



Views over Ainslie Park

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Date: Friday 4th September 2020

Issue No.13 2020

Key Dates for Term 3

Friday 18th September – Last Day of Term

FROM THE PRINCIPAL

Update from Student Leaders

Our School Captains, Clover and Seb, and the student leaders, have been putting their heads together (virtually) over the last couple of weeks to think of different ways to support other students during Learning from Home.

I was so very proud of the initiative, creativity and drive the team displayed, as they worked through different ideas to support student engagement.

You can read on and find the update written by Seb and Clover explaining the Art and Craft session that will be run by Chiara and Mila next week. Great job, leaders.

Very special thanks to Scott Huddleston from the 5/6 team for bringing the students together and supporting this process.

ARTS AND CRAFT SESSION

WEDNESDAY THE 9TH OF SEPTEMBER.

It's that time of term, we all need something new and interesting to do. So the student leaders and teachers have organised an arts and crafts session on **Wednesday the 9th of September at 2:30pm.**

We will be making pencil holders made out of toilet paper/cardboard tubes. If you would like to attend this session you will need to bring along toilet paper or paper towel tubes (it does not matter which), paper (coloured would be ideal), pens or pencils, tape or glue or both, and scissors.

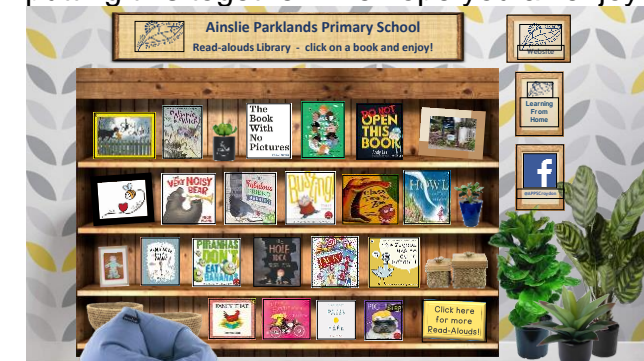
If you don't want to attend this session that is fully okay. The session will be hosted by Chiara and Mila and the link to the session will be posted on Seesaw and Compass.

Kind Regards,
Student Captains and Leaders.

APPS Staff Story time

The staff at Ainslie Parklands Primary School have been thinking about new ways to stay connected with our school community. We are very excited to share the APPS Staff Storytime with you all. Each member of staff have recorded a video read aloud of one of their favourite stories.

Click on the picture of the bookshelf below to take you to the live site, and then click the picture of each book. Special thanks to the staff for their contributions and to Carlyne Chandler for her significant time and effort putting this together. We hope you all enjoy!



Learning from Home 2.0 Parent Survey

The school is asking the support of parents in completing the APPS Learning from Home 2.0 Parent Survey.

As we have spent a considerable amount of our time in remote learning this year, it is vital that we collect data and feedback from all stakeholders, to support the school in our growth and development.

The students and staff will all have the opportunity to complete a survey to record their feedback. All surveys will close on the last day of term, **Friday 11th September**. Please access the survey through the following link: [APPS Learning from Home 2.0 Parent Survey](#).

Thank you for your support with this important element of school's development.

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 in the new year. The link to the session in WebEx Meetings can be found [here](#).

Welcome to 2021 Foundation at APPS

On **Friday 11th September from 9.30-10.15**, our Foundation teacher, Sarah Powell, will be offering a student focused session for newly enrolled and prospective 2021 Foundation students.

The session will have a fairytale theme and we invite children (and parents) to come dressed up, should they wish to do so. The link to the session in WebEx Meetings can be found [here](#).

Auslan at APPS in 2021

I am pleased to announce that we will introduce Auslan as the additional language taught at the school in 2021 from Foundation to Year 6. This is an exciting development for our students and our school. The Auslan program will be a wonderful addition to our specialist curriculum at APPS that also includes Visual Arts, Music and Kitchen Garden.

Those suitably qualified and experienced candidates, who may be interested in this part-time position (2 days), can find more information on the Department of Education recruitment website by following the link to [Auslan Classroom Teaching Position – Ainslie Parklands Primary School](#).

Spoonville



Spoonville has come to APPS! Some of the students and staff working and learning onsite this week have created our own Spoonville at the front gate. If you pass the school on your exercise hour out, wander by and have a look - and add your own spoon to help our Spoonville to grow!

Special thanks to Fiona, Carolyne and Laura for bringing this project to life at APPS.

Positive Behaviour Support (PBS)

Students have been so awesome at showing the school values over the last few weeks that virtual tokens and mailbox surprises have been given out thick and fast! Not sure the Posties can keep up. I know there are still some cards on their way, maybe they have taken a detour!?

To change things up for the end of the term and to acknowledge the great behaviour in a more timely way we are switching to a raffle system.

Students will get a SeeSaw message from me letting them know when they have achieved 8 tokens and that they have earned a ticket or tickets for the raffle. The more tokens a student earns the more chances they have in the raffle.

On the last day of school, each homeroom will have a raffle draw and prizes will be sent out. The Prizes are a \$10 Coles Myer Voucher. There is one voucher per homeroom to be won!

Keep up the great work APPS, you're doing so well.

Courtyard Cubby

I thought I would share this lovely shot of the courtyard cubby we installed at the beginning of term. The students learning onsite have already had a lot of fun playing in this space.

Special thanks to Jane and Carolynne, for their hard work painting and preparing during the last holidays.



Count us in



Our school is going to be involved in the 2020 music celebration **COUNT US IN**. We will be singing the SAME SONG - SAME DAY - SAME TIME with over 745,000 students **on November 5TH**.

This special day brings schools together across Australia, to celebrate and encourage the importance of music education.

As a whole school we'll be learning to sing and do Auslan to the song 'You can't bring us down,' written by school students. Here is the YouTube link to the song:
<https://safeyoutube.net/w/KMfX>

Leading up to November 5th students will be given parts to learn in music each week. This will be able to go ahead whether we're at school or at home. I'm really excited about this day and can't wait to hear how amazing we will sound all together!

Bec Russell – Music teacher

Life Long Learners at APPS

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 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.

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.

Final Thought



Brett MacKenzie
Principal

From the Studios

Special Events in Foundation –Y2

Foundation to Year 2 students have had a busy few weeks jam packed with special events, visitors and experiences to support their learning program. Most recently, the Foundation children celebrated completing the learning of all their single letter sounds.

To recognise their achievements, we threw a special Webex “virtual party” for them and they enjoyed dressing up in costume for the occasion, playing games and singing songs. We also recently reached “100 Days of Learning” in F-2. To mark the occasion, students engaged in a variety of literacy and numeracy learning tasks as part of their Learning From Home program. Class Webex sessions for the week were dedicated to thinking around the concept of “100” and on Tuesday we all came dressed up as a “100 year old”!

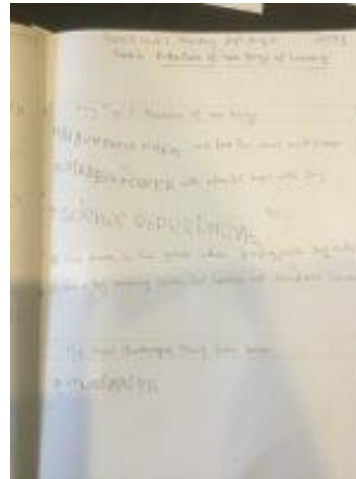
In addition, the F-2 students have been fortunate enough to have two special visitors visit them virtually to support them with their learning about Indigenous Studies and stories. Rebecca, a Wurundjeri educator, visited us and shared her knowledge of Aboriginal culture and history with us.

Amy Adeney, a published Australian children’s author of the junior fiction series Tilda Teaches, also visited us virtually and imparted her wisdom and knowledge about being a writer.



Foundation

Foundation children reflected in their "100 Days of Learning" at APPS. Ibrahim thought carefully about his best memories so far which included an excursion to Bundoora Park and our Science Fair. He also reflected on his achievements so far and what he would like to focus on as his future goals. Great thinking Ibrahim!



Foundation children have been working hard in their Webex small groups to improve their writing. Siena showed commitment and a persistent attitude in this week's group. She started her sentence with an upper case, put spaces between words, wrote a complete sentence with an idea and popped a full stop at the end. Great effort Siena!



We have recently celebrated "100 Days of Learning" in Foundation. Student's explored the concept of "100" and investigated how many groups of 10 made 100. Ben used various objects around his home to make 10 groups of 10. He showed his thinking by writing a number sentence and drawing a picture. Well done Ben!





Aidan S celebrated our 100 days at school creating an awesome 100 hat, which he planned and designed – before he created it! He then wore it to our Webex celebration!



To finish our work exploring Narratives, Izzy created a clear and careful Narrative Summary Page – identifying the Setting and Characters, the Orientation, the Complication and the Resolution for Little Red Riding Hood.



Jacob created a wonderful cycle page to show his understanding of Seasons and

months of the year, as he explored the cycle and illustrated the seasons.



Jibril created an amazing 100 page with 10 circles of 10 - to make 100 as we celebrated 100 days of school! A great way to show his understanding of 10 – and 100!



Birpaul has been learning about suffixes this week! He has filled a page with words ending in 'ed' and also thought of some exceptions to the past tense rule.

Year 1/2



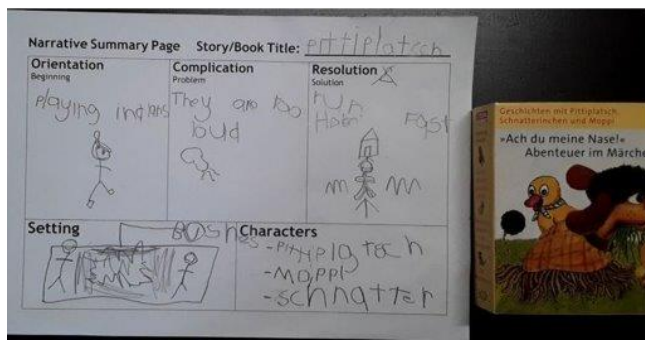


Lucas reflected on his 100 Days of Learning and has written what he is proud of and what his next learning goal will be. Keep up the great work!

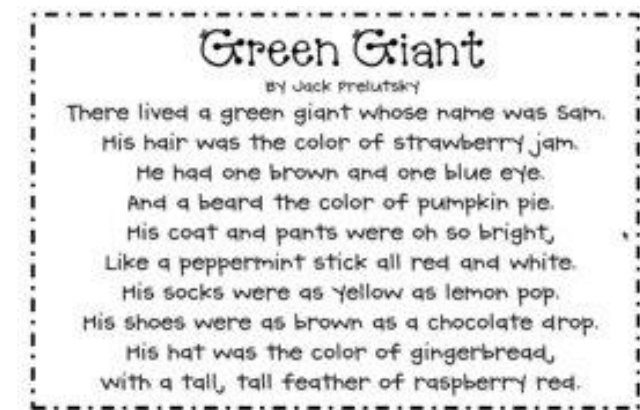


Siena has been working on her visualisation skills while listening to a story. Her mental image changed quite a bit from the beginning to the end!

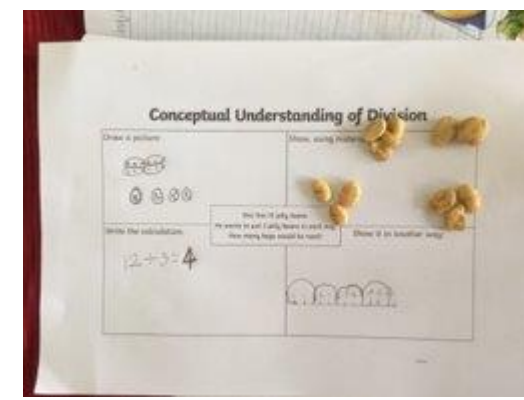
Year 3/4



Kaspar summarised a story this week...written in German! Check out his fantastic handwriting too.



The 3/4's listened to a poem and had to draw what they visualised, Jade draw an awesome Green Giant.



Gemma B did a fantastic job demonstrating her understanding of division.



This week the 3/4's we are looking at grid references and co-ordinates on maps. Jayden created his own map 'Rusty Island' with grid references.



In writing this term we have been focusing a lot on editing eyes. Polly has finished a task and using her editing eyes to check if there is any spelling mistakes or any improvement in her word choice.



This week we are moving on to grid references and co-ordinates on maps. Isaac has created his own map with grid references.

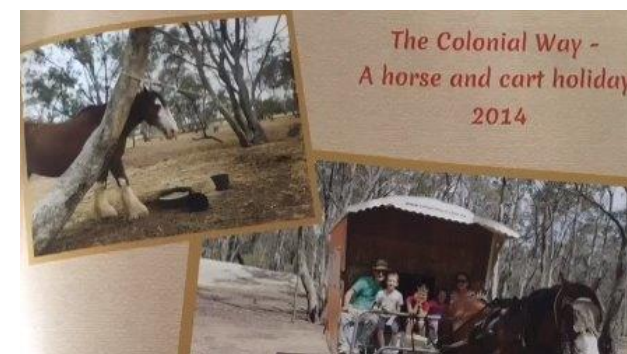
Read a book of your choice then draw or write what happened in the story. Eh Shar

Story Title: The Gingerbread man

What happened in the Beginning of the story?	What Problem happened in the story?	How was the problem Solved? Solution
The old lady made the gingerbread man	The gingerbread man ran away and everyone chased him	The fox ate the gingerbread man
Where was the story Set? Setting	Who were the Characters in the story?	
1. The farm 2. The neighbourhood 3. The forest 4. The lake	old man old lady gingerbread man fox children	

Eh Shar has shown great resilience during our remote learning and has completed a detailed reading response.

Year 5/6



Paige created a gorgeous photo story for her poem inspired by a family adventure!



Ozer and Mila went on a joint array scavenger hunt! It's great to see how friends stick together even when they're apart!

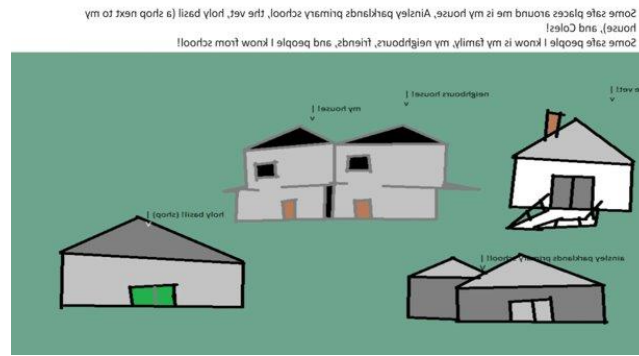


Coopa made some awesome muffins in our live cooking class! So tasty you wouldn't even know there were VEGGIES IN THEM!



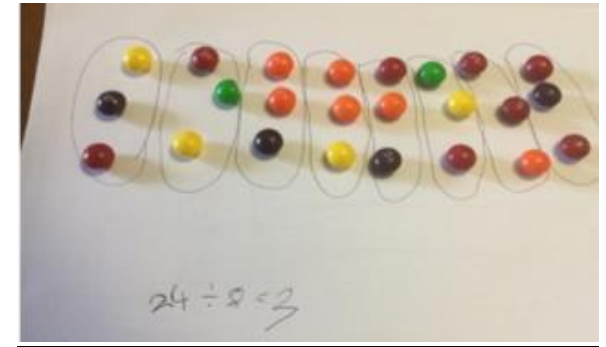
MY AUTOBIOGRAPHY	
Have I ...	
...Used an interesting opening statement?	
...Written in the first person (I/me)?	
...Written in chronological order with time connectives?	
...Written in past tense?	
...referred to named individuals	
...Used dates for specific events?	
...Included early memories and influences?	
...Included beliefs and values?	
...Included emotions and opinions?	
...reflected on events in a conclusion?	
...Written my ending in the present and/or future tense?	

Aroha reflected on her life when she wrote her own autobiography – she even REFLECTED on her REFLECTING when self-assessed her own work!

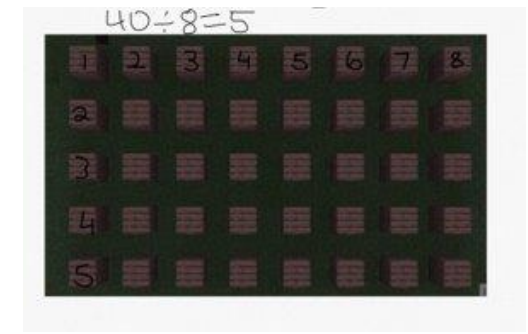


In Inquiry, the 5/6 studio is investigating Health. A part of being healthy is knowing where we can go to be safe. Lauren has made a map identifying some places she can go to be safe.

The 5/6 Studio is learning about division in Maths. Before we learn about written strategies, we've been looking at what division looks like.



Charlotte S shows that 24 can be divided into 8 groups of 3.



Annabelle shows that 40 divided into 8 groups makes 5 in each group using Minecraft.

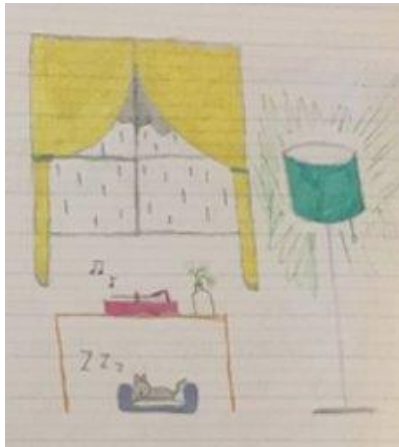


Kento shows the different ways 15 can be shared into groups.

Music



Arohi singing "Che Che Koolay" with her beautiful art mask from around the world week.



Jasmine's great drawing from the water week listening task.



Daniel doing a great job playing and doing the activity on his drum kit.



Explore and create: Kento's awesome song he created and Jade's awesome dance steps she created.

Kitchen Garden



Keziah made Ancient Egyptian Sunbread, cut them out as suns and stars and dusted them with icing sugar to finish.



Ruby gathered materials and constructed a bug hotel with flowers to attract beneficial insects and decoration.



Maggie dusting her tray with wheat bran while making Ancient Egyptian Sunbread.



Aaron made rice-paper rolls and dipping sauce taking care to plate them up professionally.

Art

Fun and Simple:

Water week we explored line and pattern to represent water. Jade ($\frac{3}{4}$) did a bold artwork and Arohi ($\frac{1}{2}$).

In People we, students had the chance to make pop up cards for special people in their lives. Birpaul ($\frac{1}{2}$) and Polly ($\frac{3}{4}$) made cards for some very lucky people!





Stretch Yourself:

Lily (5/6) made a wave bottles during Water week.

During People week, students really stretched themselves with the very hard task of drawing figures.

Aaron (5/6) and LimLim (5/6) did amazing work!





Artists and Movements:

In People Week we explored Picasso and his Cubist portraits, Oscar (3/4) did a fabulous neon face and Seb (5/6) did an excellent portrait of R2D2.

During Water week last we looked at The Great Wave by Katsushika Hokusai, Albert did a great pencil drawing inspired by the woodblock print



Further resources for families

Raising Learners podcast

The Department of Education and Training has funded a 10-episode podcast series through the Raising Children Network called 'Raising Learners'. It features parenting experts from organisations including the Murdoch Children's Research Institute, Career Education Association Victoria, as well as the Australian eSafety Commissioner, Julie Inman-Grant.

Raising Learners provides parents with practical advice, tips and ideas for supporting children's health, wellbeing and engagement at school and at home. Topics include how to connect with your child's school and community, how to best support your child's learning, what to expect for VCE and VCAL students and how to keep your child safe online.

These topics were drawn from common questions that parents raised with the Department's coronavirus (COVID-19) hotline and Parentline. The first three episodes will be available on 1 September, and the rest throughout terms 3 and 4. Raising Learners can be accessed via podcast apps and [Raising Children Network website](#).

Managing the Coronacoaster webinar

Renowned child psychologist Dr Michael Carr-Gregg is back by popular demand to repeat his Coronacoaster webinar.

On 15 September, Dr Michael Carr-Gregg will again present Managing the Coronacoaster – Tips for building resilient families in the coronavirus era. His first webinar in August booked out in three days, with more than 12,000 registrations.

In this webinar, Dr Carr-Gregg provides tools and strategies for parents and carers to help manage the lockdown period and remote learning. Topics include:

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

Webinar details

When: 7.30pm, Tuesday 15 September

Duration: 45-minute presentation, followed by a 15-minute question-and-answer session

Format: online via live stream

Cost: free

[Register for the Managing the Coronacoaster webinar via Eventbrite](#)

Find out more

For more information about the podcast or webinar, schools can contact Jeremy Cussen, via:

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- phone 7022 1871