texta and sprayed it with water until the colours combined.



Eloise



Anouk



Shelby

These three works of art were then incorporated into a collage task. The prep artists have been learning about the variety of different materials we can use to create art. They have learnt that collage can have an organised layout or a more random layout. They have learnt that the materials we use can have a texture – a feeling. Most importantly, they have learnt to experiment and find their own style. There is no right or wrong.

*Your art is so joyful preps. Keep up the colour, keep up the experimentation, keep creating!*

Mrs Farrell



Ainsley



Jake



Dominic



Emily



Sam



Dante



Christine



Alex



Tiffany



## Book Reviews – Tried and Treasured

### *One Runaway Rabbit.*

Written by David Metzenthen and Illustrated by Mairead Murphy



Have you ever had a pet rabbit? Well Lulu the pet rabbit is very curious as she starts her adventure through a hole in the backyard fence. Her neighbourhood escapade sees her, encounter a mouse, view the neighbours evening activities and outwit a fox, until she is reunited with her best friend. This story is not so much of what is said, but more about what is not said. A story told through pictures, with only eight sentences in all. This book will be greatly enjoyed by children 3 to 6 years.

*By Liz Oruba*

## **Saving (Y)our World instalment 19: Looking to the future 6: Carbon Capture by: Morrigan R**

By: Morrigan Raven and a guest contributor (thanks dad)

We're already seeing the devastating effects of climate change, and it may be too late to prevent the air becoming polluted by excess carbon. So, what can be done? Is there a way to save Earth from the hideous effects of carbon dioxide? Find out in this week's instalment of Saving (Y)our World.

Carbon dioxide (CO<sub>2</sub>) is, as you may know, emitted by daily activities like cars driving, factories working, and forests being cleared. It is also the number one contributor to climate change. If we don't do something about this soon, Earth will be heading for the first mass extinction (I'll talk more about this in a future episode) knowingly caused by one of Earth's species! But what can be done? First, we need to get to what's called net 0 emissions (net zero emissions which means that human activities don't emit any carbon). While in some aspects of our life this might be quite easy, or if not easy at least possible, in other areas it will be very hard or even impossible to completely eliminate our use of carbon. So, what can we do???



One solution that is already being used today is called carbon capture and storage (CCS). This technology actually captures CO<sub>2</sub> at its source, then buries it deep underground so that it can't go up into the atmosphere and contribute to global warming. At the moment, this technology is being used, but it's often not very successful. However in the future, as the technology gets better, we might even be able to draw CO<sub>2</sub> from the atmosphere and actually help to cool Earth. Of course, it would take a huge number of machines to do this, so we can't rely on technology alone to solve our problems, we still need very much to get to net 0 emissions as well. For example, we can't use this as an excuse to continue activities that release lots of carbon, such as burning coal. But this technology will be part of a future strategy and offers hope that over a long period of time, we might be able to bring CO<sub>2</sub> levels back to what they were before the industrial revolution.

So, carbon machines are another step toward achieving a sustainable future. Carbon machines will one day be everywhere, getting rid of CO<sub>2</sub>, perhaps even rumbling across Earth's surface like the cities from *Mortal Engines*. Until that day comes, we need to keep working to reduce our CO<sub>2</sub> emissions and even when that day comes, we'll need to be careful not to release too much for the machines to handle. But a clean atmosphere would certainly benefit us all!

So, you have come to the end of my third looking to the future instalment. Join me next time for Saving (Y)our World 20: Carbon explained. Have a good day!

*"CCS can play a valuable role during the transition to a low carbon economy as investment continues in developing renewable energy technologies. CCS does not replace the need to increase energy efficiency or develop renewable energy technologies. Rather, CCS is part of a portfolio approach to addressing the issue of greenhouse gas emissions and climate change."*

--Victorian State Government <https://earthresources.vic.gov.au/projects/carbonnet-project/carbon-capture-and-storage-faqs>



## Avondale Heights Community Spoon Village



We have created a Spoon Village garden next to the kindergarten, alongside the path from the car park. Children and teachers have decorated a wooden spoon each which is now on display in our Avondale Heights Community Spoon Village. Please feel free to add your spoon. Tell your neighbours and friends - the more the merrier!!! Let's see how big we can create our Spoon Village.

***Come and visit on your walk, or on your way to go shopping.***

You'll need something like a screwdriver to make a hole to put your spoon in the ground.

Thanking you,

Avondale Heights Kindergarten children and teachers

