

Spotswood Primary School

Newsletter



Term 4 Week 5 • Friday 3rd November 2023

"Where everybody is somebody"



Dear families,

Spotty Fete Clean Up

I am still enjoying the conversations I have with families in the yard reflecting on our successful Fete. What a wonderful outcome it was for our school. Whilst we are obviously thrilled with the amount of funds raised to enable our playground update to go ahead, I also reflect what a great opportunity it was for our school community to come together and for our wider community to come in to visit our school.

We still have some items waiting to be collected such as trestle tables, marquees, extension cords, Tupperware and esky containers. Not all items are named so if you have forgotten to collect your things, please come by the office to get them.

2024 Class Planning

As we head into the second half of Term 4, we will be starting to plan next year's class groups. A number of factors are considered, and staff give considerable time to this process over several meetings factoring in the needs of *all* students. Our aim is to develop classes with a balance of social, academic and behavioural considerations so that each class is an optimal learning environment. Next year our class structure will be:

3 x Prep classes

3 x 1/2 classes

4 x 3/4 classes

3 x 5/6 classes

Students will also be involved in this process. Each year we ask students to nominate 4 other students that are good learning partners for them. These may not always be their best 'play time' friends. We talk about how sometimes our best friends can distract us from our learning! As classes are developed, students will be placed with at least one of their nominated learning partners. We also talk about the new class being an opportunity to meet and learn with new friends.

Parents are advised that if you have any specific considerations regarding your child's social or learning needs that we may not be aware of to let me know in writing and every effort will be made to consider this as part of our process. This information will need to be received at the school email spotswood.ps@education.vic.gov.au by Friday November 17th.

We ask families to understand that **this is not a request process**, it is an information sharing process and that there are many variables to consider in the development of classes. Please also be aware that **requests for specific teachers are not possible**.

Staffing allocations for next year are currently being finalised. Students will have a 'Step Up Session' with their 2024 class and teacher later this term on December 12th. Classes are finalised at this point and changes will not be possible.

Melbourne Cup Day

Families are reminded that Tuesday 7th November is a Public Holiday and there will be no school on this day. Monday 6th November is a regular school day.

...continued on next page

Prep Transition

Our new preps will be here on Wednesday next week for their first transition session! We are very excited to meet them and welcome our new families to Spotty PS. Prep transition will be held over three weeks which provides our new students with a variety of experiences here at school to feel comfortable getting to know each other and us! If you see some new faces around over the next few Wednesday mornings, please welcome our new families to Spotty.

School Review

Every four years schools undertake a review of their Strategic Plan. Throughout this term and early next year we will be reviewing our current Strategic Plan 2019 – 2023 which is a great opportunity to reflect on our work and set new directions for the next four years.

There will be opportunities for students, staff and families to be involved throughout the process and we look forward to sharing this journey with our community.

Friday Forum – School Review and Annual Report

We invite families to come along to a Friday Forum next **Friday 10th November at 2:30pm** before assembly. We will host this session in the Wellbeing Room. We will present our 2023 Annual Report and facilitate some discussion around the following four questions:

1. What do we value about Spotty PS?
2. What are your hopes for your child while they are at Spotty PS?
3. What could we do differently?
4. How would you like to see Spotty PS develop over the next four years?

If you are unable to come to this session, don't worry, you will still have an opportunity to provide your input to these questions via a survey link we will send out next week.

Toilet Upgrade

It seems a very long time since we announced that our toilets will be undergoing a renovation through a capital works grant. This project is being managed by the Victorian School Building Authority and after a lengthy design and tender process, we finally have a builder appointed and the kick start meeting will take place next week. This is wonderful news and we can't wait for this project to get underway. Next week I hope to be able to share more information about the timelines and project design with families. It will be wonderful to have new modern amenities here for our students, staff and families.

School Crossing

This afternoon we will transition to our new school crossing arrangements. As advised to families earlier this week, there will be additional supervision provided by Hobsons Bay Council and the building project managers this afternoon to ensure that students and families are supported safely with this new arrangement.

We will discuss traffic safety in our classrooms throughout next week to continue to support our students.



Jackie Green
Principal

Curriculum Update – Term 4 Week 6

P – 2 –	
Reading	<p>Mentor Poem</p> <p>Poetry</p> <p>Talk critically about what a writer does to make a topic interesting or important</p> <p>Notice a fiction writers use of poetic and expressive language in dialogue</p>
Writing	<p>Persuasive Writing</p> <ul style="list-style-type: none"> • Explore persuasive devices to enhance our writing • Compose an independent persuasive piece <p>Writing Cycle</p> <ul style="list-style-type: none"> • Commas to separate clauses in sentences
Spelling	<p>Prep - One hand has one thumb. Two hands have two thumbs.</p> <p>1 / 2 - th as in feather</p>
Maths	Location & Transformation

SWPB / Respectful Relationships	<i>SWPBS – Learning What does a good learner look like?</i>
Grade 3 / 4	
Reading	Mentor Text: Gravity is a mystery. Literature Circles - practising reading skills, carrying out tasks responses and engaging in group discussions.
Writing	Genre Focus: Narrative 3 genre focus lessons 2 writing cycle lessons Following the writing to complete their narrative.
Spelling	N / a
Maths	Topic: Statistics and Probability Data Representation and Interpretation consolidation Reading and interpreting graphs Using an investigation question to survey students Recording and collecting data by using tables and tally marks Interpret and compare data displays Create a table using collected data Interpret information in the graph
SWPB / Respectful Relationships	SWPB: Seeking help
Grade 5 / 6	
Reading	Class Novel- 47 Degrees Chapters 11 (Bushfire Thoughts, 8pp), Chapter 12 (Bushfire Party, 15pp) Behind The News -listening and note taking Students will engage with digital media content (BTN) to make meaning of the world, as well as discuss and explain their thoughts and opinions Book Club: Discussion 4 Connecting
Writing	Writing Cycle focus: Genre modelled: Hybrid 6+1 craft trait: Refining 6+1 convention: Punctuation
Spelling	Focus: digraph /gn/ as in 'sign'
Maths	Number and Algebra: Whole Number - Identify and describe properties of prime, composite, square and triangular numbers
SWPB / Respectful Relationships	RR- Problem Solving <u>Problem Solving Panel</u> Students describe commonly occurring problem situations Students develop advice for how to deal with these situations

School Policies

Over the coming weeks we are going through the process of updating some of our school policies. As we work through our list, we are going to be sharing some that we would love your feedback / input on. Below you will find our draft [Aboriginal Learning, Wellbeing and Safety](#) policy as well as our draft [Digital Learning](#) policy. These policies are informed by Department of Education guidelines. If you have any feedback on either of these policies, can you please email it to emma.vasilevski@education.vic.gov.au or feel free to come in and see me. As the policies are updated and approved, we will be posting them on our school website.

We have also updated two of our mandatory policies:

- Health Care Needs policy
- First Aid Policy

These have been updated on our website and it is a good opportunity to remind parents to let us know of any updates to your child's health conditions, or any new information about health conditions that we may need to know.

DRAFT Aboriginal Learning, Wellbeing and Safety Action Plan



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Spotswood Primary School on 03 9391 1323 or spotswood.ps@education.vic.gov.au.

Note: Throughout this document the term Koorie is used to refer to both Aboriginal and Torres Strait Islander people.

Spotswood Primary School embraces the vision of the [Marrung Aboriginal Education Plan](#) and celebrates the culture, knowledge and experiences of First Nations Peoples. We are committed to creating and maintaining a school environment that empowers Koorie students to feel valued, respected and culturally strong.

Our school has a number of measures in place to ensure our community acknowledges and appreciates the strengths of Aboriginal and Torres Strait Islander culture. These measures are outlined below.

FAMILY AND COMMUNITY PERSPECTIVES AND FEEDBACK

We actively seek participation and feedback from Koorie students, families and Community by:

- acknowledging the existing knowledge of Koorie students and their families and seeking their feedback on decisions that affect them, and on how well we are meeting their needs, through initial enrolment meetings, Student Support Groups and during the development of Individual Education Plans.
- working with our regional Koorie Engagement Support Officers (KESOs) for advice on how we can create a culturally inclusive learning environment and to build our capacity to provide support for individual Koorie students attending our school
- partnering with the Bunurong Aboriginal Community to seek feedback and advice on existing and new actions we can take to support the diverse and unique identities and experiences of Aboriginal students and children in our community.

TRAINING AND PROFESSIONAL DEVELOPMENT OF STAFF

To ensure our staff are equipped with the skills and knowledge necessary to create and maintain a positive and inclusive school environment we:

- ensure staff participate in [Community Understanding and Safety Training \(CUST\)](#) training
- provide tailored training and professional development each year to build knowledge for specific staff based

on any emerging or current areas of need

- ensure training and professional development equips teaching staff to deliver Aboriginal and Torres Strait Islander perspectives within the classroom curriculum
- support teachers to work in their Professional Learning Communities (PLCs) to map and develop teaching and learning activities within the Victorian Curriculum priorities to enable staff to build their confidence with Aboriginal and Torres Strait Islander content and to recognise opportunities to draw upon Aboriginal pedagogies and practices within their classrooms
- ensure training and professional development equips staff with an understanding and appreciation of the strengths of Aboriginal and Torres Strait Islander culture and its importance to the wellbeing and safety of Koorie children and students.

CURRICULUM AND LEARNING

Spotswood Primary School supports the development of high expectations and individualised learning for Koorie students and creates a learning environment for all students that acknowledges, respects and values Aboriginal and Torres Strait Islander cultures and identities. This includes:

- implementing the Department of Education's [Koorie Education Policy](#)
- ensuring that all Koorie students have individual education plans developed in partnership with students, families, and KESOs.

ASSEMBLIES AND OTHER SCHOOL EVENTS AND ACTIVITIES

We ensure our school events and activities acknowledge and celebrate Aboriginal and Torres Strait Islander culture by:

- acknowledging the Country and Traditional Owners of the land on which our school is located at the start of every school assembly and meeting
- arranging Welcome to Country by local Elders at major school events such as the opening of new buildings or campuses
- arranging incursions and excursions, and recognising key events and anniversaries that celebrate Aboriginal and Torres Strait Islander culture

BUILT AND DIGITAL ENVIRONMENT

We ensure our built environment and website demonstrates an appreciation and acknowledgment of Aboriginal and Torres Strait Islander culture through:

- flying the Aboriginal and Torres Strait Islander flags on school grounds.
- displaying plaques/signs outside our main entrance that Acknowledge Country and Traditional Owners
- including an Acknowledgement of Country and Traditional Owners on our website home page

DRAFT Digital Learning Policy

Internet, social media and digital devices



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Spotswood Primary School on 03 9391 1323 or spotswood.ps@education.vic.gov.au.

PURPOSE

To ensure that all students and members of our school community understand:

- (a) our commitment to providing students with the opportunity to benefit from digital technologies to support and enhance learning and development at school

- (b) expected student behaviour when using digital technologies including the internet, social media, and digital devices (including computers, laptops, tablets)
- (c) the school's commitment to promoting safe, responsible and discerning use of digital technologies, and educating students on appropriate responses to any dangers or threats to wellbeing that they may encounter when using the internet and digital technologies
- (d) our school's policies and procedures for responding to inappropriate student behaviour on digital technologies and the internet
- (e) the various Department policies on digital learning, including social media, that our school follows and implements when using digital technology
- (f) our school prioritises the safety of students whilst they are using digital technologies

SCOPE

This policy applies to all students and staff at Spotswood Primary School.

Staff use of technology is also governed by the following Department policies:

- [Acceptable Use Policy for ICT Resources](#)
- [Cybersafety and Responsible Use of Digital Technologies](#)
- [Digital Learning in Schools](#) and
- [Social Media Use to Support Student Learning](#).

Staff, volunteers and school councillors also need to adhere to codes of conduct relevant to their respective roles. These codes include:

- Spotswood Primary School's Child Safety Code of Conduct
- [The Victorian Teaching Profession Code of Conduct](#) (teaching staff)
- [Code of Conduct for Victorian Sector Employees](#) (staff)
- [Code of Conduct for Directors of Victorian Public Entities](#) (school councillors)

DEFINITIONS

For the purpose of this policy, "digital technologies" are defined as digital devices, tools, applications and systems that students and teachers use for learning and teaching; this includes Department-provided software and locally sourced devices, tools and systems.

POLICY

Vision for digital learning at our school

The use of digital technologies is a mandated component of the Victorian Curriculum F-10.

Safe and appropriate use of digital technologies, including the internet, apps, computers and tablets, can provide students with rich opportunities to support learning and development in a range of ways.

Through increased access to digital technologies, students can benefit from learning that is interactive, collaborative, personalised, engaging and transformative. Digital technologies enable our students to interact with and create high quality content, resources and tools. It also enables personalised learning tailored to students' particular needs and interests and transforms assessment, reporting and feedback, driving new forms of collaboration and communication.

Spotswood Primary School believes that the use of digital technologies at school allows the development of valuable skills and knowledge and prepares students to thrive in our globalised and inter-connected world. Our school's vision is to empower students to use digital technologies safely and appropriately to reach their personal best and fully equip them to contribute positively to society as happy, healthy young adults.

Safe and appropriate use of digital technologies

Digital technologies, if not used appropriately, may present risks to users' safety or wellbeing. At Spotswood Primary School, we are committed to educating all students to use digital technologies safely, equipping students

with the skills and knowledge to navigate the digital world.

At our school, we:

- use online sites and digital tools that support students' learning, and focus our use of digital technologies on being learning-centred
- use digital technologies in the classroom for specific purpose with targeted educational or developmental aims
- supervise and support students using digital technologies for their schoolwork
- effectively and responsively address any issues or incidents that have the potential to impact on the wellbeing of our students
- have programs in place to educate our students to be safe, responsible and discerning users of digital technologies
- educate our students about digital issues such as privacy, intellectual property and copyright, and the importance of maintaining their own privacy and security online
- actively educate and remind students of our *Student Engagement* policy that outlines our School's values and expected student behaviour, including online behaviours
- use clear protocols and procedures to protect students working in online spaces, which includes reviewing the safety and appropriateness of online tools and communities, removing offensive content at the earliest opportunity
- educate our students on appropriate responses to any dangers or threats to wellbeing that they may encounter when using the internet and other digital technologies
- provide a filtered internet service at school to block access to inappropriate content
- refer suspected illegal online acts to the relevant law enforcement authority for investigation

Distribution of school owned devices to students and personal student use of digital technologies at school will only be permitted where students and their parents/carers have completed a signed Acceptable Use Agreement.

It is the responsibility of all students to protect their own password and not divulge it to another person. If a student or staff member knows or suspects an account has been used by another person, the account holder must notify the classroom teacher as appropriate, immediately.

All messages created, sent or retrieved on the school's network are the property of the school. The school reserves the right to access and monitor all messages and files on the computer system, as necessary and appropriate. Communications including text and images may be required to be disclosed to law enforcement and other third parties without the consent of the sender.

Information on supervision arrangements for students engaging in digital learning activities is available in our Yard Duty and Supervision Policy.

Social media use

Our school follows the Department's policy on [Social Media Use to Support Learning](#) to ensure social media is used safely and appropriately in student learning and to ensure appropriate parent notification occurs or, where required, consent is sought. Where the student activity is visible to the public, it requires consent.

In accordance with the Department's policy on social media, staff will not 'friend' or 'follow' a student on a personal social media account or accept a 'friend' request from a student using a personal social media account unless it is objectively appropriate, for example where the student is also a family member of the staff.

If a staff member of our school becomes aware that a student at the school is 'following' them on a personal social media account, Department policy requires the staff member to ask the student to 'unfollow' them, and to notify the school and/or parent or carer if the student does not do so.

Student behavioural expectations

When using digital technologies, students are expected to behave in a way that is consistent with Spotswood Primary School's *Statement of Values, Student Wellbeing and Engagement* policy, and *Bullying Prevention* policy.

When a student acts in breach of the behaviour standards of our school community (including cyberbullying, using digital technologies to harass, threaten or intimidate, or viewing/posting/sharing of inappropriate or unlawful content), Spotswood Primary School will institute a staged response, consistent with our student engagement and behaviour policies.

Breaches of this policy by students can result in a number of consequences which will depend on the severity of the breach and the context of the situation. This includes:

- removal of network access privileges
- removal of email privileges
- removal of internet access privileges
- removal of printing privileges
- other consequences as outlined in the school's *Student Wellbeing and Engagement* and *Bullying Prevention* policies.

We have also updated two of our mandatory policies.

- Health Care Needs policy
- First Aid policy

These have been updated on our website and it is a good opportunity to remind parents to let us know of any updates to your child's health conditions, or any new information about health conditions that we may need to know.



Emma Vasilevski
Assistant Principal

What's Happening In Our Classrooms

Prep/1 Classes – Maths

For maths this week, the Prep/1's have been learning all about location! We have learnt positional language like 'above, next to, in between, right, left, backwards, forwards, outside, and inside'. To practise these new words, Prep/1S and Prep1/V went outside to the playground and listened to the positional word that was called. Students were so creative with how they showed the positional word!



'Next to'



'Under'



'In between'



'On top of'

Bridget Sherrin
P/1S Classroom Teacher

Year 1/2 Classes – Grade One Night of Fun

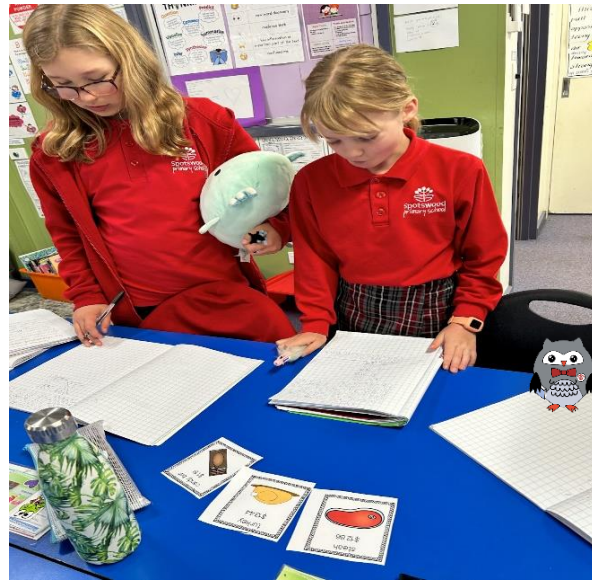
On Thursday, the Grade Ones had the much anticipated night of fun at school. Students eagerly arrived and we started the night with some delicious pizza and fruit. Kaboom Kids came to entertain and students played exciting games, where they had some competitive fun. The Grade Ones dancing was put to the test and the teachers even got involved with some fun dance moves. We had a very fun night!



Ruby Cridland
1/2C Classroom Teacher

Year 3/4 Classes - Maths

The 3/4s have been playing shops and enjoying open ended maths challenges that involve all aspects of financial mathematics. Activities have involved calculating total amounts and change as well as rounding amounts to the closest 5c. Students have been converting amounts between dollars and cents to assist them with calculations. Working with decimals when adding and subtracting has kept them on their toes.

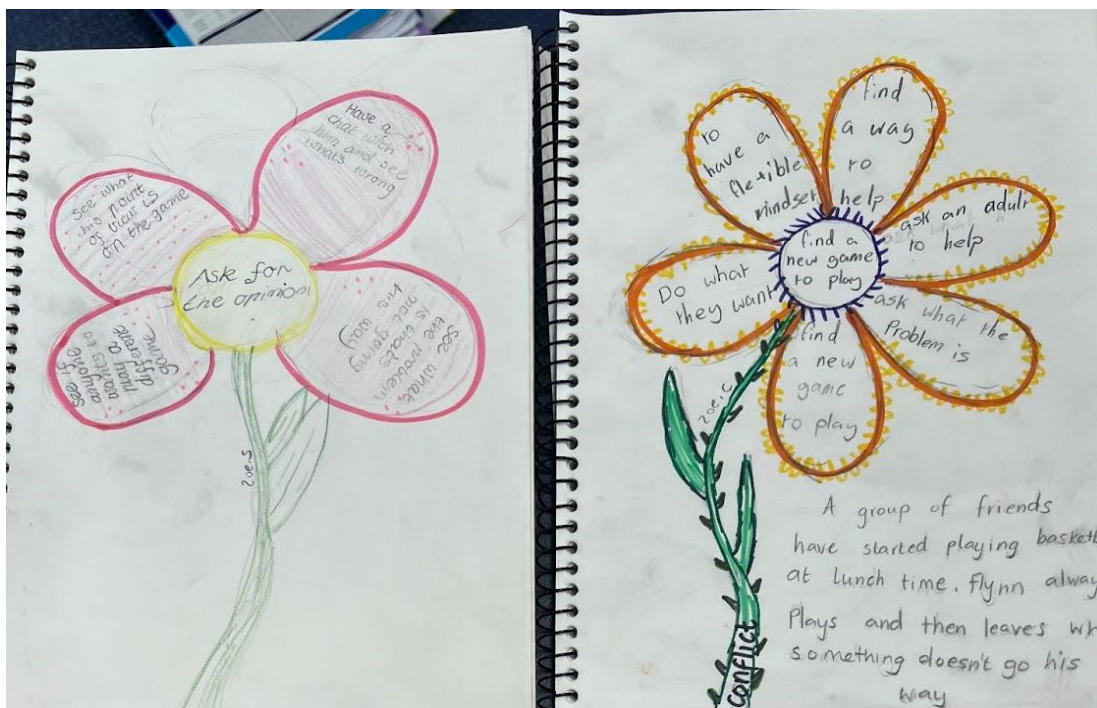


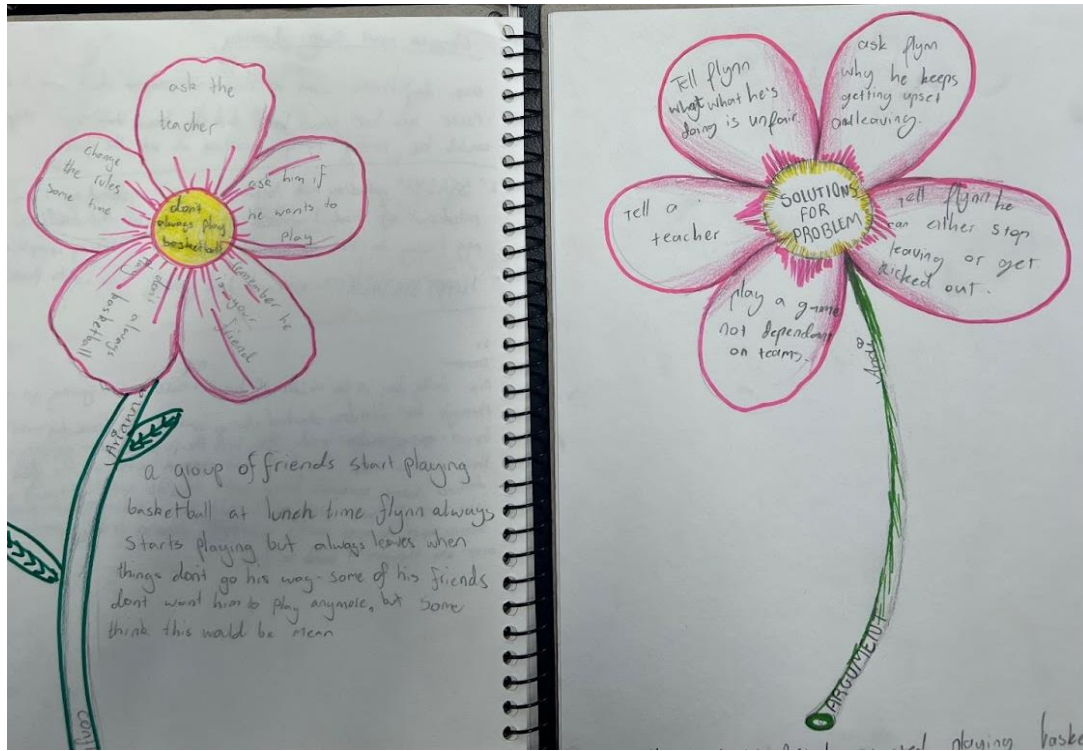
Sally Vaughan
3/4V Classroom Teacher

Year 5/6 Classes – Respectful Relationships

This week in 5/6, we have been focussing on the importance of learning a range of problem-solving skills to enable us to better cope with the challenges we may face. Problem-solving is identified by the World Health Organisation as a key skill for health. To be able to solve problems, children need to be able to think critically and evaluate the consequences of various actions in a respectful and safe manner.

By using the 'Daisy Model' as featured below, our students were able to describe different ways to express emotions and the relationship between emotions and behaviours. The daisy was used to assist in identifying causes and effects of conflict in a scenario, along with explaining various strategies to diffuse or resolve these challenging situations.

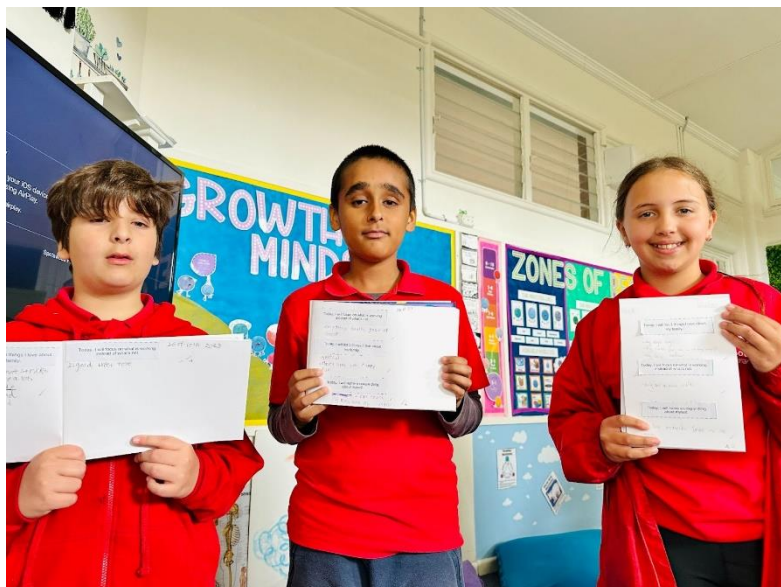




Gabe Mullins
5/6M Classroom Teacher and Learning Specialist

Specialist – Wellbeing

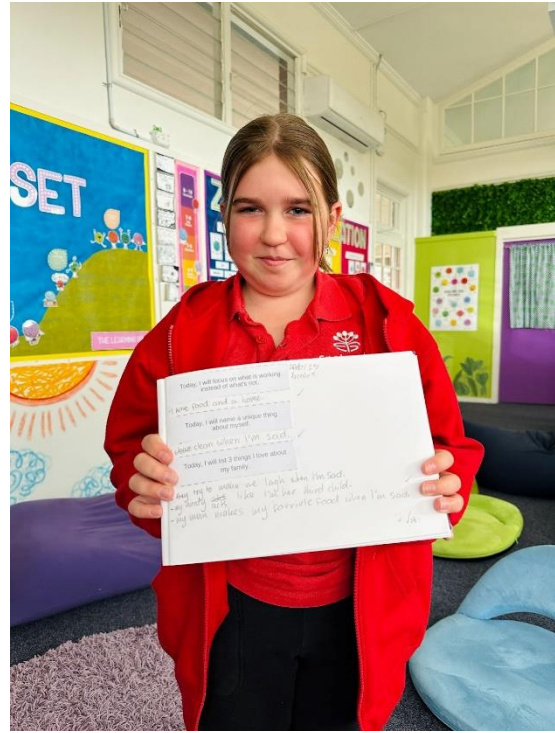
In Wellbeing, Year 3 to 6 have been focusing on Growth Mindset & Positivity. We discussed the quote, “Life isn’t about waiting for the storm to pass, it’s about learning how to dance in the rain” by Viviane Greene. Students came up with different examples of what a ‘storm’ might look like in their lives and discussed the importance of finding the positives in these situations. They were given a list of 11 positive goals and were asked to respond to 3 and record their answers in their Wellbeing Journals. The rest of the list was something the students had to work on over the week, choosing a different positive goal each day.



Orlando, Abhijot, Winter



Laurence



Frankie

Cindy Asp
Visual Art & Wellbeing Teacher

Specialist – Auslan LOTE

This term the students have been learning size signs. They have been using these signs to describe family members and animals. They have also been continuing to build their knowledge of handshapes. Here are some photos of students in P-2 sorting signs they know by handshapes: flat, flat OK, closed, claw and bent flat.





Learning From the Deaf Community



Ms O was very privileged to have an Auslan PD with Elvin Lam recently. Elvin Lam is a Deaf performer and visual artist whose work encompasses dance, children's entertainment, multimedia, animation, and textiles. You may have come across him on YouTube as the character Elvin Melvin who dances and signs to songs in Auslan with Emma Memma (Emma Wiggles). Elvin was kind enough to record a message for **Spotswood** students which created a lot of excitement, especially in our P-2 classes! Sign along with Emma and Elvin at home www.youtube.com/watch?v=lipl-IPgjYA



Upcoming Deaf Event **(open to everyone)**



Date: Saturday 25th November

Time: 10am - 4pm

Address: Sunshine College, 25a Lachlan Road, Sunshine West

They will have stalls, performers, face painting, petting zoo, a fire truck and much more on the day. We hope some of our families will be able to support this wonderful event.

Pamela O'Sullivan
Auslan LOTE Teacher

Student Awards



Congratulations to the following students who will receive a Student Award at assembly today:

P/1S	River Jefferies - for joining in with class discussions in inquiry and sharing all he knows about Aboriginal sacred sites. Well done, River!
P/1V	Zoe Richards - being focussed during independent reading and for sharing thoughtful reflections of the stories we are reading. Well done!
1/2B	Abby Napier – for showing kindness and respect to all of your classmates by always listening carefully to their thoughts and opinions.
1/2C	Emma Ward - for being a kind and helpful classmate in group work. Well done Emma.
1/2J	Hallie Slatkin - for helping around the classroom and being such a kind and considerate classmate. Thanks for making 1/2 J a great place to be!
3/4K	William Hesketh - for demonstrating persistence during swimming lessons last week. Well done Will.
3/4M	Xavier Mom - for your fantastic effort and achievement during swimming week. Your butterfly stroke was unreal, well done!
3/4T	Ben Maher - for being a dedicated learner. You have an enthusiastic and mature approach to your learning. Keep up the good work.
3/4V	Harry Gale – for enriching class discussions during our Inquiry sessions by contributing amazing knowledge about forces, especially the force of gravity.
5/6M	Orla Lynch - for demonstrating exemplary commitment to our classroom safety and organisation. Your actions contribute to our positive learning atmosphere.
5/6P	Austin Azzopardi - for using great initiative to help with younger, less experienced swimmers in the pool.
5/6T	Abhijot Mandhan - engaging beautifully with our mentor text, and showing great willingness to share his ideas during class discussions. Thank you Abhijot.
Wellbeing	Frankie Hogan - for always contributing to class discussions in Wellbeing and giving 100% effort to set tasks. Awesome work!



To:

Tommy, Evie, Ben T

Dates To Remember:

- Tuesday 7th November Melbourne Cup Day (Public Holiday)
- Wednesday 8th November Prep 2024 Transition Session 1 (9.15am – 10.45am)
- Friday 10th November Friday Forum – School Review and Annual Report (2.30pm in the Wellbeing Room)
Assembly (3.15pm)
- Wednesday 15th November Prep 2024 Transition Session 2 (9.15am – 10.45am)
- Friday 17th November Prep Breakfast
Assembly (3.15pm)
- Monday 20th November 5/6P Excursion to Scienceworks
- Wednesday 22nd November Prep 2024 Transition Session 3 (9.15am – 10.45am)
3/4M & 3/4K Excursion to Scienceworks
- Friday 24th November Assembly (3.15pm)
- Monday 27th November 1/2B Scienceworks Excursion
- Friday 1st December Pop Star Day
Assembly (3.15pm)