



Term 1 2024



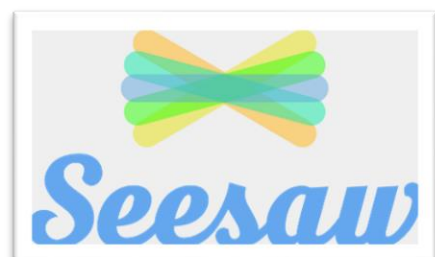
Celebrations

- Well done to all the Year 5 and 6's for a great start to the year. It has been fantastic to see all students in full school uniform and being SunSmart with their hats.
- Our Fridays have been busy with Interschool sports this term. Students have shown great enthusiasm and sportsmanship!



Reminders

- The wonderful work students have been doing can be viewed on the Seesaw App by families. It is a great way to be part of your child's learning. Please ask your child or their teacher for the Home Access code if you have yet to sign up for your account.
- It is expected that every student reads for at least 20 minutes a day and is recording this in their Reading Log. We want to commend those students who have remembered to bring their Reading Log to school every day! Well done.



Reading

Reading Quilt

Pick one of the ideas below to respond to your thought

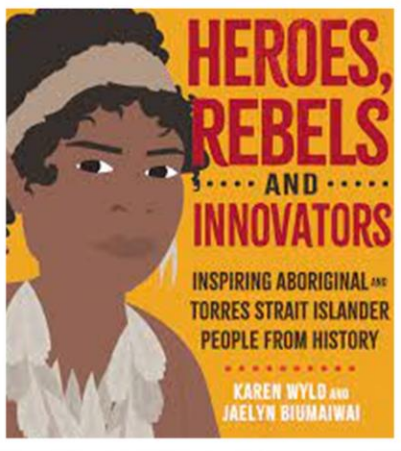
Give an Opinion Tell what you think or feel about a certain part, and why. You could react to an aspect of a character, plot, theme, language, tone, style-anything in the text, but you must be specific.	Make a Connection A certain point in the text reminds you of another story, poem, movie, song, or something in real life. How are the two alike? Be specific.
Ask a Question Write a specific question. This can be a question about something you don't understand in the text, or a question about something the text made you think or wonder about.	Spot the Setting You notice a part that refers to the place or time of the story or poem. Why is it important?
Character Description You notice a detail about a character (what he/she looks like, thinks, says or does). Why is it important? What text or other ideas does it reveal about the character?	Detect a Conflict You sense a conflict in the story- it can be large or small, external, or internal. Describe it and explain why it is important in the story.
Mark the Motivation You realise the character's motive(s)- what the character wants. Explain what the motives are and how they affect the story and the other characters. Why are these motives important?	Find Foreshadowing You read something that seems like a hint to what will come later. Explain what you think this is and make a prediction.
Clarify the Story Climax You read a part that you realise is the biggest event (or most important moment) in the story. Explain why it is so important and what questions or problems get resolved because of it.	See the Significance You realise a certain part in the text is important, you spot a significant passage. Why do you think it is important? What does it mean? What does it tell you about the entire book, story, or poem?
Get the Claim You find a sentence or passage you think is the author's main thesis or claim. Explain why you think it is the central claim of the piece.	Theme Recognition You find a sentence or two that might connect to the theme (the message, or "So what?") of the piece. Tell the theme and explain how that portion of the text relates to it.

Over the course of Term 1, Students have been setting the tone of what our Reading session expectations are. We have focused on selecting challenging texts, setting clear achievable Reading goals and completing high quality Reading responses using our Reading Quilt.

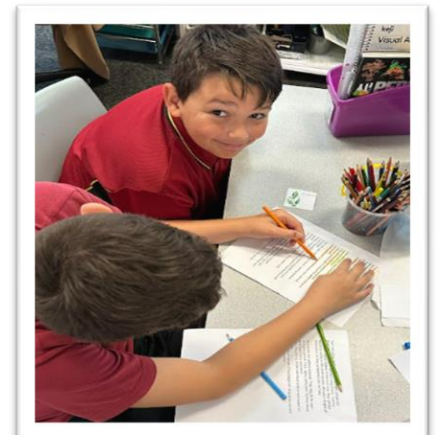
Students began our term by reading the exceptional text, 'Exit Through The Gift Shop' written by Maryam Master. Students built our background knowledge of the author. They learnt about analysing the social, historical and cultural context of the text, students were able to analyse scenes of the text understanding the context to which it connects.



Later on in the term, students moved on to a new text, 'Heroes, Rebels and Innovators' written by Karen Wyld. Students studied the backstory of the Gundagi flood and the story of Yarri and Jacky Jacky, the heroes who saved 68 people. They analysed sentence structure in the text and were able to connect and compare information they had learnt from the text and what they had learnt from research.



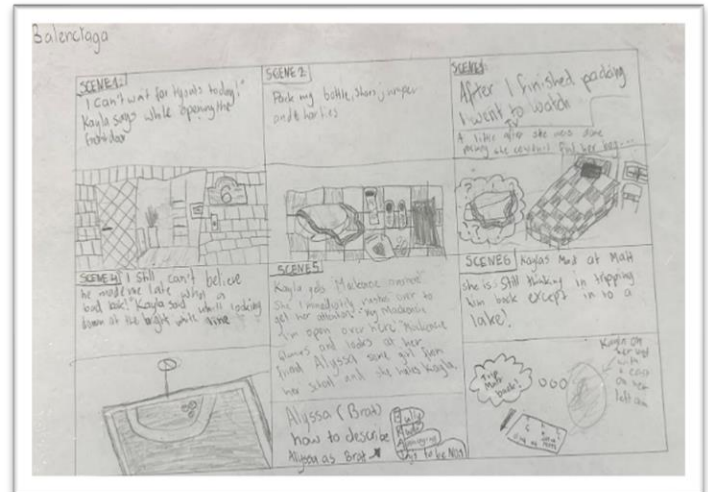
As we continue our reading, students are reminded that it is a requirement that 20 minutes of reading is completed daily and recorded in their individual reading log. Thank you to our amazing families for supporting our students with this process.



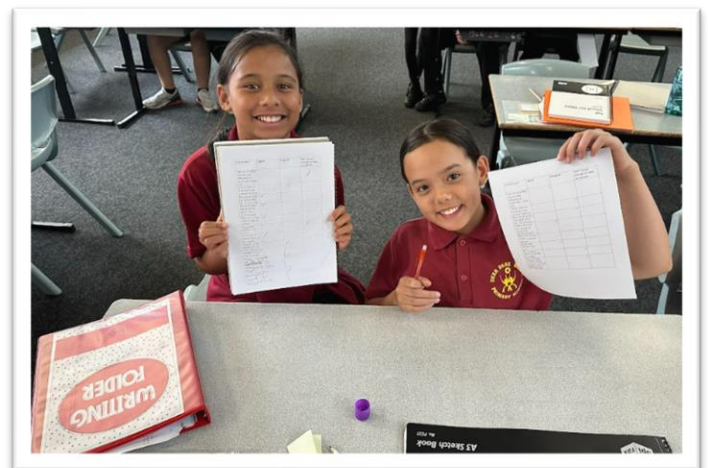
Writing

This Term in writing the Year 5/6s started off with a Narrative Unit and then moved on to Persuasive Writing in preparation for NAPLAN!

The students learned to look at their writing like a director would for a movie. They practised storyboarding when planning just like a director would for a film. They then focused on each “scene” of their narrative. Utilising techniques such as Zooming in, Window of Attention, Vantage Point, and Action Chains. All of these combined helped the students add more detail, movement, and description to their writing.



In persuasive writing, the students began the unit by trying to convince their classmates to vote for them for a reward. They learned that for persuasive writing you needed to make a stance and have reasons to support your stance. Students really enjoyed coming up with different reasons their fellow classmates should vote for them!



Maths

This term, students have been working on a variety of maths problems to develop their proficiency with mathematical concepts, skills, procedures and processes related to Pattern, Number, Shapes and Angles. Through open ended tasks, students had the opportunity to work in groups, focus on the way they structure their working out to clearly display their thinking and share their strategies to their peers. They have attempted to calculate how many times our heart would beat in a lifetime, how we would spend \$1 million dollars and how many people would fit in our classroom. Students have also enjoyed practising their estimation skills by estimating Miss Molly's and Miss Nguyen's height as our maths warm ups!



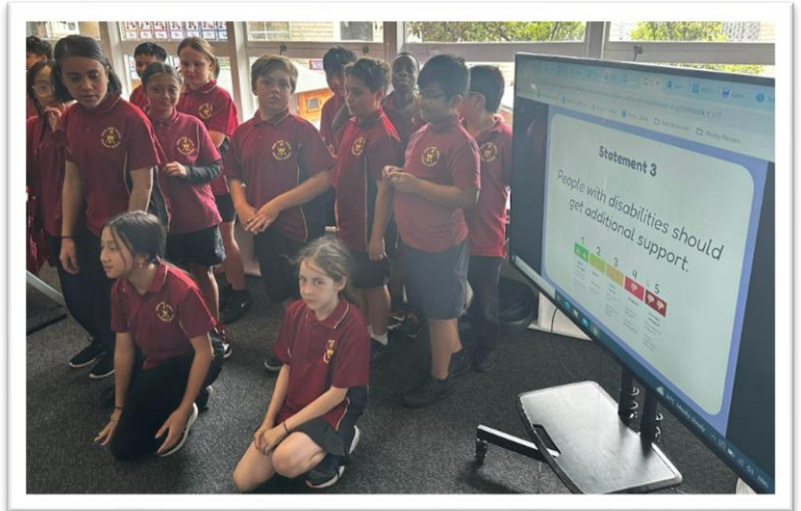
With relevant and real life maths problems, students have shown great levels of engagement and enthusiasm for the subject. It has been wonderful to see students practising and discovering new strategies to solve problems in an efficient and confident manner. These include using number lines, number sentences, tables, partitioning, vertical

algorithm, diagrams, bar method, manipulatives and other maths resources in the classroom. Being able to articulate their thought process and justify our answers will continue to be the goal in maths for the Year 5/6 cohort.



Inquiry

This term in Inquiry, students have focused on health and wellbeing from a holistic perspective by investigating all the aspects that contribute to and influence our health and wellbeing. Students were able to share their pre-existing knowledge as well as pose any questions they had. The responses and questions they shared demonstrated their keen interest and curiosity in learning more about these topics. The key understandings that student's developed were the idea that our views and perspectives change over time, there are barriers and opportunities to increase wellbeing and there are strategies, services and resources available in our community to assist with our health and wellbeing.



During week 5, we were lucky enough to have a panel of special guests with different backgrounds in community health and wellbeing, such as a Paramedic and David who is one of the wellbeing leaders here at Deer Park North, come in and visit our 5/6s. They each spoke about what their role entails and answered any questions the students had. It was fantastic to see how engaged the students were and how much thought they put into the questions they asked.



After speaking with the special guests, the students were then able to select a focus group to delve deeper and learn more about the following topics: religion/spirituality, mental health, equality/equity, cultural identity, digital safety and transitions.

AUSLAN

Students have been learning about breakfast items, transportation, shopping, things found outside in the yard and vegetables. Throughout Term 1, students have been working collaboratively during these sessions to develop and refine their hand signing and facial expressions when communicating in AUSLAN.



Respectful Relationships

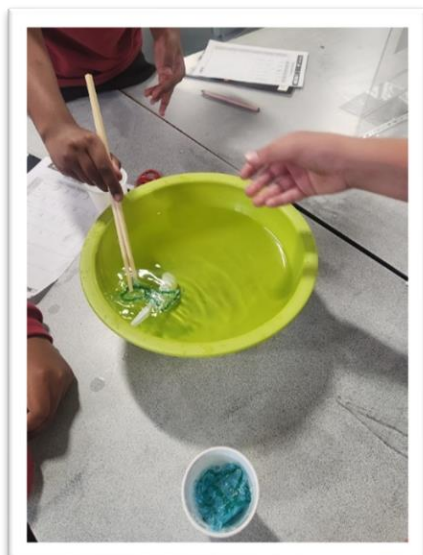
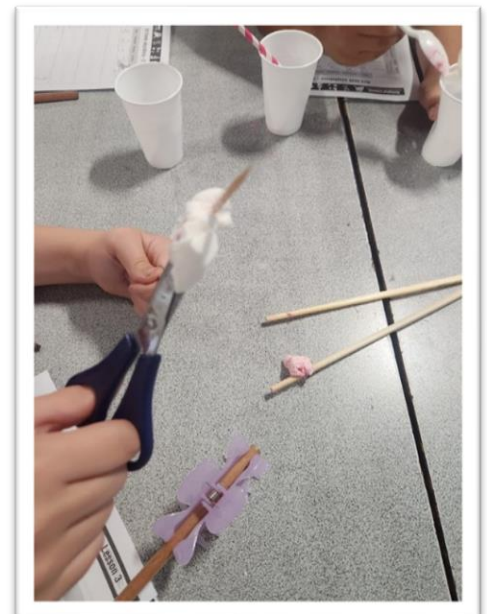
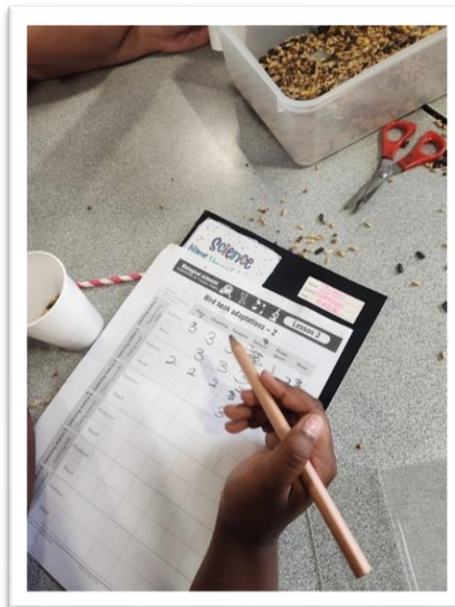
Throughout Term 1, students have collaborated and individually focused on tasks around Emotional Literacy. Students examined and learnt that emotions can be positive, negative and mixed and the intensity of these emotions can change according to different events they face in life.

EMOTIONAL INTENSITY WORD LIST						
→ → → → → EMOTIONS BECOMING MORE INTENSE → → → → →						
apprehension	→	nervous	→	fearful	→	terrified
surprised	→	amazed	→	astounded	→	stunned
dislike	→	horror	→	disgusted	→	loathing
irritated	→	annoyed	→	angry	→	enraged
pleased	→	happy	→	joyful	→	ecstatic
interested	→	keen	→	eager	→	enthusiastic
unhappy	→	sad	→	miserable	→	despairing



Science

This term in science, students have been learning about plant and animal adaptations. They looked closely at animals like the frilled necked lizard and how it has adapted to survive its environment. They have also experimented with different tools to see which bird beak is most suitable for certain foods. They are currently working on their STEM project - to create a bear out of clay that has adapted to live in the Sturt Stony Desert!



Performing Arts



The students have had an amazing start to the year in Performing Arts! They began the year by exploring our expressive skills (voice, body, gesture and facial) which then lead to working on their improvisation skills- this is when students think and act on the spot. The students are finishing the term by exploring features of a play script and will be presenting a scripted play in front of an audience.



Visual Arts

Senior school students experimented with clay to learn how to join pieces together. Students learnt about the slip, score and blend techniques to create their work.

Slip and score in pottery is a technique used to join two pieces of clay together. To slip and score clay, a potter scratches marks on the surface of the clay (score).

The potter then applies a liquid mixture of clay in water (slip) to the scored surface. Finally, the potter joins all pieces together by blending the sections together.

Students will paint and apply varnish to finish off their artwork.



Physical Education

Year 5 and 6 students have had a fantastic term in PE and have shown a positive attitude in completing all activities. Students have been participating in cross country practice in PE lessons to increase their running stamina and fitness levels.

Students have also engaged in an Invasion Games topic this term, where they have focused on playing two sports (Basketball and European Handball). In PE lessons, students have focused on skilled activities that develop important skill components such as passing, shooting, attacking and defence.



Transitions

On March 7th, James Dowie (Assistant Principal) and Year 9 student leaders from Victoria University Secondary College visited our school to discuss with the Year 5/6 opportunities and programs available for perspective 7 students in 2025. Mr Dowie was impressed by the quality of the questions the students asked.

As Year 6 students begin their final year of primary school, local high schools will be hosting information evenings. Attendance at these events provides families and students opportunities to learn more about the school, the programs and opportunities they offer and tour the facilities.



These high schools will be hosting an information evening in April:

- Victoria University Secondary College (Junior Campus) - Monday 22nd April 2024 at 6pm.
- Taylors Lakes Secondary College - Monday 22nd April 2024 from 5:30pm to 8:00pm

Victoria University Secondary College
Open House
Monday 22nd April 2024

Morning Campus Tours
Tour 1: 9:30 am
Tour 2: 10:40 am

6:00pm **Welcome and Information**
6:15pm **Presentation by College Principal**
6:30pm **Interactive Tours**

Held at Junior Campus, Deer Park
Additional Tours available by appointment

Junior Campus P 03 9363 1155
88 Billingham Rd, Deer Park VIC 3023
Senior Campus P 03 8312 0200
43 Ken Jordan Rd, Cairnlea VIC 3023

www.vusc.vic.edu.au

Victoria University Secondary College
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Taylors Lakes Secondary College
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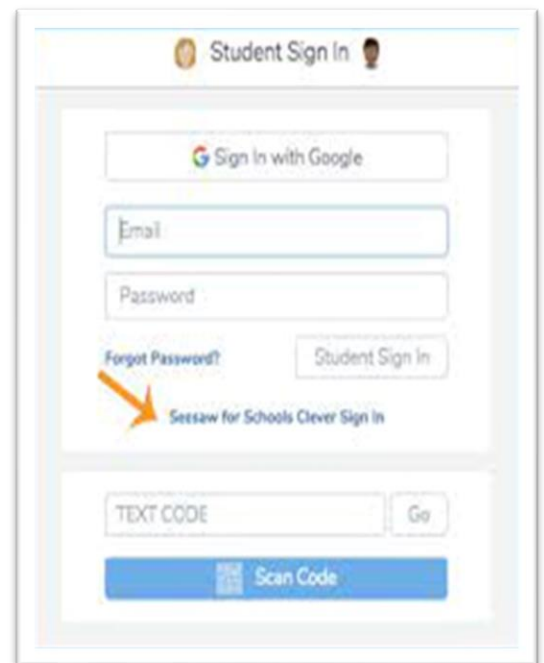
COLLEGE DISCOVERY EVENING 2024
Monday, 22nd April 2024 5:30pm - 8:00pm

Seesaw

Over the course of Term 1, students have been utilising their Seesaw accounts in and outside of the classroom.

It has been excellent to see so many of our parents joining our Class Seesaw to see:

- Weekly work posted by students.
- Weekly posts from teachers
- Posts from specialist teachers
- Reminders about upcoming events



We are using this portal across the school to have parents, teachers and students connected to what is happening in class.

Parents have access to like and comment on their child's class work and can see weekly posts from the classroom teacher.

For more urgent matters, please contact the main point of call is to make an appointment, phone call or you can use Compass to send a message to your classroom teacher if needed.

If you are not currently connected to your child's Seesaw account, please inform your classroom teacher and they will provide another QR code enabling your access.



Miss Molly On Thursday, students had a visit from VUSC, our local highschool. Students learnt about programs, scholarships, uniform, and were able to ask questions. There is an up coming open day next month that we encourage students and families to attend. More information to come!



Digital Safety

AGE LIMITS FOR COMMON SOCIAL MEDIA & MESSAGING APPS

Working out the minimum user age for social media and messaging apps is a minefield for mums and dads. The developer gives the app a recommended user age, but the app stores have their own age ratings. On top of that, sometimes the law has a role to play and age ratings differ between countries.

To help mums and dads, I've put together this list showing the recommended age of the more popular apps and their age rating on the app store. All ratings apply to the United Kingdom.

APP	RECOMMENDED USER AGE	APP STORE AGE RATING	
		OS APP STORE	GOOGLE APP STORE*
 INSTAGRAM	13	12+	Parental Guidance
 TIKTOK	13	12+	Parental Guidance
 SNAPCHAT	13	12+	Parental Guidance
 FACEBOOK	13	12+	Parental Guidance
 FB MESSENGER	13	12+	Parental Guidance
 PINTEREST	13	12+	Parental Guidance
 DISCORD	13	17+	Parental Guidance
 YOUTUBE	13	17+	Parental Guidance
 LINKEDIN	16	12+	Parental Guidance
 WHATSAPP	16	17+	PEGI 3
 CLUBHOUSE	18	17+	N/A

Screen time for your child – 7 tips

There is a lot of conflicting advice and emerging research around screen time. But, the right amount of screen time can depend on a range of factors like your child's age and maturity, the kind of content they are consuming, their learning needs and your family routine. It can be easy to focus only on the clock and how long your child is spending in front of the screen, but the quality and nature of what they are doing online, and your involvement are just as important.

Consider your child's screen use in the context of their overall health and wellbeing – for example, is online time getting in the way of their sleep and exercise? Is it impacting on their face-to-face connections with family and friends? The answers to these questions will guide you and help strike the right balance of online and offline activities for your child.



1. Be involved

Sharing screen time and online activities like gaming with your child helps you gauge the appropriateness of what they are doing and manage potential risks. It's also a great way to start conversations with your child about their online experiences.



2. Work with your child to set boundaries for screen use

If you decide that setting screen time limits is right for you and your child, discuss these new rules with your child. Older children are more likely to cooperate if they have been part of the decision-making process. Colourful pictures or charts of daily limits and other important activities is a fun way to get younger children on board.



3. Be clear about the consequences of not switching off

Part of our role as parents is to set clear limitations and boundaries. The same applies to technology limitations so, being clear and consistent about the consequences for your child if they do not stick to these rules is paramount. The [Raising Children Network](#) provides some useful tools and advice.

4. Set device-free zones and times at home

Device-free zones can help you manage your family's digital use. Here are some ideas for setting digital boundaries within your home:

- no devices in the bedroom for younger children
- all screens off in bedrooms after a certain time for older children
- all screens off at least one hour before planned bedtime
- all family members switch off at dinner time
- charge devices overnight in a place your child cannot access

5. Ask your child to explain their screen use

Get your child in the habit of explaining why they want to be in front of a screen or online. It's a great way to get them thinking about their own digital habits and balancing screen time with other activities.

6. Use tech tools to help manage access

There are robust products and device functions which allow you to see which apps are being used in your home and for how long. But try not to use these tools to secretly monitor your child. Instead, be open about the process and check the whole family's usage, including your own. Start with [Google Family Link](#) for Android devices or [parental controls](#) and [Screen Time](#) for iPhone/iPad.

7. Lead by example

Your behaviour is one of the most effective ways to help your child develop a positive digital mindset. Show your child you can put down your device too.

