

# Spotswood Primary School

## Newsletter

Term 2 Week 9 • Thursday 17<sup>th</sup> June 2021



"Where everybody is somebody"

Dear Families,

### Assembly Tomorrow

There will not be an assembly tomorrow. We are still waiting for updated guidelines from the department regarding the new level of restrictions. We will film the student award presentations in class and put the video up in the google classrooms.

If assembly is able to go ahead on the last day of term we will let you know in next week's newsletter.

### End of Term

Families are reminded that school will finish **at 2:30pm next Friday 25<sup>th</sup> June** for the end of Term 2. School will recommence for Term 3 on Monday 12<sup>th</sup> July.

### Reports and Parent Teacher Interviews

Staff have worked hard over the past few weeks to prepare mid-year reports for all students. Reports will be available to families through your Sentral Portal from 11:00am on Monday. If you need help logging in please call the office and we will be happy to help you.

Parent teacher interviews are being held next week on:

- Tuesday 22<sup>nd</sup> June          Year 3-6 teachers
- Wednesday 23<sup>rd</sup> June      Prep–Year 2 teachers

You can make a booking for an appointment through the Sentral Portal.

### PUPIL FREE DAY – Monday 9<sup>th</sup> August

Schools hold four pupil free days throughout the year. These days are important for staff in that they enable us to work together as a whole staff on professional development, assessment, reporting and wider school planning.

We held two of our pupil free days at the start of the year and next term we have scheduled our third pupil free day on Monday 9<sup>th</sup> August.

The focus of the day for us will be Koorie Cultural Understanding and Safety Training (CUST). This is training for all schools as part of the Marrung Aboriginal Education Plan and aims to increase our understanding of Koorie culture, history and experience and to develop practices that ensure culturally inclusive and safe schools. We look forward to sharing our learnings with our school community.

OSHClub will run a full day program for students of families who may require care and supervision on that day.

### Record Keeping Of Visitors On-Site (Including Parents)

All visitor details must be recorded. If you are entering the school grounds you must now sign in using the QR code that is posted at all gates. Please maintain appropriate social distancing requirements with other adults.

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## Parking

We have been in discussions with Hobsons Bay Council to explore improved parking opportunities around the school. It is planned that over the school holidays the area will be marked on the road and signage will be changed.

We will provide more information for families once it is available.



# Drop off and pick up zone




## COMING SOON TO Spotwood P.S.

Council is preparing to trial a Drop-off and Pick-up Zone on Reed Street at Spotswood Primary School in Term 3.

The purpose is to improve safety for children and reduce congestion during the morning drop-off and afternoon pick-up at Spotswood Primary School.

This project is a collaboration between Council and Spotswood Primary School based on similar successful school parking areas around Melbourne and Hobsons Bay.

Further information will be provided to parents and students in the coming weeks.

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**CONTACT US**

 [www.hobsonsbay.vic.gov.au/traffic](http://www.hobsonsbay.vic.gov.au/traffic)

 [projects@hobsonsbay.vic.gov.au](mailto:projects@hobsonsbay.vic.gov.au)

 9932 1131



Jackie Green  
Principal

## Curriculum Update – Term 2 Week 10

Prep	
Reading	WALT *remember important information while reading *Talk about important information after reading (summarising) WALT compare the differences between an information text and a narrative/story.
Writing	Recount / Information Texts
Spelling	Mum and Dad said yes.
Maths	<b>Statistics &amp; Probability</b> <ul style="list-style-type: none"> <li>Pose questions about themselves and familiar objects and events, for example, 'Do you have any pets?'</li> <li>Answer questions that have exactly two mutually exclusive possible responses</li> <li>Represent responses to questions using simple displays, including grouping students according to their answers</li> </ul>
SWPB / Respectful Relationships	Problem Solving - Friendly or unfriendly decisions?

Grade 1 / 2	
Reading	<p><b><u>A World of Environments</u></b></p> <p>Vocabulary *select a new word to analyse and use the Frayer Model to understand</p> <p>Synthesizing *create own illustration of an environment with labels and caption</p> <p>Summarising *summarise information in the text, selecting information that is important *summarise a section of a text, as well as a whole text</p> <p>Fluency *read parts of script with expression *read both orally and silently at a rate that reflects fluent processing</p>
Writing	Continued work on the writing cycle – students will work on the piece that they are up to.
Spelling	'o' as in glove
Maths	<p><b><u>Financial Maths</u></b></p> <p>This week the students will begin to identify and order Australian coins and notes by value understanding that size and value are not related. The students will also begin to use money in real life situations.</p>
SWPB / Respectful Relationships	<p>You problems/me problems</p> <p>The problem with problems book</p> <p>Catastrophe scale</p>
Grade 3 / 4	
Reading	Readers Theatre
Writing	<p>Cycle focus: Generating</p> <p>Genre focus: Information Report</p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• 4 Types of Commas</li> <li>• Comma v Full Stop</li> </ul>
Spelling	BOB SPELLING WEEK
Maths	<p><b><u>Fractions and Decimals</u></b></p> <p>Convert improper fractions to mixed numerals</p> <p>Explore tenths and hundredths as fractions and decimal notations</p> <p>Convert between fractions and decimals</p>
SWPB / Respectful Relationships	<p>Students identify that everyone has different fears, responses and coping strategies</p> <p>Students recognise the need to respect this diversity</p>
Grade 5 / 6	
Reading	<p>Class Novel - Nanberry by Jackie French</p> <p>WALT - use the text <b>Nanberry</b> to demonstrate and apply our comprehension skills to a variety of literacy tasks.</p>
Writing	<p><b><u>Information Writing-</u></b></p> <p>WALT-Understand that a text sometimes requires taking a perspective from a different time or setting</p> <p>WALT- state a point of view of another individual</p> <p><b><u>PODCAST- Mars Patel- a serialised mystery- continued</u></b></p> <p>-listening, summarising and predicting</p>
Spelling	Revision Week
Maths	<p><b><u>Measurement &amp; Geometry: Mass</u></b></p> <p>Recognise the equivalence of measurements such as 1.25 kilograms and 1 250 grams</p> <p>Identify and use the correct operations when converting units including ... grams, kilograms and tonnes.</p>
SWPB / Respectful Relationships	<p><b><u>Rotational groups x 6</u></b></p> <p>focus on positive relationships, coping, Cyber safety, positive friendships, resilience, self-esteem and confidence</p>

## Term 3 Units of Inquiry

### Prep

**Change** - The students will be able to explain change in relation to the weather and seasons in our everyday lives.

### Science

#### Earth & Space Sciences

- Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life

- recording short and longer term patterns of events that occur on Earth and in the sky, for example, the appearance of the moon and stars at night, the weather and the seasons
- linking changes in the daily weather to the way we modify our behaviour and dress for different conditions, including examples from different cultures
- investigating how changes in the weather might affect animals such as pets, animals that hibernate, or migratory animals

## Geography

### Geographical Knowledge

#### Places and their connections to them

- Weather and seasons and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander peoples, describe them

## 1/2

**Going Local** - Students will be able to investigate, analyse and relate the connectedness of people and place, from the local community to the wider world, and how this has changed over time.

## History

### Community Histories

- How they, their family, friends and communities commemorate past events that are important to them
- The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past
- The significance today of an historical site of cultural or spiritual importance
- The effect of changing technology on people's lives and their perspectives on the significance of that change

## Geography

### Geographical Knowledge

#### Place and our connections to them

- Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently
- Representation of the location of places and their features on maps and models, including a globe, and the location of the major geographical divisions of the world in relation to Australia
- Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales
- Activities in the local place and reasons for their location, and the influence of purpose, distance and accessibility on the frequency with which people visit places

## 3/4

**Our Human Footprint** - The students will explore the human impact on the earth and Environment. They will be able to explain how this has changed overtime.

## Science

### Earth and Space Science

- Earth's surface changes over time as a result of natural processes and human activity
- Earth's rotation on its axis causes regular changes, including night and day

## Geography

### Geographical Knowledge

#### Diversity and significance of places and environments

- Location of major countries of Africa and South America in relation to Australia and their major characteristics including the types of vegetation and native animals in at least two countries for both continents
- Types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably
- Main climates of the world and the similarities and differences between the climates of different places

**Governance & Democracy - Create a Nation** - Students will be able to analyse the Australian Democratic System and the laws that underpin it.

### Civic and Citizenship

#### Government and democracy

- Discuss the values, principles and institutions that underpin Australia's democratic forms of government and explain how this system is influenced by the Westminster system
- Describe the roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia's federal system
- Identify and discuss the key features of the Australian electoral process
- Identify the roles and responsibilities of electors and representatives in Australia's democracy

#### Laws and Citizens

- Explain how state/territory and federal laws are initiated and passed through parliament
- Explain how and why laws are enforced and describe the roles and responsibilities of key personnel in law enforcement, and in the legal system

#### Citizenship, Diversity and Identity

- Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society
- Identify different points of view on a contemporary issue relating to democracy and citizenship
- Investigate how people with shared beliefs and values work together to achieve their goals and plan for action



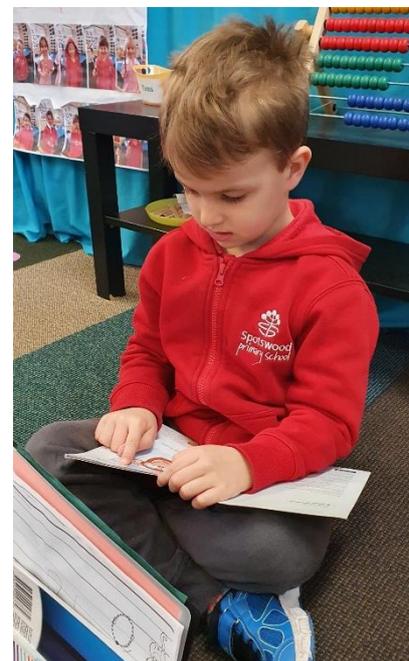
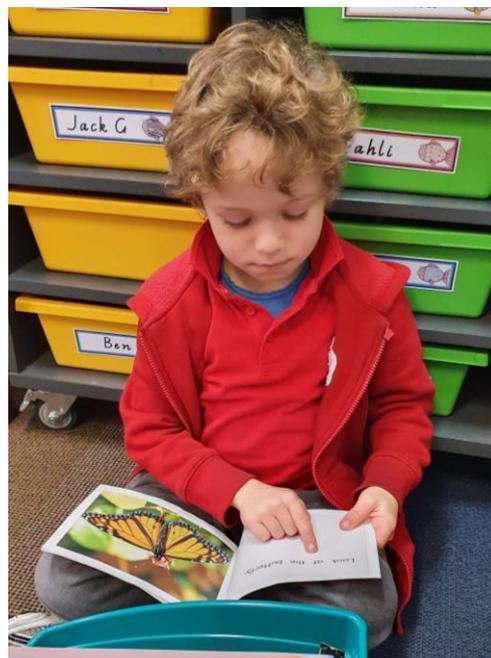
Emma Vasilevski  
Assistant Principal

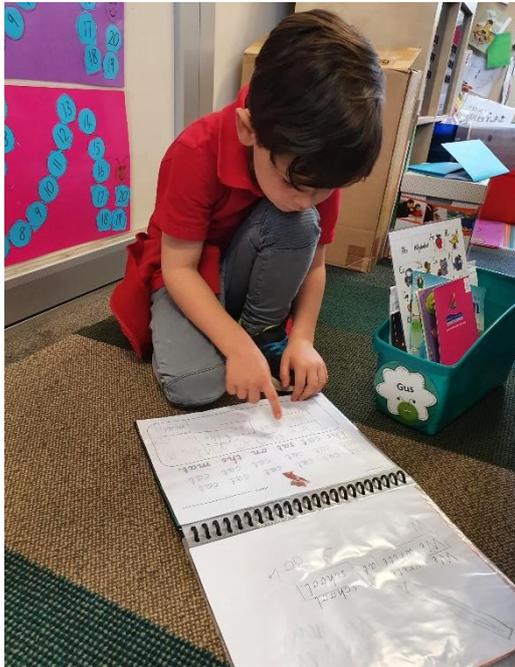
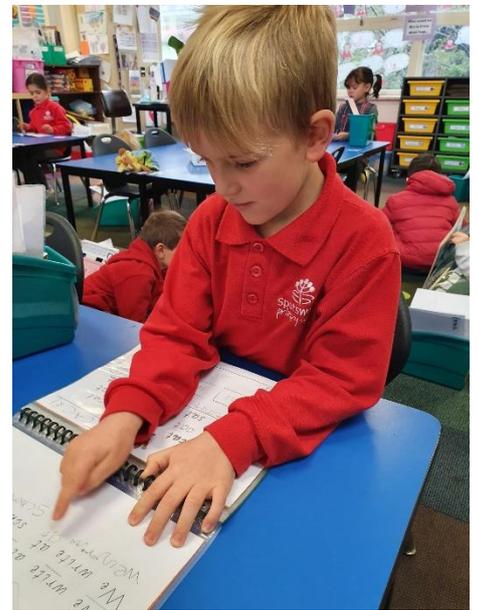
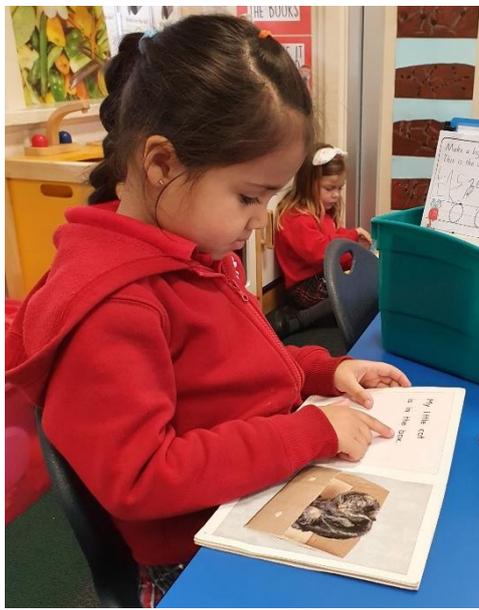
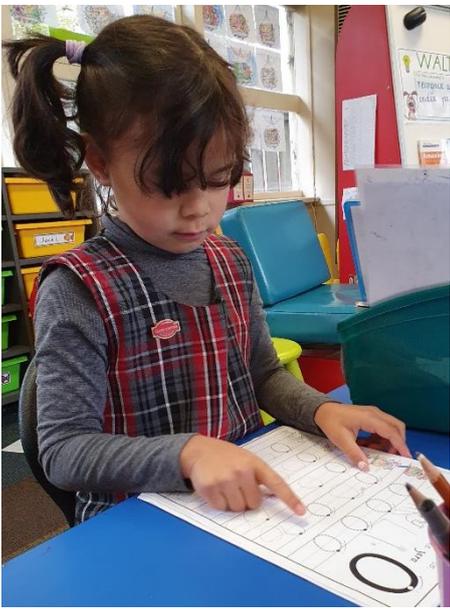
## What's Happening in Our Classrooms

### Prep – Independent Reading

In the Prep classrooms this week we have been focussing on building our reading stamina! This means reading independently for as long as we can without getting tired or distracted. When we first started doing independent reading in term 1 our goal was to read for 1 minute. This term we are reading independently for between 5 and 10 minutes! Such great progress Preps! Keep up the great work!

Melanie Voigt  
Prep Classroom Teacher





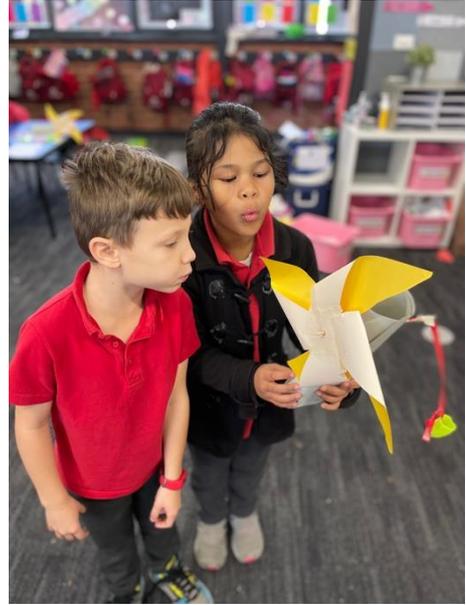


### Years 1 & 2 – Look What's Been Happening in Grade 1/2!

On Friday the students in Grade 1 and 2 revised the different types of natural resources. They discussed the differences between renewable and non-renewable energy. Then the children worked together in pairs to create wind powered machines that could lift a block.

Tracey Kelly  
1/2 Classroom Teacher

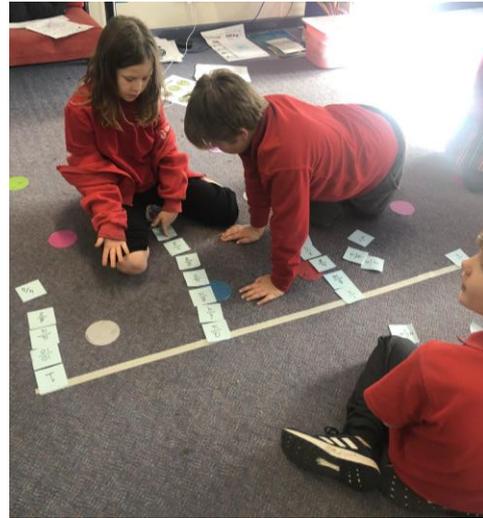
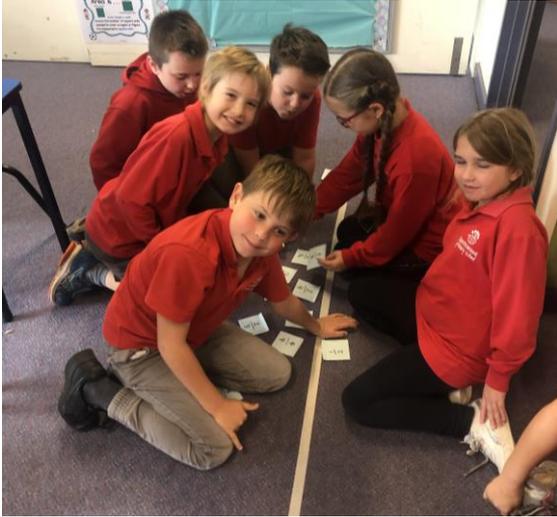




## Years 3 & 4 – Learning About Equivalent Fractions

This week in 3/4, students have been exploring fractions through a variety of independent and group activities. One of our activities required the students to collaborate, by working in small groups, to apply their understanding of equivalent fractions on a number line by placing assorted fractions accurately. This activity required students to communicate, reason and make choices together as a team. They all did a fantastic job applying their new understandings.

Jessica Jakson  
3/4 Classroom Teacher



Fraction written as a number	Fraction strip	Part of a set	Area Model
$\frac{1}{2}$			
$\frac{1}{3}$			
$\frac{1}{6}$			
$\frac{2}{8}$			
$\frac{2}{5}$			
$\frac{3}{4}$			
$\frac{5}{10}$			

Fraction written as a number	Fraction strip	Part of a set	Equivalent Fraction
$\frac{1}{2}$			$\frac{50}{100}$
$\frac{2}{3}$			$\frac{4}{6}$
$\frac{1}{6}$			$\frac{2}{12}$
$\frac{7}{10}$			$\frac{14}{20}$
$\frac{2}{8}$			$\frac{4}{16}$
$\frac{2}{5}$			$\frac{4}{10}$
$\frac{3}{4}$			$\frac{6}{8}$
Make up your own!			



## Year 5 & 6 – Lockdown and COVID-19

Upon returning to school after Remote Learning, the 5/6M cohort took some time to reflect on the lockdown journey we have all been on. These are some insightful pieces from the perspective of children.

Gabrielle Mullins

5/6 Classroom Teacher / Learning Specialist

### LOCKDOWN

*Havoc wrecks my life. It lies and creeps. I can't see my friends. What can I do? Accidental meet ups at the parks are arranged for Liam's friends, but mine are out of reach. When will it end?*

*It seems like never. I play with Liam, Tully and Lola but it is not the same. We play at the park, we play on the road, we ride and we skate and we scoot. But, still I ask myself, when will it end?*

*For weeks on end, it goes on like this - school in the morning, play in the afternoon, I run out of books; the library delivers. Yet, I ask myself, when will it end?*

*The Olympics are cancelled. I cannot go swimming, five kms away is out of reach, 2 metres away I stand. I ride around the block again and again, asking myself, when will it end?*

*I go to the skate park and scoot around. I get a few lessons with skateboard extraordinaire. Liam enjoys when I go out. Again, I ask myself, when will it end?*

*Finally, we are free but it's one month from New Year's Eve. We yell and shout and draw chalk on the ground. We celebrate justly and wait until midnight when the sparklers we will light. No more do I ask myself, when will it end?*

**By Brynn 5/6M**

### **Lockdown Once Again!**

*The Acting Premier said we must go into lockdown again for another 7 days. I understand that we must slow down the cases, but this is not fair. Small businesses are closing because of this lockdown. They need more support. Please, Acting Premier give these poor business job keeper because they really need it! Also, I really miss going to school with my friends.*

**By Mila 5/6 M**

### **Lockdown**

*I'm locked up in a cell away from the world. My only company is my family. Isolated and lonely, but it's going to end soon. Of course that's a lie, another week to go! Nothing to do but dreaded home schooling. When will it end? Only time will tell. This feels like heck. The cases keep growing and growing and I can't even tell if it's ending or starting. They say one more week, but how do they know? They're not from the future and they're not from the past. We are all from the present and we are all in this together; no matter what.*

**By Harrison 5/6M**

### **Lockdown**

*I like to wreak havoc on people's lives. They're terrified when the Premier brings the news. I chuckle darkly. Now the fun starts. I force people to stay home. They're only let out for five reasons. I make them learn in their house. I tear families apart. I make sure they're distracted and fail in subjects. They cripple in despair. I do all this and more. I start to laugh coldly. They turn on the Premier but he tells them to follow the rules. He's such a useful puppet. He thinks he's in control. He's wrong, because I'm in control.*

**By Emily F 5/6 M**

*It's a huge effort. I travel, I wait and I contaminate. I'm too powerful. I travel quickly and I jump from one to another, they cannot stop me, they never will. Suddenly, everyone's at home and the streets are empty. Nobody is outside, it's like a ghost town. I see a few people willing to risk their own lives. I giggle, as soon they will be dead, because they will spread me. I am contagious, very, very contagious and they will never get rid of me. I will never die. Whatever they do, I will just grow stronger and stronger until I take over the whole world. I can control everyone and everything. It's embarrassing how they try to stop me with these weak vaccines. I will live forever- I am invincible.*

**By Manon 5/6 M**

*How dare those humans fight me with such medicine! Don't they know that I am supposed to rule with my special powers? I come in the form of an atom and you can't fight me with brute strength. If that's how they want to play, then I shall shed my form and turn into the most brutal and horrid being.*

**By Terrence 5/6M**

*I am a prisoner in my own mind, locked up with no escape,*

*I'd love to travel, see my friends on another landscape.*

*But day after day has passed and not a word at all,*

*I only wish for a single sign, but I receive not even a call.*

*I can only hope for a vaccine, to break from this lockdown,  
What we really need is for fun to be back in our town.  
I'm learning from home, as Covid goes on,  
With no sign of stopping, or where it came from.  
It's elusive and clever and made in a lab,  
But we really do need to just get our jab.*

*I am a prisoner in my own mind, locked up with no escape,  
I'd love to travel, see my friends on another landscape.*  
**By Brynn 5/6M**

You can't see it. It's monstrous and our population is fading. Streets are empty, not a being in sight as I peer out of my window begging for it to be over. I am alone, as it continues killing innocent humans. Everything is gone and scientists are begging for the antidote to shut down this horrid virus. It spreads and continues to eliminate like a video game. Every night I pray that it will be over and we will finally win against something that flips my life upside down. In this lockdown as I stay inside, everything feels like it's over!

**By Jack 5/6M**

### Japanese – Kokeshi Dolls

In Japanese students in Years 1 & 2 have been learning vocabulary and sentence structures to talk about feelings in relation to the question "How are you?/ O'genki desu ka.

Kokeshi dolls were introduced as the backdrop for this activity with students being asked to make a Kokeshi doll puppet representing 2 responses to the question "O'genki desu ka"- Hai, genki desu (feeling well) & lie genki ja nai (not feeling well).

Back at school, students in some classes had the opportunity to watch a video about the making of these traditional wooden dolls, it is mesmerising viewing. Please enjoy 😊.

[https://www.youtube.com/watch?v=8UQL\\_hGakYk&ab\\_channel=EstherBellido](https://www.youtube.com/watch?v=8UQL_hGakYk&ab_channel=EstherBellido)

Radmila Jojic (Yoyich)  
Jojici Sensei  
Japanese Teacher





Evie Mackey



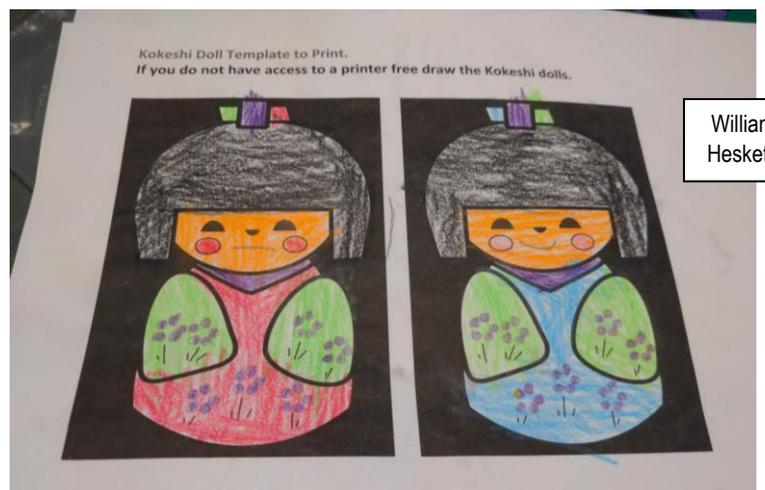
Alexandra Ivelja



Lennox Tout



Milli Sugimoto



William Hesketh



Zoe  
Yasmine

### 5 / 6 Wellness and Wellbeing Rotations

This Term, the 5 / 6 students have been working in small, mixed classroom focus groups learning lots of different techniques in improving our resilience, our friendships and our connectedness to school. Today a group worked with Miss Green on positivity and different techniques to have a positive impact on our relationships.



## Can you Knit or Crotchet?

The Werribee Mercy Hospital are in urgent need of baby beanies for their theatres. The beanies are for brand new just born babies to keep their little heads warm. Some of the babies are born premature and some are full term so all sizes are needed.

Completed beanies can be dropped into the box at the school office.



## Student Awards

Congratulations to the following students who will receive an award this week:

**Prep H**..... Ollie Campbell - for being a conscientious learner when categorising Minibeasts during inquiry. Great job!

**Prep V**..... Max Harvey - having an amazing attitude and lots of enthusiasm towards his learning and for being a great friend!

**Prep/1A**..... Tom Sinclair - for your amazing skip counting skills and for sharing your thinking in maths to support those around you!

**1 / 2 J** ..... Owen McGraw - for putting more effort into his learning and taking on leadership roles in the classroom by helping his peers!! Well done

**1 / 2 K**..... Finn Thompson - for being very helpful and working enthusiastically and cooperatively with his partner. Well done Finn!

**1 / 2 P**..... Willow Turner - for being a supportive and caring community member, and helping to clean up the playground



- 1 / 2 U**..... Olivia Grundy - being a caring and kind friend in the classroom and out in the yard. 1/2U is lucky to have you!
- 3 / 4 B**..... Phineas Soussan - working independently and productively to revise and edit your information report draft. You showed excellent proofreading skills!
- 3 / 4 J** ..... Spencer Tout - setting an excellent example of leadership in our classroom, working independently and making good choices every day. Well done, Spencer!
- 3 / 4 M** ..... Zoe Smith - for always coming to class ready to learn and working diligently and independently in every lesson. Thanks for bringing your best efforts to class every day, Zoe!
- 5 / 6 C**..... Mason Azzopardi - for working extremely hard in his writing lesson and making improvements. Well done on your efforts Mason!
- 5 / 6 M** ..... Max Ilett - for continuing to develop a growth mindset and working diligently on all aspects of his learning. Congratulations!
- 5 / 6 T** ..... Amali Mansfield - by asking very relevant questions to ensure she is clear on learning expectations, allowing her to then take risks and challenge herself



**To:**

Amali de L, Sebastian de L, Ethan R, Archer B,  
Badaso, Allegra, Gabrielle

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## **Blue Day next Friday!**

Throughout the term the 1/2 students have been doing lots of learning about different local environments and the ways these environments have changed, as part of their Inquiry unit 'What a Wonderful World'. We have looked at ways that natural resources in these environments are used and impacted by people, as well as the benefits of renewable energy and sustainable practices.



This week, the students chose to focus on one area of sustainability: rubbish pollution, air quality or water conservation. In these groups we have discussed ways to reduce our impact on the environment and resources at home and around the school. Please ask us about our ideas because we have so many! You might notice some changes around the school this week and next week as well. There are also lots of amazing posters!

The water conservation group has decided to hold a dress-up day to raise funds for WaterAid Australia who are dedicated to providing people around the world with clean water. You can find out more about WaterAid at: <https://www.wateraid.org/au/>

# Blue Day!

When: **Friday 25<sup>th</sup> June** (last day of school)

Dress: Wear as much **BLUE** as you can (or other water colours, like green or white)

If you would like to donate to **WaterAid** to help people get access to clean water, please bring a **gold coin** to school on Friday

*Water is very important to drink water.*

- Porshia

*You can save water by not having long showers.*

- Alice

*Not everyone has clean water so we should help them.*

- William H.

*Some people have to wait for 4 hours to get dirty water. We can donate money to save lives.*

- Archer

