

**Thursday 20 August, 2020**

## Dates To Remember

### TERM THREE 2020

**Wednesday 2nd September**  
School Council Meeting 6pm

**Sunday 6th September**  
Fathers Day

**Week of Monday 14th September  
- Friday 18th September**  
Parent-Teacher Interviews  
Times and dates to be confirmed

**Friday 18th September**  
Last Day of Term 3

### TERM FOUR 2020

**Monday 5th October**  
First Day of Term Four

**Thursday 8th October**  
School Photos (TBC)

## Principal's Report

### PROFESSIONAL LEARNING

Whilst we may not be onsite, the staff are busy not only with planning, teaching and assessment, they are also busy learning. As many of you are aware we have been part of the Primary Maths and Science initiative over the past year and a half, which has provided wonderful opportunities for our Maths Specialists to work with leading maths gurus in Education. The maths specialists then work with the staff to define and extend our school's approach. This week Mrs Lindsay Playsted and Mrs Emma Thomas have been attending an online learning forum. I also had the pleasure of attending one of the sessions.

Just like our students who have been busy exploring a range of inquiry topics, our staff have been undertaking a research project on the Big Ideas in Maths. The Big Ideas include:

- Trust the count
- Place Value
- Multiplicative Thinking
- Partioning
- Proportional Reasoning
- Generalising

Teams will become experts in one of the big ideas and will collectively share their knowledge and understanding with the rest of the teaching staff. This will help build the capacity of the whole staff and further their knowledge around mathematics.

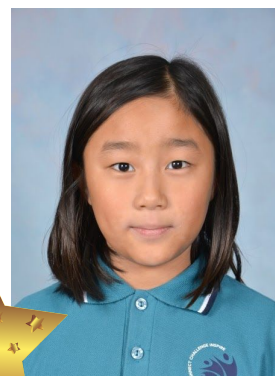
### ONLINE PARENT-TEACHER INTERVIEWS

We will be running parent-teacher interviews in the last week of term. Further information to come.

## **SCHOOL ASSEMBLY**

On Monday August 17th we hosted our first Term 3 assembly. Thank you to everyone for following protocols. Congratulations to all award winners.

**Aussie of Month Award** - Sherlyn Jin. Sherlyn was awarded for always actively participating in class discussions and trying her best with her work, completing her class work and additional specialist activities, contributing positively to discussions and is a regular participant and SRC member. Well Done!



## **Class Awards:**

Prep S - Pippa S. and Jessica B.  
Prep J - Orian D. and Kaasvi K.  
Prep T - Zara T. and Julius T.  
1/2D - Kimberley L. and Nathan J.  
1/2G - Anthony S. and Madison B.  
1/2J - Mark R. and Audrey C.  
1/2M - Anthony A. and Samudi D.  
3/4K - Charlie S. and Samuel K.  
3/4P - Sahil S. and Saffron L.  
3/4T - Emma H. and Audrey P.  
5/6D - Cameron S. and Yun W.  
5/6M - Rushillq S. and Jessica G.



## **Specialist Awards:**

Visual Arts - Elijah L and Lara H  
Music - Rickson L. and Amileah S.  
Japanese - Olivia K. and Christopher S.  
Physical Education - Max D. and Mia P.

## **SCHOOL FEES**

The Department of Education has informed us that school fees and levies will not be reimbursed to parents from schools. At our last meeting, School Council discussed school fees at length. As some parents had paid the total cost of school fees, it didn't seem fair to discontinue collection. However, any family under financial strain just needs to contact myself or Louise to discuss alternate arrangements or to suspend payments. We completely understand that many families will be going through hardship at the moment and we do not wish to create further financial difficulties. Please get in touch should you need to discuss your situation.

## **SCHOOL PHOTOS**

We have once again been lucky enough to reschedule our school photos to Thursday October 8th, in Term 4. Updated information about how to order photos will be provided closer to the date. If you have already placed an order these will still be current.

SHARING OF SOME LOVELY WORK ACROSS THE SCHOOL

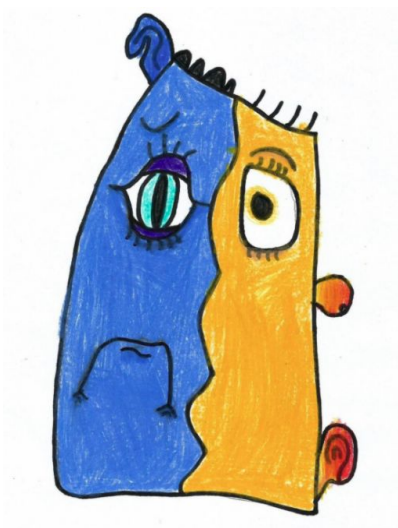
Angela 5/6M - Picasso inspired portrait



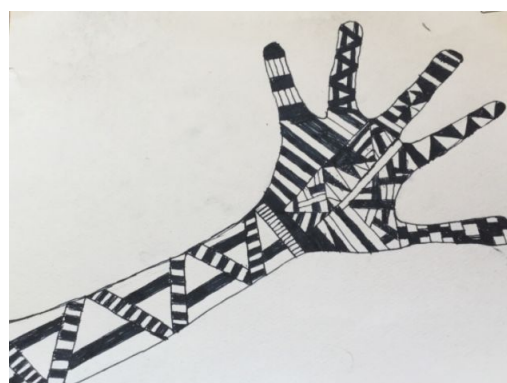
Maheer 5/6M - Zentangle



Christopher 5/6M - Picasso inspired portrait



Aadi 3/4K - Zentangle





Alexis 3/4P - Zentangle

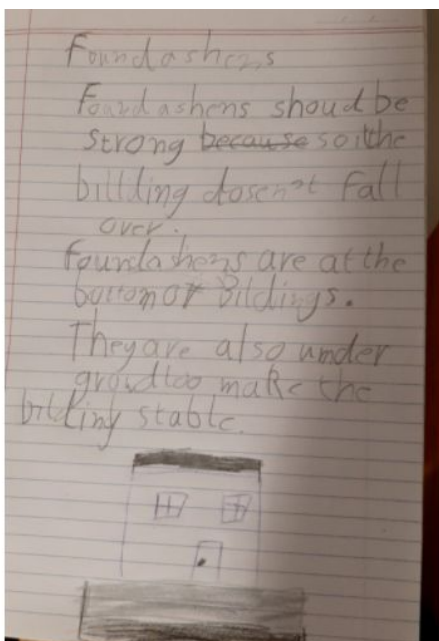


Jayden T 1/2G - 'Lego Unit'

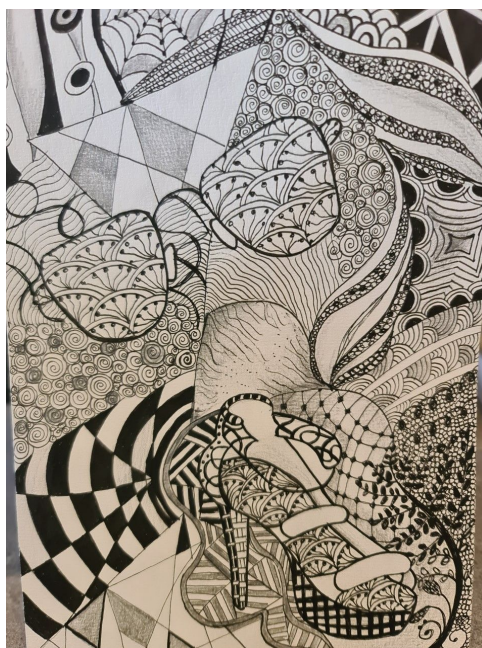
TOWNER Jayden's Post



Jacob P - 1/2G - Building unit



Mrs Reiss-Stone's Zentangle work



Grade 3/4T this week had the task of choosing an emotion and writing a poem to express their feelings:

## Happy

If happy were a colour it would be orange  
As orange as the sun when sun rise  
If happy were a taste,  
It would be just like a sunny side up the purr-fect circle  
If happy were a smell,  
It would be a custard cream cake baking in the oven  
If happy were a sound  
it sounds like a dreamful music  
-Yui 34T

## Curiosity

My curiosity burst from the door  
And onto the floor,  
The book lay  
On display.  
I opened the gates  
Adventure awaits,  
The lock  
Twisted in shock  
In a world with beasts the size of a bus,  
Little beasts no fuss,  
The T-rexes echo filled my heart  
It was a huge piece of art.  
The tap of a claw  
I was in awe.  
-Nuzhat 34T

## Anger

If anger were a colour,  
It would be red  
As hot as a volcano  
If anger were a taste  
It would be just like hot sauce  
If anger were a feeling  
It would be like seeing your new little  
sister, that is very very annoying  
If Anger were a smell  
It would be a baby nappy  
If anger were a sound  
It would be like a volcano erupting  
-Kara 34T

## Happy

If happy were a colour  
It would be yellow  
As yellow as a pikachu smashing donkey kong  
If happy were a taste,  
It would be rich like chocolate pudding  
If happy were a feeling,  
It would be amazing as a dinosaur  
If happy were a smell  
It would be as salty as chips  
If happy were a sound,  
It would be coming like a soft guitar song  
-Hudson 34T

Let's celebrate...

- 3/4T who camped out online last Friday. It was lots of fun!
- all our award winners

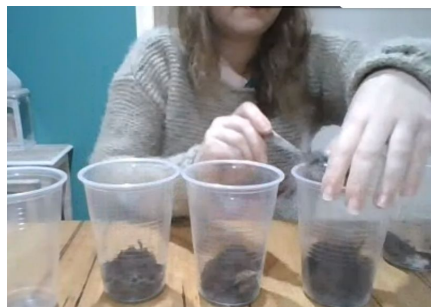
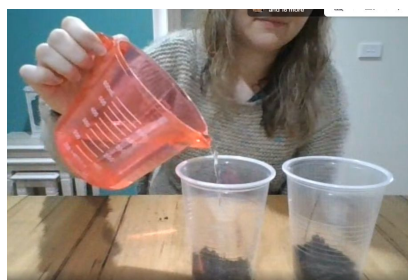
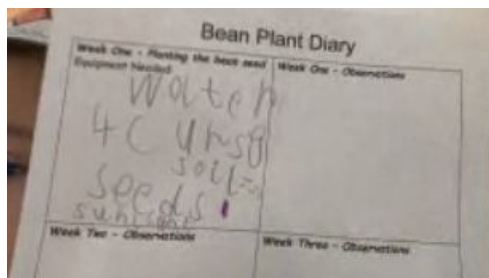
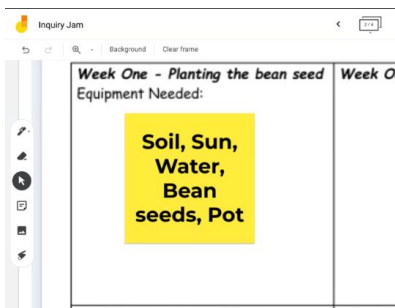
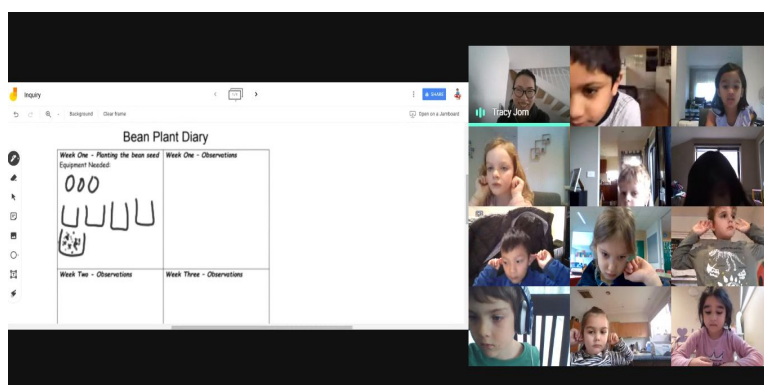
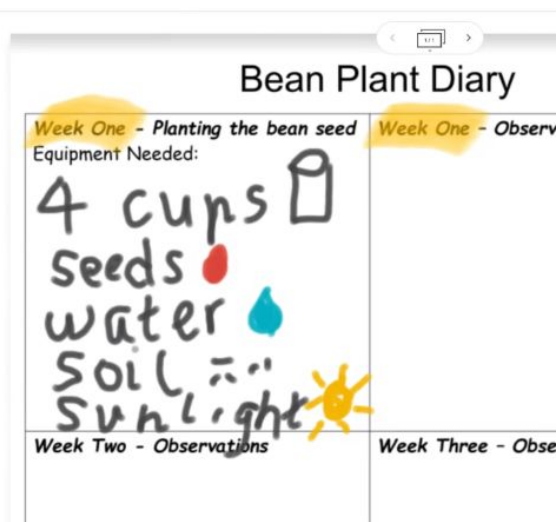
**Sharon Reiss-Stone**

Principal

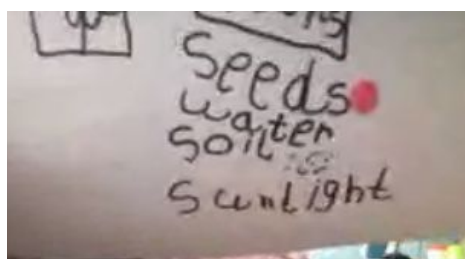
# Assistant Principal's Report

## Celebrating Learning

Last week, I joined the Preps for inquiry. It was an amazing science experiment. We are so lucky to have teachers who are explicitly teaching concepts to our students during remote learning. Teachers have planned and prepared engaging, quality and challenging activities for students to inquire into. The students had to make predictions, write observations and record their thinking. It was also fantastic to see that each class was doing the same experiment which means the high quality learning and teaching activities are consistent across the classes.



Carolyn Datson  
Assistant Principal





# Literacy and Numeracy Report

With a return to remote learning I thought I would share some tips, or general principles with you that are worth keeping in mind whilst you assist your child/ren with their learning from home. This applies to both literacy and mathematics.

- **Reward effort and see errors as part of the learning process.** Children can get anxious about getting the answer wrong and therefore become reluctant to try. If we reward their effort, celebrate their success and help them to see errors as valuable for their growth and learning, we can help our children become more confident and capable learners.
- **People learn best by working things out by themselves.** You can help your child by letting them work through problems themselves and discuss with them the strategies they are or could be using. Experiencing 'challenge' is what helps us learn and grow, and gives us that sense of pride and reward when we do finally succeed. Jumping in and doing the work for our children deprives them of this and teaches them to become helpless, reluctant learners.
- **Children need time to think and time to answer.** When working with your children, be patient and give them the time to answer before jumping in and answering for them.
- This one applies to mathematics. **Thinking mentally and flexibly in mathematics is what makes a good mathematician.** Many parents would have been taught mathematics through the use of algorithms when they went to school, however, an algorithm is only a process or strategy that helps us to solve a math equation. It does not necessarily show understanding of a math concept. There are many ways problems can be solved, and we need to expose and encourage students to find multiple ways of solving problems.

I have added two tables below that outline some ways you can help students with their reading at home, as well as given you some ideas on how to incorporate math learning into everyday life at home.

Enjoy,

**Emma Thomas**

Literacy and Numeracy Learning specialist

If your child makes a mistake and corrects the error ...	If your child comes to a word they don't know and pauses ...	If your child makes a mistake which does not make sense ...	If your child makes a mistake which does make sense ...
<ul style="list-style-type: none"> <li>• Offer praise or support for making the correction.</li> </ul>	<ul style="list-style-type: none"> <li>• Wait and give them time to work it out.</li> <li>• If they're successful, encourage them to read on to maintain meaning.</li> <li>• If they are likely to know the word, ask them to go back to the beginning of the sentence and have another go at it.</li> <li>• Ask them to guess a word which begins with the same letter and would make sense.</li> <li>• Ask a question which will give a clue to the meaning e.g. "How do you think Johnny feels? Angry?"</li> <li>• If they are unlikely to know the word, say it quickly and encourage them to keep reading to maintain fluency and avoid loss of meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Wait to see if they work it out for themselves and offer praise if they do.</li> <li>• If they don't correct the word themselves ask, "Does that make sense?"</li> <li>• Ask a question which will give a clue to what the word is e.g. "Where will he go to catch the train?"</li> <li>• If they are unlikely to know the word, say it quickly and encourage the child to read on. Later, when the whole text has been read, go back to unknown words and help your child use other word identification strategies such as:               <ul style="list-style-type: none"> <li>- sounding out individual sounds in a word</li> <li>- sounding out chunks of words, e.g. base or root of the word, prefixes and suffixes</li> <li>- looking at the words around it.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Do nothing until the child has finished.</li> <li>• When they have finished, go back to the word and say "You said this word was —; it made sense but it begins (or ends) with the letter — so what do you think it could be?"</li> <li>• You may wish to discuss the letters of the word with your child and see if they can think of any other words with similar letters.</li> </ul>

## MATH ACTIVITIES TO DO AT HOME

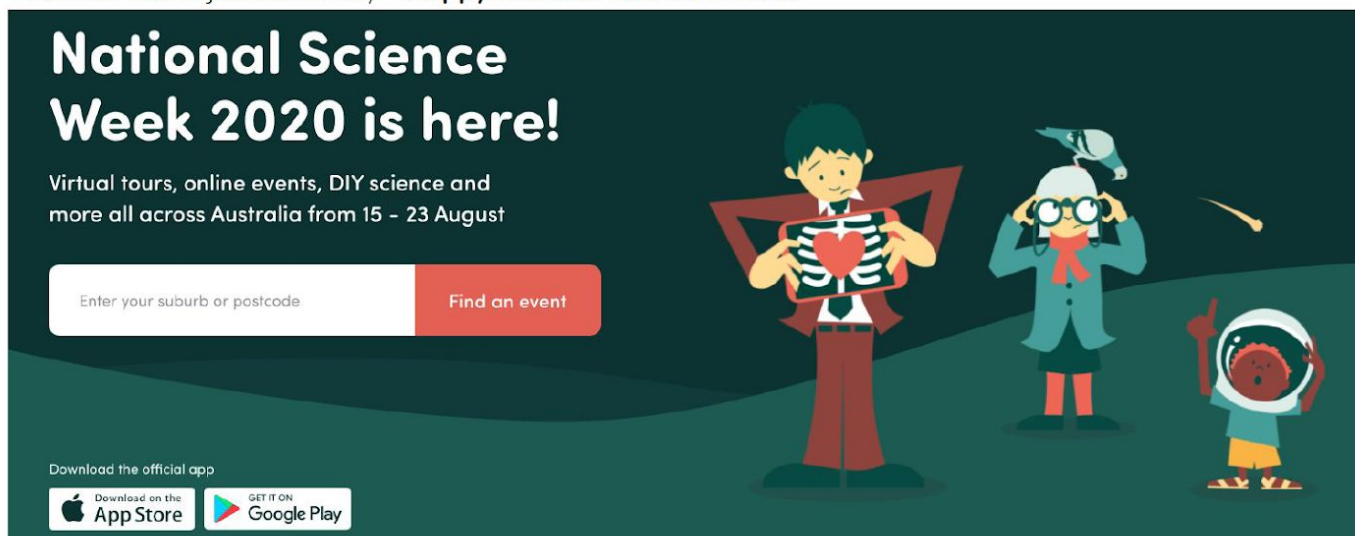
Go for a walk and look at numbers on the letterbox of houses/signs/number plates-order them, discuss numbers that are larger or smaller, come before, come after etc.	Get your child to help set the table and count the cutlery needed, or direct them using directional language. E.g. place the fork on the left.	Play dice games such as Snakes and Ladders or Yahtzee	Play card games such as Memory and Snap (younger years) and say the numbers
Look at the numbers on a clock. Talk about the time for different activities. E.g. school starts when it's 9 o'clock	Cooking- discuss what you are measuring and why. Use the measurement language (grams, kg etc)	Look at diaries, calendars, timetables, and talk about when different things occur. E.g. Christmas happens in December when it's Summer	Use different time words when talking about what you will do together. E.g. today, tomorrow, yesterday etc.
Learn about measuring length by finding out how many steps from the front door to the letterbox etc.	Read number and counting books together	Talk about left and right, North, South, East, West	Find shapes in the environment. E.g. The microwave has a shape like a rectangle
Watch programs like Play School, Sesame Street, Number Blocks or Number Jacks to help learn numbers	Count toys as you pack them up	Find numbers on calculators and explore what the different functions do	Have magnetic numbers on your fridge and use these to order, count, read etc.
Number facts come in families. Find all the number facts that relate to each other. E.g. $2+5=7$ , $5+2=7$ , $7-5=2$ , $7-2=5$ This also works for multiplication and division	Play races with toys and use vocabulary such as first, second, third etc. and measure and compare their distances	Give your child directions to find things using location words such as under, over, behind, between, in front of, beside etc.	Estimate how much of an object might fit in a container or even a room in your house. E.g. How many dogs or cats could fit in your room?
Write and draw numbers with chalk on the asphalt, in dirt or in sand, or make with play dough	Discuss the probability of events occurring. Use language such as likely, unlikely, possible and impossible	Make dough and cook number shaped biscuits	Play with money. Talk about different coins and their values. You could even open your own shop at home.
Examine use-by-dates on food and compare those dates with today's date	When going somewhere, or completing an activity, talk about how long it will take. Use terms such as minutes, seconds, hours, days	Talk about the different seasons and how weather changes or record the temperature each day	Look at the TV guide and find out what time favourite programs are on
Find numbers in books, newspapers and magazines	Find things that form arrays and discuss what these mean. E.g. muffin trays, egg cartons	Find all the numbers and maths associated with sport. E.g. numbers on uniforms, how scores are calculated, differences in scores etc.	Play sport and keep a tally of goals, runs etc.
Find patterns in the environment- these could be colour, size, shape patterns	Make patterns out of everyday items such as toys, beads, buttons etc.	Sing nursery rhymes that involve math. E.g. 5 little monkeys, 3 blind mice etc.	Count forwards and backwards- you may even try starting at different numbers (not just 1) and skip count by different amounts
Make symmetrical pictures. On one side of a line, you could make a picture or pattern and have your child match this on the other side of the line.	Complete dot-to-dot pictures that use numbers. You can find these that go up to 1000 now.	Sort items in your home into rows and columns and discuss how many there are in each row, each column and how many all together.	Have your child make up their own stories about numbers. E.g. Number 1 was always very lonely. But one day he bumped into number 9 and they became friends. Number 1 wasn't lonely anymore, because when he was with 9, they made 10.



# SRC News

## Science Week

The SRC would just like to say "Happy National Science Week."



**National Science Week 2020 is here!**

Virtual tours, online events, DIY science and more all across Australia from 15 - 23 August

Enter your suburb or postcode [Find an event](#)

Download the official app

Download on the App Store GET IT ON Google Play

For fun science facts and experiments you can learn and do in your own home visit <https://www.scienceweek.net.au/diy-science/>.

## SRC Tutorials

Exciting news! The SRC have been busy planning and organising tutorials the past weeks to upskill the school community. We will be releasing the different tutorials weekly on the newsletter, so stay tuned.



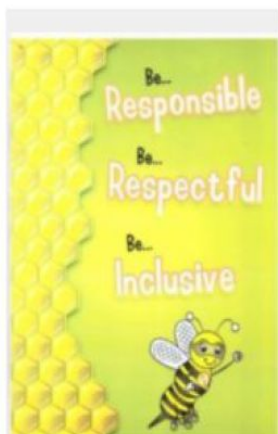
### DIY Mask Tutorial

The **first** tutorial will be teaching you how to make your own DIY face mask. This will be run by our SRC representatives Bradley and Alexis on **Friday 28th of August, 12.30pm** on the google meet code **hzy-kfeb-ncd**. Everyone is welcome, materials that are needed for this tutorial are one or two pieces of thin clothing and a plastic bag.

Looking forward to seeing many of you in our first SRC tutorial!



## Wellbeing News



At Mount Waverley Heights Primary School we work hard with our students to reinforce positive behaviours. Our school expectations of: Be Responsible, Be Respectful, and Be Inclusive are values which we want our students to demonstrate everyday. We frequently reward these positive behaviours using Class Dojo.

Speak to your child about what these expectations could look like in your home. Then ask your child to make a poster, video, slide show or write a song to demonstrate their understanding of what our school expectations would look like at your home. You could even ask them to come up with their own reward system!

We would love to see what they come up with! If you are happy to share your home expectations creations please send them to your classroom teacher via SeeSaw. Alternately you can email them to us via [submission@mountwaverleyheightsps.vic.edu.au](mailto:submission@mountwaverleyheightsps.vic.edu.au)