

***We are a Child Safe School.  
All children have the right to feel safe and to learn.  
We are committed to protecting the wellbeing of students in our care.***

**IMPORTANT DATES**

<b>Thursday 13th July</b>	Canteen open for sales
<b>Monday 17th July</b>	Assembly, 3.00pm
<b>Tuesday 18th July</b>	School Tours, 10.00am
<b>Wednesday 19th July</b>	Playgroup, 9.15am—11.00am Uniform shop open for sales, 9.00am—11.00am
<b>Thursday 20th July</b>	Canteen open for sales
<b>Friday 21st July</b>	Grade 3/4 Basketball Tournament @ Reservoir High School
<b>Monday 24th July</b>	Grade 4 Writer's Workshop Assembly, 3.00pm
<b>Tuesday 25th July</b>	School Tours, 10.00am
<b>Wednesday 26th July</b>	Playgroup, 9.15am—11.00am Uniform shop open for sales, 9.0am—11.00am
<b>Thursday 27th July</b>	<b>CANTEEN CLOSED</b>

***From the Principal,***

We would like to give our community a chance to see all of the creative activities that our students engage in at school. The buzz word will be—

**Create**



**2023 Foundation (Prep) Enrolment Timeline**

The new state-wide enrolment timeline provides government primary schools with clear timeframes for enrolling students who will commence Foundation in 2024. All government primary schools (including P-9 and P-12) are required to implement the timeline in 2023 to support Foundation enrolments for the 2024 school year.

**Key activities include:**

- ▶ Parents and carers to submit an application for Foundation by Friday 28 July 2023.
- ▶ Schools notify all parents and carers of application outcomes between Monday 31 July 2023 and Friday 11 August 2023 using the government schools template.
- ▶ Families receiving an enrolment offer should accept the offer by Friday 25 August 2023.
- ▶ Enrolment applications submitted after Friday 28 July 2023 will then be considered by schools as they are received.

We encourage all families with siblings ready to start Prep in 2024 to collect an enrolment form from the office. This will help us plan our Transition Program for later on in the year .

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**From the Principal (continued)**

**Some Forward Planning for Term 3**

We look forward to an exciting term of learning and fun. Below is an overview of what each grade will be covering throughout the term. They have been written in 'I Can Statements'. 'These statements are written in a way that they explain what students can do. They also make it easy for students to keep track of their learning. Teachers support students by scaffolding the learning if the tasks are too challenging or extending them if students are ready to try something more complex.

**Foundation**

<b>Number and Algebra</b>	<b>Measurement and Geometry &amp; Probability and Statistics</b>
<ul style="list-style-type: none"> <li>I can name numbers in sequence, to and from 20.</li> <li>I can copy, continue and create number patterns.</li> <li>I can use toy money in play.</li> <li>I can model subtraction using concrete objects.</li> <li>I can share objects equally and fairly</li> </ul>	<ul style="list-style-type: none"> <li>I can compare objects by pouring sand from one container to another.</li> <li>I can sort, describe and name 3D objects.</li> <li>I can organise data from Yes/No questions</li> </ul>
<b>Writing</b>	<b>Reading</b>
<ul style="list-style-type: none"> <li>I can recognise how capital letters are used for names.</li> <li>I can recognise how capital letters and full-stops signal the end and start of a sentence.</li> <li>I can write some high frequency words.</li> <li>I can use lower-case letters to write simple words.</li> <li>I can use onset and rime to spell words e.g., C/AT</li> <li>I can use word families to spell words e.g., C/AT, P/AT, M/AT</li> </ul>	<ul style="list-style-type: none"> <li>I can understand that punctuation is a feature of written text.</li> <li>I can retell familiar texts.</li> <li>I can recognise all upper- and lower-case letters.</li> <li>I can recognise the most common sound a letter makes.</li> <li>I can blend common sounds together when reading CVC words (consonant-vowel-consonant)</li> <li>I can identify differences between imaginative and informative texts</li> </ul>

**Years 1-2**

<b>Number - Multiplication</b>	<b>Non-Number – Length and Width</b>
<ul style="list-style-type: none"> <li>I can skip count by 2s, 5s, 10s, 3s.</li> <li>I can use arrays to solve multiplication problems.</li> <li>I can sort the objects into "groups of."</li> <li>I can solve worded multiplication problems.</li> <li>I can use synonyms for multiplication (e.g., groups of, repeated addition, multiply, groups of, times).</li> </ul>	<ul style="list-style-type: none"> <li>I can use the handspan to measure the table.</li> <li>I can use counters to measure a book.</li> <li>I can tell which part of the object is the length.</li> <li>I can tell which part of the object is width.</li> </ul>
<b>Writing- Persuasive Writing</b>	<b>Reading- Sequencing</b>
<ul style="list-style-type: none"> <li>I can give strong reasons for my opinions.</li> <li>I can use strong persuasive language.</li> <li>I can convince someone of my opinions.</li> <li>I can use the correct persuasive writing structure (Introduction, three reasons and conclusion)</li> <li>I can edit my work.</li> </ul>	<ul style="list-style-type: none"> <li>I can retell the story in sequence.</li> <li>I can use transition words. (E.g., First, Then, Next, Last)</li> <li>I sort the pictures in sequence.</li> <li>I can sort the sentences from the story in sequence.</li> </ul>

**From the Principal (continued)**

**Years 3-6**

<b>Number</b>	<b>Measurement and Geometry</b>
<ul style="list-style-type: none"><li>• I can use Partitioning to show the place value of each digit in a number.</li><li>• I can show and understand that Fractions/Decimals/Percentages are equal parts of a whole.</li><li>• I can use and explain addition subtraction, multiplication &amp; division strategies to solve worded math problems.</li><li>• I can describe a pattern using words such as more, less, before, after</li><li>• I can find the factors and multiple of any given number.</li></ul>	<ul style="list-style-type: none"><li>• I can describe the faces and edges of a given 3-D object using terms such as parallel, intersecting, perpendicular, vertical and horizontal.</li><li>• I can find perimeters of a shape and find a missing length.</li><li>• I can use different strategies to find the area of a shape.</li><li>• I can measure angles in whole-number degrees using a protractor.</li><li>• I can solve addition and subtraction problems to find unknown angles</li></ul>
<b>Writing</b>	<b>Reading</b>
<ul style="list-style-type: none"><li>• I can use different writing devices to create interesting poetry such as Metaphors, Similes, Personification, Figurative, Hyperbole, Imagery</li><li>• I can use personal experience, other texts and research to create persuasive texts for different audiences (5/6)</li><li>• I can write a structured procedural text for a range purposes and contexts (3/4)</li><li>• I use my writer's notebook daily to support my craft as a writer.</li><li>• I can write an information report that is in order and makes sense.</li><li>• I can follow the structure of a Dreamtime story to create my own</li></ul>	<ul style="list-style-type: none"><li>• I can describe Authors Craft and describe how they write.</li><li>• I can describe Authors Purpose and describe why they write.</li><li>• I can use identify different Literacy devices and describe How is language used while reading.</li><li>• I can identify the main idea and important details of a text.</li><li>• I can compare people, events, or information in a text.</li><li>• I can use many different comprehension strategies such as Summarising, Visualisation, Inferencing, Making Connections to help me understand the text.</li></ul>

**On time to school**

A reminder to our families that school classes begin at 9:00am. It is wise to have students arrive at school at around 8:45am which gives them time to play, catch up with friends and get organised for the day ahead. We ask families ensure that their child/ren arrive at school on time. When children are late, they miss out on the start of the lesson, which means they don't really know what to do. It's not the best start to their day.

**Helping Students at Home**

Talking to your children about the books they read is one of the best ways to support your child's literacy development. Your child needs to engage in critical thinking to discuss a book—a key skill for success in school as well as life. Here are some tips on how to start and sustain a book discussion with your child.

**Before your child reads a book ask:**

- ▶ Why did you select this book?
- ▶ What makes you think this book is going to be interesting?
- ▶ What do you think the book is going to be about?
- ▶ Does this book remind you of anything else you've already read or seen?
- ▶ What kind of characters do you think will be in the book?
- ▶ What do you think is going to happen?

**While your child is reading a book, try asking:**

- ▶ Will you catch me up on the story? What's happened so far?
- ▶ What do you think will happen next?
- ▶ If you were that character, what would you have done differently in that situation?
- ▶ If the book was a TV show, which actors would you cast in it?
- ▶ Where is the book set?
- ▶ If the main character in that story lived next door, would you be friends?

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**From the Principal (continued)**

- ▶ If the main character in that story lived next door, would you be friends?
- ▶ What does the place look like in your head as you read?
- ▶ Would you want to visit there?
- ▶ Have you learnt any new words or facts so far?

**After your child has finished a book, ask questions like:**

- ▶ What was your favourite part of the book? Why?
- ▶ Who was your favourite character? Why?
- ▶ What was the most interesting thing you learned from the book?
- ▶ Why do you think the author wrote this book?
- ▶ Would you have ended the book differently? Did it end the way you thought it would?
- ▶ Did the problem of the book's plot get solved?
- ▶ If you could change one thing in the book, what would it be?

**All the best,  
Brett Millott  
Principal**



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# Prep Fire Ed Visit



