



Views over Ainslie Park

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Key Dates for Term 3

Friday 18th September – Last Day of Term

FROM THE PRINCIPAL

We are all Learners

I would like to begin the newsletter this week, by once again giving my sincere thanks to our extraordinary staff at Ainslie Parklands Primary School.

Throughout this period of remote learning, the staff have continued to provide an outstanding level of care and commitment to our students.

The commitment their work has not stopped with the what you see online. Throughout this time, the staff have remained committed to their professional learning and growth, to ensure they are always providing the very best learning program for our students.

It would be very easy to neglect this important work and put in the 'too hard' basket during this challenging time. However, this is not the attitude of our staff. The model they reflect to our student and community is nothing short of exemplary.

Current Professional Learning includes:

- Coaching for middle leaders within the Leadership partners program
- Implementation of the **6+1 Writing Traits** model across all year levels.
- Literacy, Data, Assessment and Practice (LDAP)
- Utilising **Essential Assessments** to track and support progress in mathematics.
- **Professional Learning Communities (PLC)** – all studio groups learning how to work through a specific problem of practice to better support their students.
- Trauma Informed Practice
- Functional Behaviour Analysis

This is just a short insight into some of the learning that our staff is undertaking, which is in addition to the incredible amount of that has taken place to enable them to provide such a rich Learning from Home program.

The commitment to life-long learner is strong with APPS staff and sends a wonderful message to our students and community.

Online Forum for 2021 Prospective Families

On Thursday 10th September from 7-8 pm, APPS will be holding an open online forum for new and prospective families to our school.

Although primarily focused on new families to Foundation for 2021, the conversation will. Be open to any families thinking of joining our school community for the new year.

Further details of the session, including meeting links, will be shared through Compass, Facebook and our website next week.

If you know any families thinking of enrolling with us next year, I would encourage you to pass on this information.

School Wide Positive Behaviour Support
From PBS Coordinator – Fiona Dandie

As part of adapting to the remote learning setting, we have redesigned how our focus on values and our token system so we can continue to acknowledge all the great values students are demonstrating during this challenging time.

In the online setting, we will be focusing on a value each week, teachers will record virtual tokens for students demonstrating that value.

This includes studio teacher, specialists and ES staff. A whole school tally is being kept of the students' achievements and each time a student tally reaches 8 they will be sent a small surprise in the mail.

This weeks focus has been **Responsibility:**

I show responsibility when I share my completed tasks using Seesaw, on time.

In the onsite setting students have a smaller modified version of your whole school behaviour expectations. Students positive behaviour is acknowledged with a token.

Each student has a plastic cup on their table to collect their tokens through the day. At the end of the day if students have 4 or more tokens they can choose a small prize from a selection of stationary.

These strategies have been put in place to support and encourage the positive behaviours of our students, leading to better engagement with learning and a boost to mood and outlook.

Next week's values focus is **Resilience:**

I show resilience when I have a go at my learning tasks and ask for help if I need to.

Onsite Attendance

You may already be aware of updated information regarding onsite attendance that has already been shared through Compass

On-site supervision is available for students in the following categories, based on revised criteria:

- children whose parents and carers are permitted workers who cannot work from home and where no other arrangements can be made.
- Where there are two parents/ carers, both must be permitted workers, working outside the home in order for their children to be eligible for on-site provision.
- For single parents/ carers, the permitted worker must be working outside the home in order for their children to be eligible for on- site provision.

Vulnerable children, including:

- children in out-of-home care
- children deemed vulnerable by a government agency, funded family or family violence service, and is assessed as requiring education and care outside the family home;
- children identified by a school as vulnerable, (including via referral from a government agency, or funded family or family violence service, homeless or youth justice service or mental health or other health service);
- children with a disability and the family is experiencing severe stress.

Last Thoughts

It's ok if you fall apart sometimes. Tacos fall apart, and we still love them.



Brett MacKenzie
Principal

Managing the Coronacoaster

On Tuesday 25 August, the Department of Education and Training is presenting a free webinar for parents and carers by renowned child psychologist Dr Michael Carr-Gregg, on building family resilience during coronavirus (COVID-19).

Topics include:

- your supportive role
- setting the emotional tone
- focusing on what you can control
- how to deal with disappointment
- further resources and where to get help.

Dr Carr-Gregg's presentation will run for 45 minutes. This will be followed by a 15-minute question-and-answer session in which parents and carers can ask Dr Carr-Gregg questions.

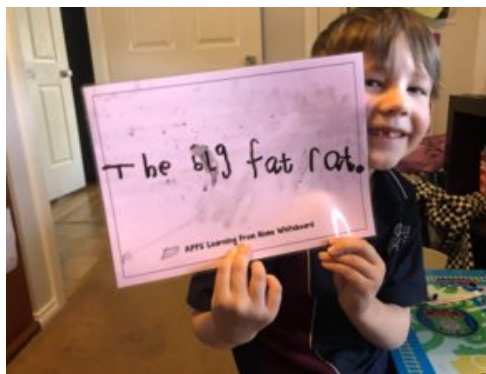
Webinar details

- **When:** Tuesday 25 August
- **Time:** 7:30pm
- **Duration:** 45-minute presentation followed by 15-minute questions and answers session
- **Format:** online via Webex
- **Cost:** free

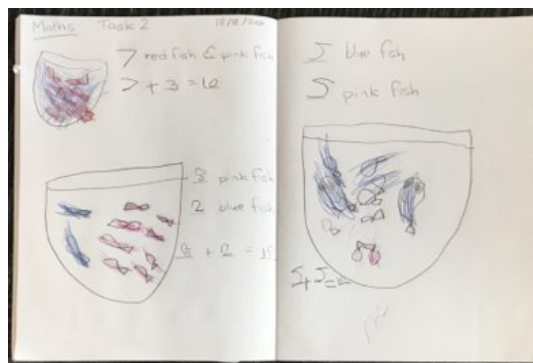
How to register

To register and for more information visit the [Managing the Coronacoaster - Tips for building resilient families in the coronavirus era eventbrite page](https://www.eventbrite.com.au/e/managing-the-coronacoaster-tips-for-building-resilient-families-in-the-coronavirus-era/eventbrite-page).
<https://www.eventbrite.com.au/e/managing-the-coronacoaster-tips-for-building-resilient-families-registration-116837404823>

From the Studios Foundation



During our small writing groups, Foundation students have been focusing on putting spaces between their words. Marshall has demonstrated significant improvement in his writing. Not only does he have clear spaces between his words, his handwriting efforts and letter formation have shown much improvement. Well done Marshall!

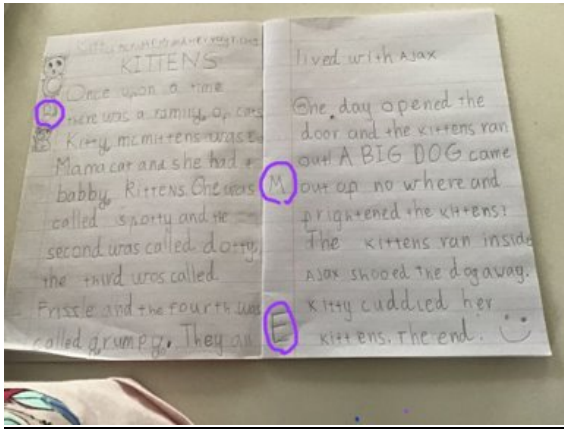


In maths, we are learning to problem solve. Taylor has used a variety of strategies to help her solve this addition problem. She used counters, drew a picture and wrote a number sentence to explain her thinking. Well done Taylor!

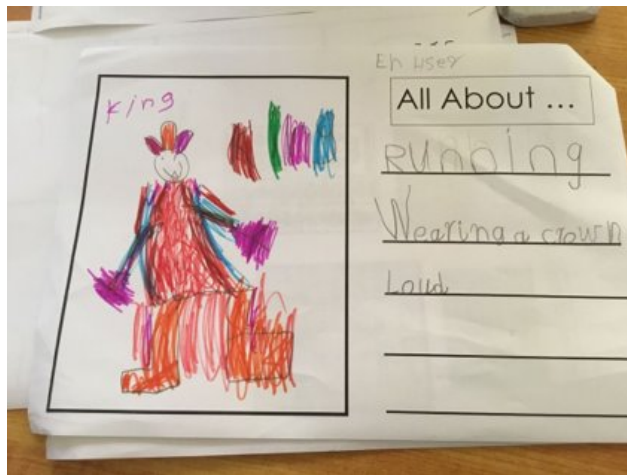


In maths, one of our learning focuses has been measurement (length). Miles investigated different measuring tools and used this "numerule" to not only help him measure but count by 2's and explore odd and even numbers.

Year 1/2



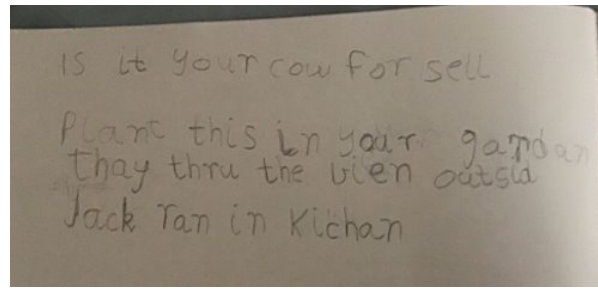
As we continue to explore Narratives and all the parts of stories, Maeve has written a story KITTENS and has identified the beginning, middle and end!



Eh Hser has drawn the king and described him as we explored Characters in stories – this brightly dressed king is wearing his crown.



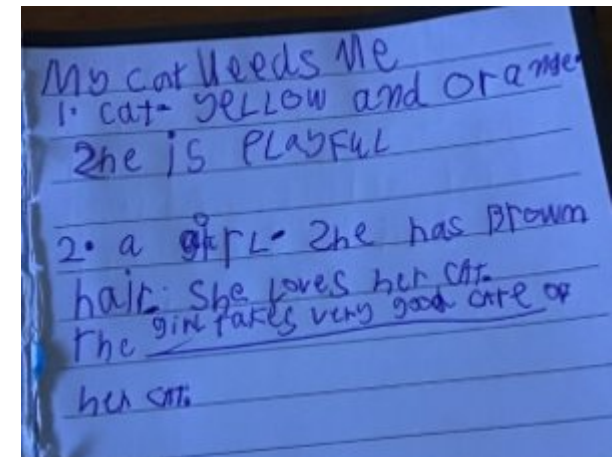
For Exploring Time this week, Keziah designed and created an amazing and colourful mini-world!



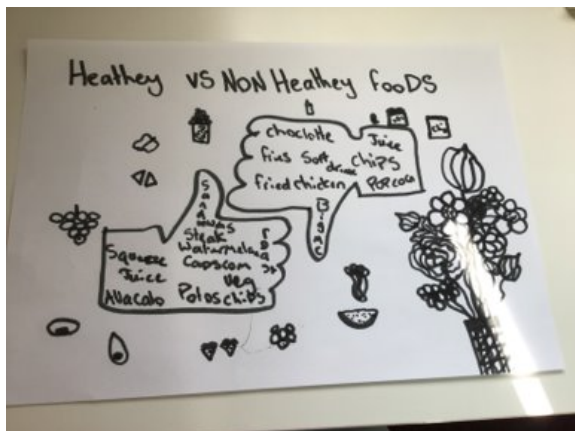
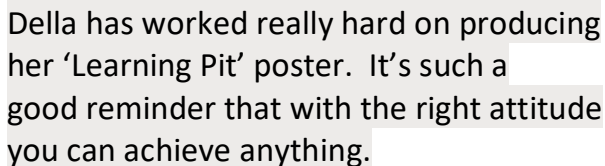
Joseph has been working on beginning his sentences with an upper case letter and finishing with a full stop.



Selena enjoyed playing a Maths game called "Walk The Plank" which involved using a number line and playing cards. I hope she escaped from the shark!



Amelia provided a great description of two characters in the book she is reading. She described what they are like on the outside and the inside.



Abby showed us that she can identify between more and less healthful foods in her pictograph – Absolutely Amazing Abby!

the line of racism stops today,
the world is like a bale of hay,
it keeps going round and never ends,
why can't black and white be friends,
it's gone too far the stars are high,
for racism at kids - **but why?**

**WE ARE ALL HUMANS
WE'RE ON THE SAME BOAT,
WE ARE A CAT
WITH A DIFFERENT COAT**

so why are we fighting?
why don't we say:
'the line of racism stops today!'

- By Mila and Clover

The Masters of Ceremonies...! MC Mila and Clover emphasise the importance of human equality in their joint slam poem 'Racism Stops With Us'

If you didn't have to take breaks or get tired, or if you had a team of people who you could swap with... how many of those actions could you perform in:

One week? 927,360 A Century? 449,469,200

Felix measured how many jumps he could do in 60 seconds... then estimated what he could accomplish in up to a century! (pending no sleep or breaks and factoring leap years – what dedication!)

[illegible]

Students in 5/6 are learning about time in maths.
Lenny has hand written his weekly time table.

	Mon	tue	wed	thurs	fri	sat	sun
8:00am	Wake up and brush my teeth	Wake up and brush my teeth	Wake up and brush my teeth	Wake up and brush my teeth	Wake up and brush my teeth	Wake up and brush my teeth	Wake up and brush my teeth
9:00am	Join school check in	Join school check in	Join school check in	Join school check in	Join school check in	Relax and do chores	Relax and do chores
12:00am	Do my school work	Do my school work	Do my school work	Do my school work	Do my school work	Eating	eating
1:00pm	eating	eating	eating	eating	eating	shower	shower
3:30pm	Finish school then shower	Finish school then shower	Finish school then shower	Finish school then shower	Finish school then shower	Relax play games	Relax play games
5:30pm	eating	eating	eating	eating	eating	eating	eating
10:00pm	Brush my teeth and sleep	Brush my teeth and sleep	Brush my teeth and sleep	Brush my teeth and sleep	Brush my teeth and sleep	Brush my teeth and sleep	Brush my teeth and sleep

Amy has created a weekly time table digitally.

Frog Ballad

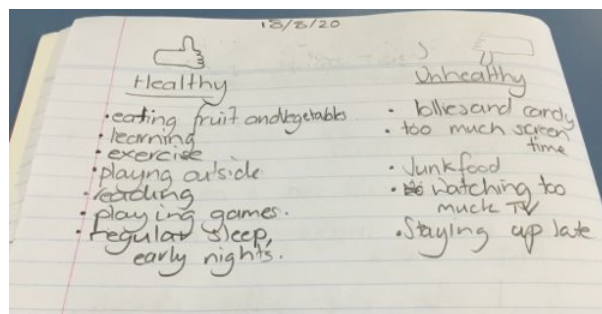
We had a pond for 10 years
But sadly, no frog occurred

So, after 10 long years we built a new one
Then one stormy winters night a single croak could be heard

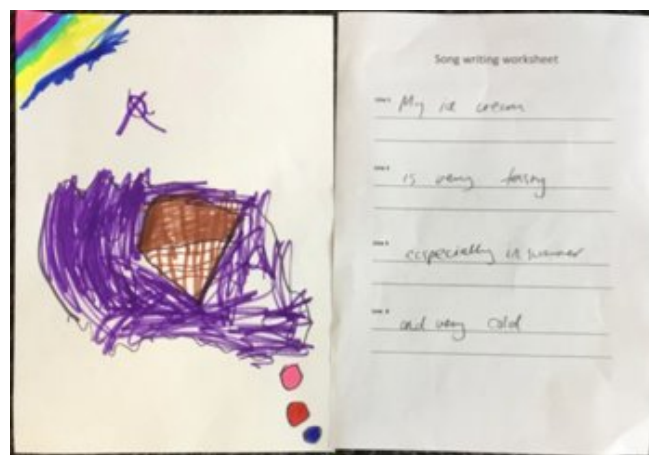
We rushed outside to investigate
And found a frog standing on a rock
Croaking like its life depended on it!

After a few more days we started to find frogs everywhere, even under pots!

The 5/6s have been reading and writing poetry this term. This is Lars's poem about his frog encounter.



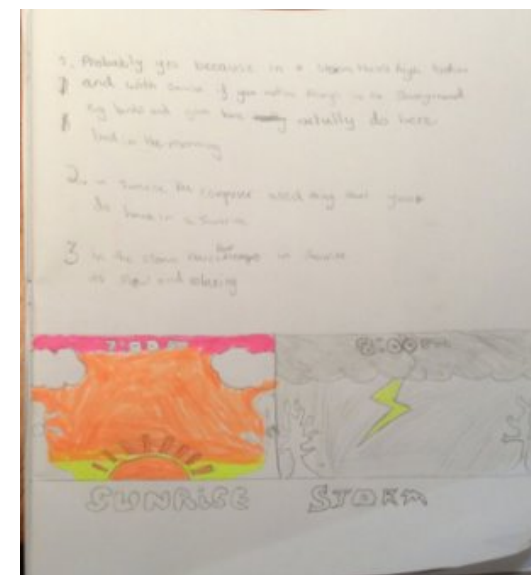
Music



Taylor's wonderful ice cream song

CARNIVAL OF THE ANIMALS LISTENING LOG			
NAME OF THE MUSICIAN	FAVOURITE PART OF THE MUSIC	PART OF THE MUSIC YOU DON'T LIKE	IF THE MUSIC IS LOUD OR SOFT
1. THE BULL	F	L	SL
2. THE HORSE	F	H	S
3. THE CAT	S	L	S
4. THE GOAT	S	L	L
5. THE SHEEP	F	L	S
6. THE BIRD	F	H	S
7. THE FISH	F	H	-
8. THE INSECT	F	L	L

Marshall's great Carnival of the Animals task, and Lenny's great Storm and Sunrise task



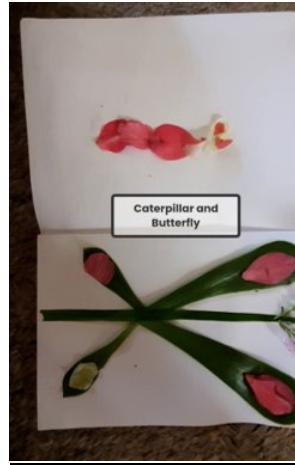


Clancy, Albert and Jay's homemade puppets and puppet play.

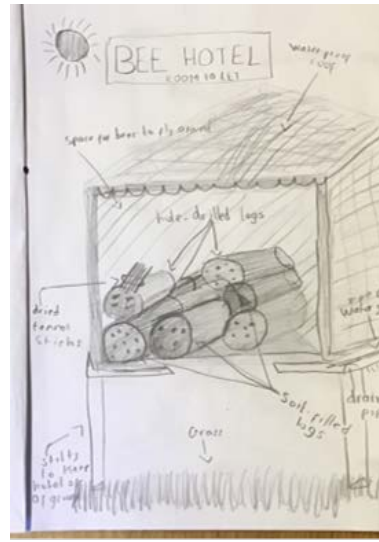


Chiara's great story and sound effects to match the comic strip

Kitchen Garden



Billie collected leaves and petals to create these beautiful creature pictures.



Mila added colour, humour and detail to her gorgeous Bee Hotel design.



Cooper collected a huge array of specimens to press and display in his garden journal, including these wildflowers.



Will A used perspective to great effect in his Bee Hotel design noting all the construction requirements for a secure and inviting dwelling.



Jade spent time setting out her ingredients in advance for Ginger, Honey and Orange cakes.

Art

Artists and Movements:



Marshall in Foundation showed amazing persistence when trying this week's trickiest Art task: Celtic knots.



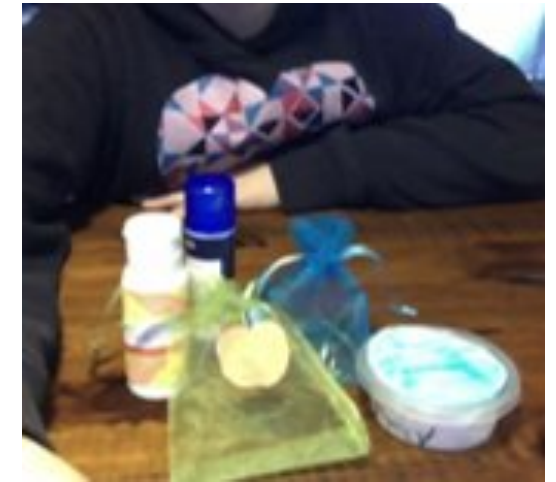
Sasha in 5/6 extended herself and did the next level of complicated Celtic knots.



Last week Cooper A in 5/6 and Isabelle in 3/4 worked on collage inspired by the work of Eric Carle.

Fun and Simple:

Aroha in 5/6 and Eden in 3/4 did beautiful responses to the story The Apple Pip Princess



Rose in 3/4 and Ruby in 1/2 made colourful masks inspired by Rio's Carnival Costumes.



Last week, Maggie in 3/4 and Lim Lim 5/6 worked on their shading and observational drawing, creating their own thank you gifts inspired by the book Eric.



This week Amelia-Rose in 3/4 and Angela in 1/2 created paper artworks.

