

The Heights Happenings

Thursday 9 May 2019



MOUNT WAVERLEY
HEIGHTS
PRIMARY SCHOOL

Dates to remember

TERM TWO 2019

Friday 10th May

SDSSA Winter Sport Round 2
Mothers Day Breakfast P-Y2 8:15am

Monday 13th May

Assembly 2:45pm

Tuesday 14th/15th/16th May

NAPLAN Language/Reading/Numeracy

Friday 17th May

SDSSA Cross Country Jells Park (Year 4-6)
Piece Together Prep Session 1

Thursday 23rd May

Open Night 6-7:30pm

Friday 24th May

School Colour Fun Run!
SDSSA Winter Sport Round 3

Monday 27th May

Assembly 2:45pm

Friday 31st May

SDSSA Winter Sport Round 4

Friday 7th June

SDSSA Winter Sport Round 5 - BYE
Dragon Boat Festival Day

Monday 10th June

QUEENS BIRTHDAY PUBLIC HOLIDAY

Friday 14th June

Prep Excursion – Chesterfield Farm

Monday 17th June – Friday 21st June

Year 5/6 Canberra Camp

Friday 12th June

Piece Together Prep Session 2
SDSSA Soccer Round Robin

Monday 24th June

End of Term Assembly 9am
Year 1/2 Incursion

Friday 28th June

Last day of Term – 2:30pm finish



Refer to the website for Notices

<http://mountwaverleyheightsps.vic.edu.au/parent-information/>

Principal's Report

MOTHERS DAY STALL AND BREAKFAST

Thank you to Charmaine Bacon for organising the Mother's Day Stall once again this year. Thank you also to the parent's who assisted on the day. There were lots of wonderful gifts and the students loved going shopping for their special person.

Don't forget the special hot breakfast for our **P-2 mum's tomorrow beginning at 8.15am.**

Here are some comments from our preps about why they have the best mum in the world...

Sarah

Because she is kind and she loves me. She also tells me that she is proud of me.

Zoe

She makes me laugh

Jacob L

She brings me to bowling

Jacob S

She shares photos of me as a baby

Olivia

She doesnt give me too much sugar or too many toys

Theo

She plays with me

Mark

She reads stories amd we talk together at night

Kimberly & Luciano both said ..

She is nice to me

Wishing all our mums/special people a wonderful Mother's Day this Sunday.



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However the page for English and Maths will look quite different.

Area	Needs Attention	Acceptable	Very Good	Excellent
Effort				✓
Behaviour				✓

English - Dimensions x PPE Continuum		
1. Reading and viewing		
Achieved	Currently Working On	Future Learning
<ul style="list-style-type: none"> identifies the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances is able to identify and distinguish all uppercase and lowercase letters in the alphabet can recognise common sound-letter correspondences recognises and use common vowel blends, for example 'ae' in cake, and consonant blends, for example 'tr' in train reads and views supportive print and digital texts in a phrased and fluent manner, using a range of information sources and text features to develop and sustain meaning is able to describe some differences between imaginative and informative texts identifies and describes words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) 	<ul style="list-style-type: none"> is able to understand the different purposes of texts makes connections to personal experience when explaining characters and main events in short texts can identify the language features, images and vocabulary used to describe characters and events is able to read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images uses knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning when reading can recall key ideas and recognise literal and implied meaning in texts 	<ul style="list-style-type: none"> can identify and explain the typical text structures of a range of text types, for example simple narratives, instructions and expositions identifies nouns that represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract recognises a wide range of letter/sound correspondences including some silent letters, vowel/consonant digraphs and less common sound-letter combinations is able to identify sentences that contain more than one idea discusses language used to describe characters and settings within and across texts and how these support meaning uses some comprehension strategies to build literal and inferred meaning, for example making connections between information in print and images or building on and using prior knowledge and vocabulary can read less predictable texts in a phrased and fluent manner, using a range of information sources and text features to monitor meaning and self-correct uses punctuation to support phrasing and fluency when reading aloud, for example recognition of capital letters to signal proper nouns and commas to separate items in lists
2. Speaking and listening		
Achieved	Currently Working On	Future Learning
<ul style="list-style-type: none"> can listen to others when taking part in conversations using appropriate language features listens for and reproduces letter patterns and letter cluster is able to understand how characters in texts are developed and give reasons for personal preferences can create texts that show understanding of the connection between writing, speech and images can create short texts for a small range of purposes interacts in pair, group and class discussions, taking turns when responding makes short presentations of a few connected sentences on familiar and learned topics 	<ul style="list-style-type: none"> can use language appropriate to different social and classroom interactions identifies and uses language for appreciating texts and the qualities of people and things can discuss opinions about characters, events and/or settings in texts discusses how characters reflect the contexts in which they were created, for example a particular situation or culture responds appropriately to others contributions, including selecting from positive statements and voicing disagreement can create spoken texts, including selecting from more formal speech and specific vocabulary to match purpose is able to modify tone and pace of speaking when communicating with others 	<ul style="list-style-type: none"> is able to listen for particular purposes can listen for and manipulate sound combinations and rhythmic sound patterns uses everyday language features and topic-specific vocabulary when discussing their ideas and experiences explains their preferences for aspects of texts using other texts as comparisons can create texts that show how images support the meaning of the text is able to create texts, drawing on their own experiences, their imagination and information they have learned uses a variety of strategies to engage in group and class discussions and make presentations
3. Writing		
Achieved	Currently Working On	Future Learning
<ul style="list-style-type: none"> can use writing to show evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops is able to correctly form known upper- and lower-case letters can use familiar words and phrases and images to convey ideas when writing 	<ul style="list-style-type: none"> can use common punctuation correctly including full stops, question marks and exclamation marks recognises and uses some morphemes in word families to spell unfamiliar words, for example 'play' in 'played' and 'playing' can recreate texts imaginatively using a selection of drawing, writing, performance and digital forms of communication is able to write one or more sentences for an imaginative or informative purpose, and using sentence-level grammar uses illustrations and diagrams that support the intended meaning of writing can write words legibly, using unjoined print script of consistent size, using appropriate pencil grip can add or delete words to improve meaning, for example adding an adjective to a noun 	<ul style="list-style-type: none"> can provide details about ideas or events when writing can accurately spell words with regular spelling patterns and use capital letters and full stops is able to correctly form all upper-case and lower-case letters

NB: Standards achieved will be in light grey. Dark areas are standards not yet demonstrated.

These comments have been selected from the Victorian Curriculum. We have moved to a more detailed report so that parents can see what their child has achieved and future learning goals. It also provides parents with an overview of the requirements at different levels. You will gain an understanding of what students need to demonstrate to move to the next level.

The Specialist, Wellbeing and Reflection pages remain the same.

Reports will be available to parents via the Sentral portal on Monday June 24. Parent/Teacher interviews will take place on Thursday June 27.



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PIECE TOGETHER PREP SESSION – MAY 17

On Friday May 11 we will be holding our first Piece together Prep Session - 'Story Time' session from 2:00-3:00pm for any 4 year olds. Invite a friend and come along with your pre-schooler!

SCHOOL ENROLMENT 2020

Our two prep classes are quickly filling up. Please ensure that we have **sibling enrolment forms by May 17**. This way we can control class numbers.

YEAR 6-7 PLACEMENT

The Year 7 enrolment process has changed. Parents have received an email with the attached documents to be completed. These must be returned to school by **Friday May 17**. The enrolment form may either be printed and sent back to the school or emailed to our school's address. Please note that almost all components of the form must be completed by the parent/guardian. If you are unable to complete this process online please see Louise up at the office.

Please Note: For those **outside Mount Waverley Secondary School's catchment**, please ensure that you submit a letter outlining the reasons why your child should be considered for enrolment. These letters should be submitted with the Year 6-7 enrolment form on Friday May 17. For further information please see Sandra, Carolyn or myself.

WE NEED.....

- Flood lights for Open Night. Would any families kindly lend their floodlights?
- Parents who are happy to help Jane (librarian) or Georgia (Curriculum Coordinator) **contact new books** throughout the year.
- Your old phones AND their charges! If you have recently upgraded your phone and no longer need your old one, we would love to reuse it as part of our technology upgrade. Donated phones (smart phones) will be used in VR devices and run off our school's network. If you are able to help out, please drop them in at the office.
Thank you

Please see Louise, Carolyn or myself if you are able to assist.

Let's celebrate...

- Aaron C who competed for a spot in the State Under 12 soccer team trials last week and will now be progressing to the next stage. Best of luck Aaron at the Eastern Metropolitan Regional trials this Friday May 10th. Congratulations Aaron - Considering you are only 10, it is already a mighty achievement!
- The Wild family who welcomed their second child Archer into their family. Hudson will make a great big brother!

Until next week

Sharon

Sharon Reiss-Stone



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NAPLAN

Next week is NAPLAN testing for the Year 3 and 5 students. Naplan is the National Assessment Program and it assess literacy and numeracy skills. It provides parents, schools, government and educational authorities information about how education programs are working. It is another assessment teachers use to monitor student progress so it is important that we put the 'NAPLAN' results into perspective. We have practised undertaking a NAPLAN test, to be familiar with the process and the questioning techniques used. This has hopefully helped to reassure our students that there is nothing to fear - They have seen it before. As a parent you can help this process by reassuring your child that it is just another tool teachers use to monitor teaching and learning.

Just encourage your child to try their best and answer any questions they may have about the test. Information for parents will be sent home today regarding Naplan. You can assist your child with their preparation by making sure they get enough sleep, don't focus on results, making sure they eat well and if they are concerned about the test discuss how they feel. Please contact us if you have any concerns or questions about Naplan.

NAPLAN 2019 timetable

	Tuesday 14 May	Wednesday 15 May	Thursday 16 May
Year 3	language conventions 45 minutes ----- writing 40 minutes	reading 45 minutes	numeracy 45 minutes
Year 5	language conventions 45 minutes ----- writing 40 minutes	reading 50 minutes	numeracy 50 minutes

Carolyn

Carolyn Datson
Assistant Principal



NEVR Combined rehearsal day

Congratulations to the Grade 5 and 6 Senior Choir students who spent all day yesterday at Milgate Primary School with 200 other students rehearsing for the NEVR Destinations Concert. They all worked extremely hard and represented our school beautifully.

It is such a special experience to work with a world-class choral conductor like Mark O'Leary. We are all looking forward to performing at Hamer Hall on May 28th.

Mrs Claire Furlong
Performing Arts Coordinator



Japanese News

Sensi and Helen visited the students at Nara Pre-school for the second instalment of the program. This week the students made and decorated Samurai helmets as part of the Childrens Day Activity.



SCHOOL FUN RUN

Two weeks to go until our *School Fun-Run*. Hopefully students have been using their student profile pages at schoolfundraising.com.au to get the most out of the fundraiser.

Currently we have raised **\$5,625.16** of our **\$15,000**, so if you are yet to create a page, I hope you will. Remember, the money raised will be going towards **the new playground equipment**.

We've set our money due back date as **5th June**, so please make sure you've returned all your money to **the office** by then.

Volunteer notices have gone out...don't forget to send yours back. All help is greatly appreciated. If you can't help, we'd still love to have you come down and cheer the kids on to create a great atmosphere for the kids. Or sign up to run yourself 😊

HOW TO ORDER YOUR PRIZE:

Between **5th June** and **12th June** simply visit schoolfundraising.com.au and create / log into your **Profile Page**. Then click on the 'ORDER PRIZES' button and follow the prompts.

If you have any questions, please contact the *School Fun-Run* team on 1800 FUN RUN and they will gladly assist!

Thanks for supporting us with your fundraising efforts, we look forward to celebrating with an amazing day!



Extend Update

With Mother's Day approaching, this week at Extend our focus has been on showing our gratitude to our loved ones, whether it be parents, grandparents, aunties, uncles, siblings etc. because we believe, not only should our mothers be spoilt, but so should all the special people in our lives, so be on the lookout because every child this week will have taken home something special in their bag for their special someone.



Last weekend Marshmallow and Brownie had a sleep over at Emily and Matthew C's house, while they were there they made a special new friend called Eddie. Eddie was no ordinary friend though, instead he was very cheeky and enjoyed eating the guinea pigs food.

The Extend Superstar is...

Vicki Peltekis from 5/6 D for always being so kind hearted and helpful with everyone you cross paths with. You are setting such a great example, Thank You!

Coming up this week:

Monday	Tuesday	Wednesday	Thursday	Friday
Creative Painting & Sports Clinic	Bookworms & Cooking: Cauliflower Pizza	Guinea Pig School & Playground	Science: DIY Play-doh & Group Games	Fruit Smoothies & Art: Newspaper Fashion

From Jayde & the children.

Enrol and book now: extend.com.au



ACTIVATE

4.30 - 6.30pm every Wednesday during term

Activate is a **FUN and FREE** program run by Monash Youth Services offering a range of activities and support for young people aged 10 to 17 in Monash.

Come along to join in the fun, make friends and learn new skills!!

All Activate staff are qualified youth workers who can offer support or someone to talk to.

Jordanville Community Centre
94 Batesford Road, Chadstone

9518 3900

monashyouth.org.au
@monashyouthservices

MONASH YOUTH SERVICES CITY OF MONASH

Waverley Community Learning Centre

Inc. A0006897P

Pottery for Children

(Ages 8 to 12)

Come and have fun making with clay. Learn the basics of handbuilding to create your own projects. Work created in the classes will be glazed and fired for children to take home.



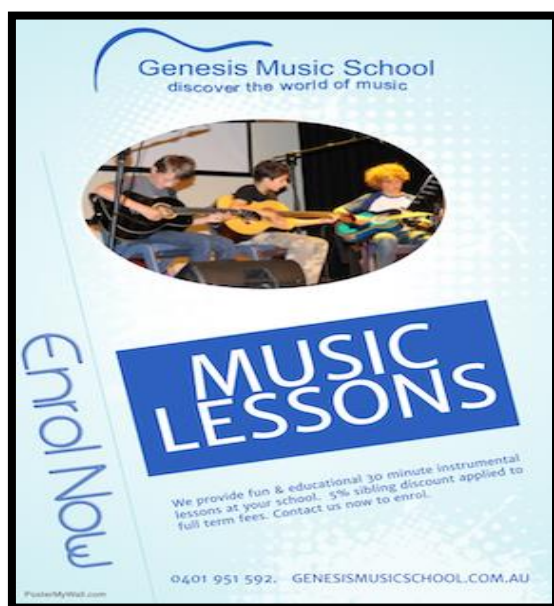

Date: Tuesday or Thursday
Time: 4:30pm—6pm
Cost: \$184 for 8 weeks
(Includes clay, glazes and firing)

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Australian School Dance bookings are now open for Terms 3 and 4!

Choose from an educational **International Dance Experience** program or a super fun **Dance Display** program in a genre of your choice.

All our dances are specifically choreographed for use in primary schools with age appropriate moves and music. With 18 years experience, we are the industry leaders for a reason!

Best of all, we are the cheapest in the industry with starting from as little as \$3.30 per student per week!

1300 788 496
www.schooldance.edu.au