

Spotswood Primary School

Newsletter



Term 3 Week 6 • Thursday 19th August 2021

"Where everybody is somebody"



Dear Families,

Book Week - Dress Up - 2 Opportunities!!

On Friday 27th August we encourage students to come to their morning check in dressed up, perhaps as a character from a story for Book Week or just simply dressed up in anything you have at hand. Teachers are busy thinking about their ideas too! We will then have a class WebEx Book Week parade during next Friday morning's check in.

We will repeat dress up day once we return to school. We know this is a favourite day for many students and we look forward to having our parade here at school once we return.

Remote And Flexible Learning

We want to share a bit of our Remote and Flexible Learning journey with you today. As we are now in our 6th lockdown period, it is interesting to reflect on how we have adapted and adjusted our program throughout this time.

There are 220 families in our school community, so we acknowledge that we will not be able to meet everyone's ideal view of how Remote and Flexible learning should be delivered. We know that whilst some families would like less screen time, others would like more. Some families feel there is too much work, others would like more.

We have developed our program based on the Department of Education guidelines for learning time. You will see that the intent is not to replace a full day of learning at school.

Prep – Year 2	
Literacy (Reading, Writing, Spelling)	45 – 60 minutes
Numeracy	30-45 minutes
Additional learning areas, play based learning and physical activity	30-45 minutes
Total time between 1 hr 45 min and 2 hr 30 min per day	

Year 3 – Year 6	
Literacy (Reading, Writing, Spelling)	45 – 60 minutes
Numeracy	30-45 minutes
Physical activity	30 minutes
Additional learning areas (Inquiry, PE, Art, Japanese)	90 minutes
Total time between 3hr 15 min and 3hr 45min per day	

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In the classroom environment, there is a real art to the work that teachers do as they roam and check in with students, adjust their instruction and provide feedback during learning. This does not transfer easily to the online environment and whilst the best-case scenario is to have all of our students and teachers back on-site face-to-face, we are striving to do all that we can, and we know you are too, to ensure the best possible situation for everyone in really challenging circumstances.

We want to take a moment to capture the intent of our program here and to summarise and reflect the additions and adjustments that we have added to our program throughout the past 18 months.

Adjustment or addition	Intent
Improving the timeline for how we share and communicate the learning tasks with families	We know that for families juggling work, it has helped to be able to access the learning tasks the day before to prepare and gather any resources.
Identifying tasks that will receive feedback	For some families, the volume of work can be hard to manage. By identifying which tasks teachers will provide feedback for, families can priorities these learning tasks each day.
Introduction of daily check in session with class teacher	Originally these were across whole cohorts. Now being class based, this morning session has become an important check in to support student engagement and teachers and students are finding many creative ways to make these interesting. It is also a time where teachers can go through the daily schedule.
Introduction of daily small group WebEx sessions	Class teachers are hosting three small group sessions daily. This enables them to work more closely with a smaller group of students.
Introduction of mini lesson videos for all learning tasks	We know that for some students, the opportunity to watch a video instruction, possibly over and over again can really help clarify what the task is and help get started.
Extra help 'drop in' sessions with Miss Green and Mrs Vasilevski	We are offering two opportunities each day for students to pop into our WebEx room if they need any help clarifying tasks. Links are in the daily stream of the Google Classroom.
Book Week activity days	Next week we are planning two days of Book Week activities for students to choose from.
Individual check ins for all students	Next week students will be able to make an individual time to have a private WebEx with their teacher. We will send you information about how to book these sessions through the Sentral Portal tomorrow.

I scrolled through the Google classrooms today with pride looking through the work that teachers have developed to be able to provide the content that you see there each day. It is worth remembering that teachers are also working from home, many with their own children at home too.

During the day, as well as the live sessions, teachers still have other professional obligations to tend to including planning and uploading lessons, marking work and providing feedback, general administration (responding to emails from families etc), professional learning requirements as well as whole staff and team level meetings. Staff are also required at times to attend school as part of our roster supporting on-site supervision for eligible students.

We also want to emphasise that your family wellbeing is our first priority at the moment. The program is designed to be flexible so that you can engage with the content when it best suits you and your family.

Parent Opinion Survey

In the past few newsletters we have mentioned our Parent Opinion Survey and invite all families to contribute to this. The survey closes in 3 days, so I encourage you to look at the information at the end of this newsletter and log in to contribute to our survey.

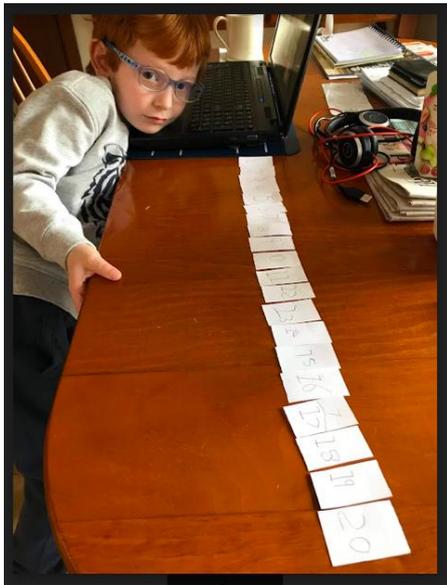
Jackie Green
Principal

What's Happening in Our Classrooms

Prep - Maths

This week during remote learning the Preps have been working on number skills. They have been counting forwards and backwards 1-20 and have been practising 'counting on' and 'counting back' from any number between 1 and 20, which is a little trickier! As you can see in the photographs, the Preps have also been ordering numbers 1-20 forwards and backwards. They have done a great job haven't they? Well done Preps. We love your enthusiasm and energy!

Rebecca Howard
Prep H Classroom Teacher



Atticus



George



Madison



River and Anouk

Years 1 & 2 – 2D and 3D Shapes

This week in Grade 1/2 the students have been learning about 2D and 3D shapes. On Tuesday this week the students had the opportunity to create their own pictures using 2D shapes and came up with some fantastic designs.

Tracey Kelly
1/2K Classroom Teacher

Sebastian De Lawrence wrote his picture has:

6 squares = 24 sides & vertices

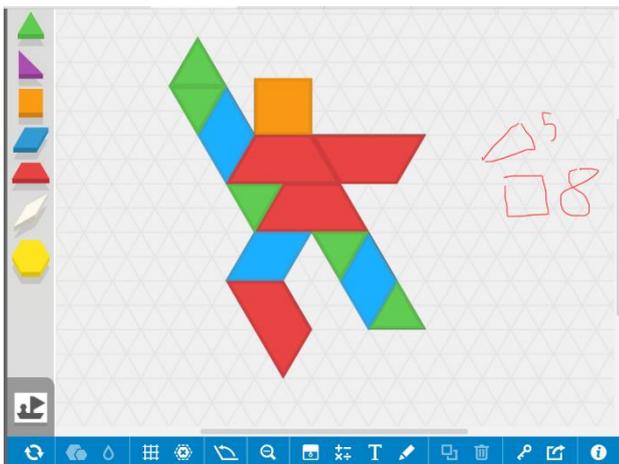
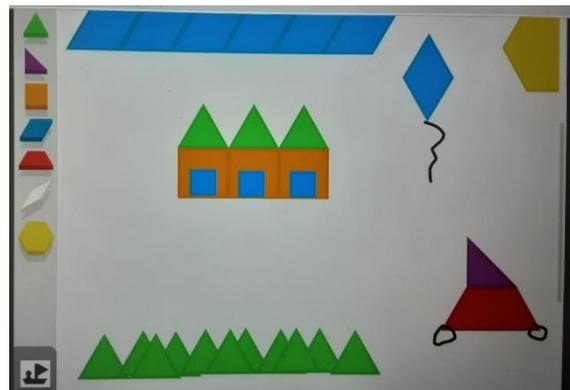
15 triangles = 4 sides & vertices

1 rhombus = 4 sides & vertices

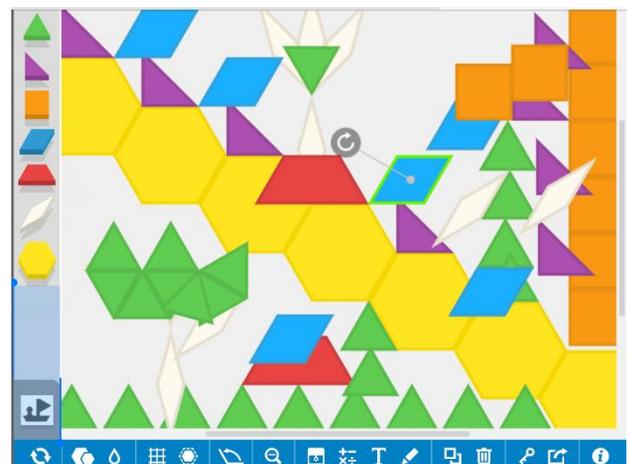
1 hexagon = 6 sides & vertices

1 trapezoid = 4 sides & vertices

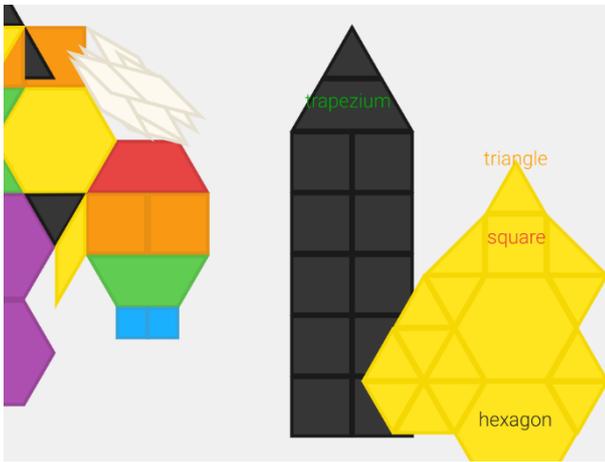
6 parallelograms = 24 sides & vertices



Lucas Duncan-Higgs



Mabel Suckling



Tabitha Wright



Noah Dixon

Years 3 & 4 – Procedural Texts

This week the 3/4s have been following the writing cycle to create a procedural text.

We've seen some really creative pieces of work being submitted on the Google Classroom!

There have been lots of procedural texts on different sweets like brownies, pancakes and meringues. I think some clever students know if they write a procedural text on something delicious, they might get to make it too!

Tianne Ball
3/4B Classroom Teacher

Adding verbs!

Can you add some **verbs** to make your method more detailed?

Verbs are doing words that help your reader to have a good understanding of exactly they need to do.

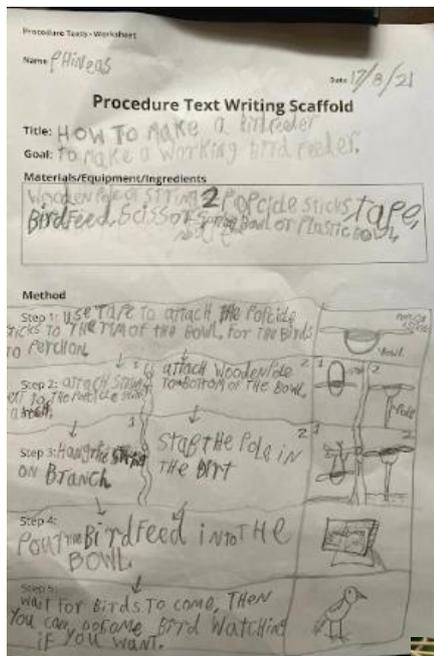
Picture yourself actually make or creating your finished product. What movements are you doing?

roll, stir, mix, spread, pour, stack, push, join, break

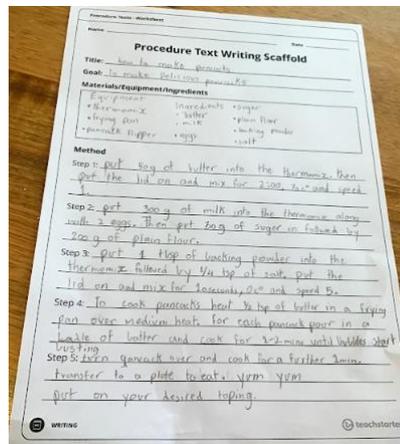
Speaking:

Verbs I Can Use

mix	glue	separate
paint	cut	add
combine	fill	
boil	fold	measure



Bird Feeder
Phineas



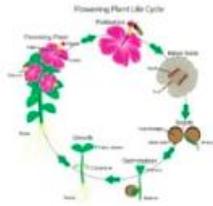
Pancakes
Isla



How to plant a seed

Materials/Equipment/Ingredients

- Seeds
- Soil
- Water
- Spray bottle
- Pot
- Sunshine
- Fertilizer



Method

Step 1

Get all the things you need, and then get your pot and fill the pot up three quarters of the way up with soil.

Step 2

In the middle of the soil make a small hole. Then gently plant your seed in the hole. If the hole is too small gently move the soil to make it just a little bigger.

Step 3

Carefully cover your seed with soil so you can't see it. Do not push too hard on the seed or else it might not grow.

Step 4

Once you have left it for 10 to 15 minutes. Fill the spray bottle up halfway with water. Then spray it 5 times if the water is not damp. Spray it 2 more times. Then sprinkle some Fertilizer on it and then for 15 days onward spray it around lunch time.

Planting a Seed Winter H



Plant a Tree
Esme

HOW TO MAKE CHOCOLATE CRUNCHY!

Goal: To make a delicious dessert.



Ingredients	Equipment
Nutella	air fryer
Puff pastry	spoon
Melted butter	microwave
A breakaway (or plural)	knife

Method

- 1: First carefully place the butter in the microwave and make sure it does not spill and wait for the butter to melt.
- 2: Then lay out the puff pastry and spread the melted butter on one side.
- 3: Place the breakaway on the side with the butter on it.
- 4: Then carefully fold the puff pastry around the breakaway and spread the last of the melted butter evenly over the side of the puff pastry with no butter.
- 5: Place the almost done dessert in the air fryer for 6-8 mins or until it is a golden brown.
- 6: When the dessert is done in the air fryer, carefully lay the dessert on a plate and spread the nutella on the top side of the pastry.

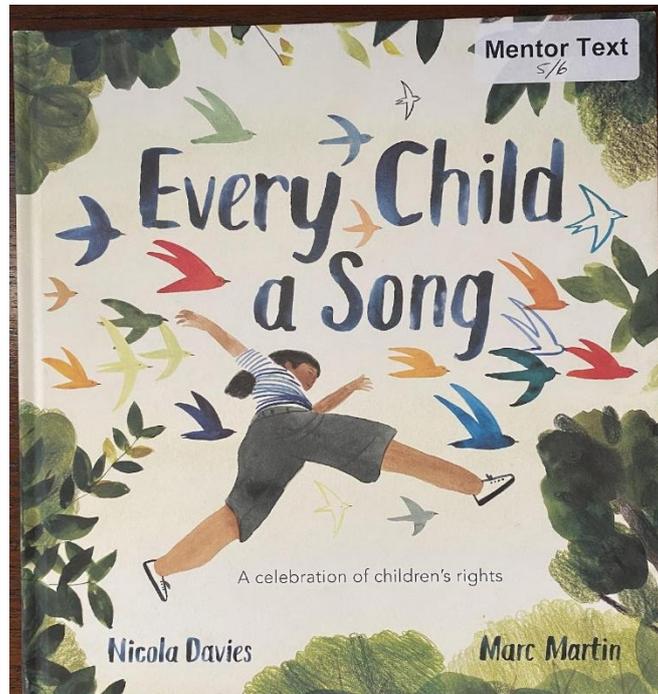
Now You Have A Delicious Dessert :)

Chocolate Crunchy Arianna

Years 5 & 6 – Children's Rights

For the past few weeks the grade 5/6 reading lessons have been around human rights. Recently we honed our focus to be upon children's rights, or more specifically the UN Convention on the Rights of the Child (UNCRC). Given some of the turmoil taking place in the world today, this has been a timely reminder of the fact that not everyone around the world enjoys the same positive conditions as others. The students of 5/6T (and Spotswood in general) have really strong existing ideals around humanitarian topics, and as such the responses to the prose and imagery of our mentor text have been impressively considered and heartfelt.

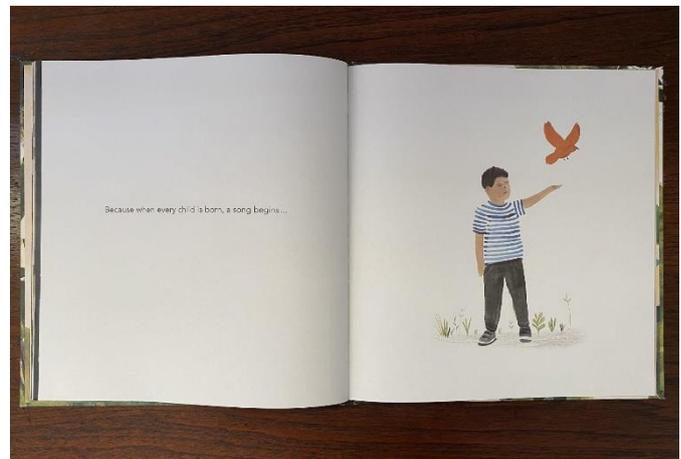
Aaron Turner
5/6T Classroom Teacher



All children have the right to be protected and loved even if we are different. We have the right to education, to feel safe, and to have clothes and warmth - Lochlan Craik

Every child no matter what you look like, where you are or what kind of person you are - no one has the right to stop you from being you and you can't let anyone do that to you - Megan Dermody

Even though sometimes we are held back, and treated cruelly, we can survive and sometimes thrive in bad situations. We may all be different and act differently, but that does not mean we do not get rights, because deep down we are all the same - Gilbert Wright



(The imagery of birds flying overhead) represents hope that the people will one day be free like the birds - Jacob Germantis

The birds are happy and give hope to everyone - Joshua Slade

The birds (in the illustrations) have the same feelings as the people and their songs. The birds are a reflection of the people; some are happy and some are sad - Mila Pjanic

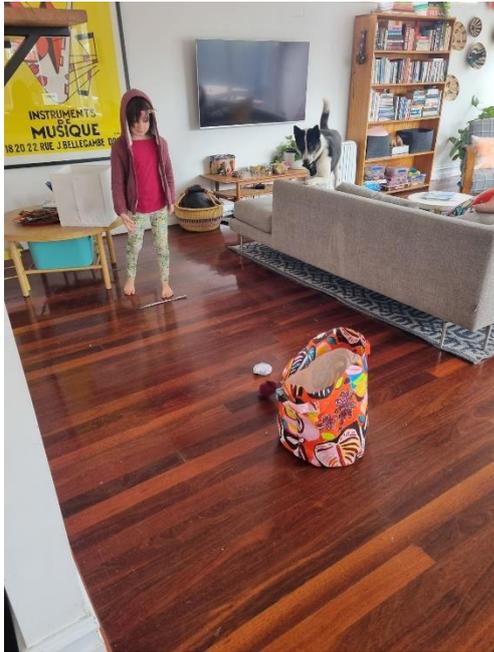
The birds represent hope and light on the other side - Ihsan Ustundag

Specialist – Physical Education

What can you do with a pair of socks and a bucket/laundry basket? PLENTY!

This week's remote learning PE lesson put the students' skills to the test with the *Sock and Bucket Challenge*. Students had to handball, kick and throw a pair of socks in various ways for 1 minute and record their scores. It was great to see all of the results come through and to see the videos and photos of the kids doing the challenge. Well done to everyone who had a go.

Chris Lamb
PE Teacher



In Other News...

Premiers' Reading Challenge Update

Congratulations to Hallie Slatkin from Prep V and Finlay McNamara and Georgia Tucker from 1/2P who all completed the Premiers' Reading Challenge this week.

Well done Hallie, Finlay and Georgia!!

20 students have now completed the 2021 Challenge with many more busy reading and well on their way to finishing. Remember you can include any books you read to your child in their Challenge count, not just ones they have read themselves.

How to complete the Challenge:

Students in grades Prep to 2 need to read 30 books, including 20 or more from the Challenge booklist.

Students in grades 3 to 6 will need to read 15 books, including 10 or more from the Challenge booklist.

The Challenge finishes on 17th September 2021. Remember the Reading Challenge is not compulsory, it's just fun to be a part of if you wish your child to participate.

Student Awards

Congratulations to the following students who received an award this week. The video of award presentations will be available in Google Classrooms tomorrow afternoon.



Prep H.....Madison Cossill - for bringing enthusiasm, energy and a smile to every WebEx session. You brighten my day Maddie, thank you!

Prep V.....Zeppelin Madden - for his willingness to give things a go and for his fabulous writing and illustrations. You impress me everyday Zeppelin, keep up the great work!

Prep/1A.....Abdul Abdo - for your fantastic effort in publishing your biographical text about your sister, well done on all your hard work at home! I am so proud of you!

1 / 2 JJack Power - for writing a FANTASTIC biography on 'Dwayne The Rock Johnson'. Well done on all of your wonderful effort you put into your learning tasks everyday!

1 / 2 K.....Percy Cording - for always being willing to share what he is doing at home and for his growing enthusiasm and curiosity towards all learning. Fantastic positive attitude Percy!

1 / 2 P.....Evie Mackey - for her enthusiasm for Maths this week, including finding lots of shapes around the house, and making really cool shape patterns. Well done, Evie!

1 / 2 U.....Esme Craik - planning and writing a detailed biography including lots of amazing and interesting facts. Keep up the great work!!

3 / 4 B.....Annabelle Brown - creating an effective procedural video on 'How to do a Front Flip'. You always try your best to make your work stand out! Well done :)

3 / 4 JMiles Doxey - attending his LIVE WebEx sessions and being an active participant by sharing and contributing his thoughts and ideas! Good job, Miles!

3 / 4 MGrace Clark - making excellent contributions in our Remote Learning lessons and trying her best with all of her work (and also writing an excellent song for the class to learn!). Really great effort, Gracie!

5 / 6 C.....Daniel Taylor - for attending his Remote Learning lessons with a great attitude and putting in the effort with submitting his work, while taking on feedback. Great work!

5 / 6 MJack Elmore - for continuing to attend all Remote Learning lessons with a happy and confident demeanour. We really appreciate your upbeat nature and enthusiasm each day. It's infectious!

5 / 6 TChantelle Johnstone - for attending her Remote Learning live lessons confidently and with a willingness to participate, and showing great commitment to uploading her work. Well done!



To:

Marlow, Lennox C, Harry M, Jack Power, Hagir, Orlando

Parent/Caregiver/Guardian Opinion Survey – 3 days to go!

Our school is conducting a survey to find out what families think of our school. The **Parent/Caregiver/Guardian Opinion Survey** is an annual survey offered by the Department of Education and Training that is conducted amongst a sample of randomly selected parents/caregivers/guardians (previously known as the Parent Opinion Survey). It is designed to assist schools in gaining an understanding of families' perceptions of school climate, student behaviour, student engagement and experiences of remote and flexible learning. Our school will use the survey results to help inform and direct future school planning and improvement strategies.

This year we are inviting all parents to participate in the survey. All responses to the survey are anonymous. This year, the Parent/Caregiver/Guardian Opinion Survey will be conducted from **Friday 30th July to Sunday 22nd August**.

The survey will be conducted **online**, only takes **20 minutes** to complete, and can be accessed at any time within these dates on desktop computers, laptops, tablets or smartphones. The online survey will be available in a range of languages other than English. These include: Arabic, Vietnamese, Mandarin, Chin (Hakha), Hindi, Japanese, Somali, Turkish, Punjabi and Greek.

You will find the survey at the following address:

<https://www.orima.com.au/parent?&orimaW=1903>

Once you arrive at the portal, select your preferred language and enter the following details:

School Name: Spotswood Primary School

School PIN: 367317

2021 Parent/Caregiver/Guardian Opinion Survey

Welcome to the 2021 Parent/Caregiver/Guardian Opinion Survey

Please begin entering the name of your child's school below, then select the appropriate school from the drop-down list.

School Name:

Please provide the school PIN provided to you by your child's school below.

School PIN (6 or 8 digits):