



Spiringside Primary School Newsletter

May 2023



We respectfully acknowledge the Traditional Owners of Country throughout Victoria and pay respect to the past, emerging and ongoing living cultures of First Peoples.

DATES TO REMEMBER

| | | | |
|-------------|---------------------------------|------------------------------------|--|
| Term 2 | May | Tues 30th | Prep Police Visit |
| | | Wed 31st | Girls AFL Day (selected students) |
| | June | Wed 31st | Cross Country Finals (selected students) |
| | | Thur 8th | Prep Animal Land Excursion |
| | | Mon 12th | King's Birthday Public Holiday |
| | | Wed 14th | Year 1 Werribee Zoo Excursion |
| | | Fri 16th | School Disco |
| | | Thur 22nd | Year 4 Werribee School Excursion |
| Friday 23rd | Last Day of Term finish at 2pm. | | |
| Term 3 | July | Students Return Monday 10th July | |
| | August | Fri 18th | Student Free Day |
| | September | Fri 15th | Last Day of Term finish at 2pm. |
| Term 4 | October | Students Return Monday 2nd October | |
| | November | Mon 6th | Student Free Day |
| | | Tue 7th | Melbourne Cup (public holiday) |
| | December | Mon 18th | Last Day of Term 3pm finish. |



Email: springside.ps@education.vic.gov.au

Website: <https://springside.vic.edu.au/>

Compass Link: <http://springsideps-vic.compass.education>
(updated link)

Welcome to Spiringside Primary School:
<https://springside.vic.edu.au/welcome-to-springside/>

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Email | springside.ps@education.vic.gov.au
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Principal Team - Gab Zorko, Caroline Slopak and Jen Murasawa

Welcome back to Term 2! It's been a packed term already with lots happening.

Mothers Day Stall thanks

Thanks again to our fabulous Parents' Association for their work organising and running the Mother's Day stall. I hope all special people were spoiled!

Community Fair

Thanks to Joe Bauer for his organisation of Springside's Community Fair on Thursday 11th May. There was such a buzz around the school, and it was lovely to see so many people enjoying the stalls and entertainment. Please see the information below for more about the stallholders who were here in case you are looking for more.

| | |
|---|--|
|  | www.Josephinebrooker.com |
| | www.smunchies.com.au |
| | https://www.facebook.com/wishtoys.com |
| | IG: @PottedPlantsth FB Potted Plants |
| | Sweet Holly Designs |
| | https://linktr.ee/sweetmomo |
| | www.Facebook.com/TheCreativeBossAu |
| | www.littlebluewrenshop.com |
| | https://instagram.com/lisa.trinca.art |
| | www.Plamen.com.au @plamenplace |
| | Stephanies_house_of_dance |
| | Bark bakery.com.au |
| | Noev Soap Maker |
| LittlePartyFaces.com.au | |
| Facebook - Caroline Springs Football Club | |

Kaboom Sports

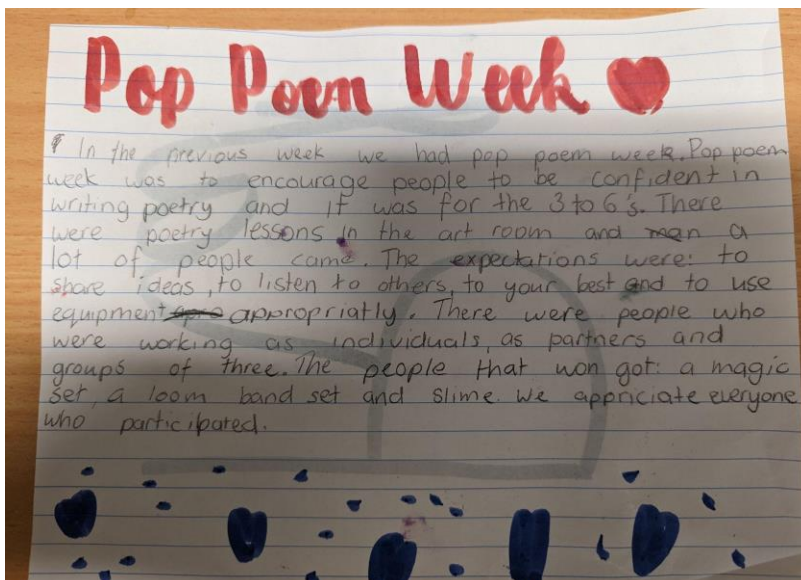
On Friday the 5th of May, the students had another chance to participate in Kaboom Sports. Thanks to the Parents' Association for funding the activity. Once again the students had a fabulous time!



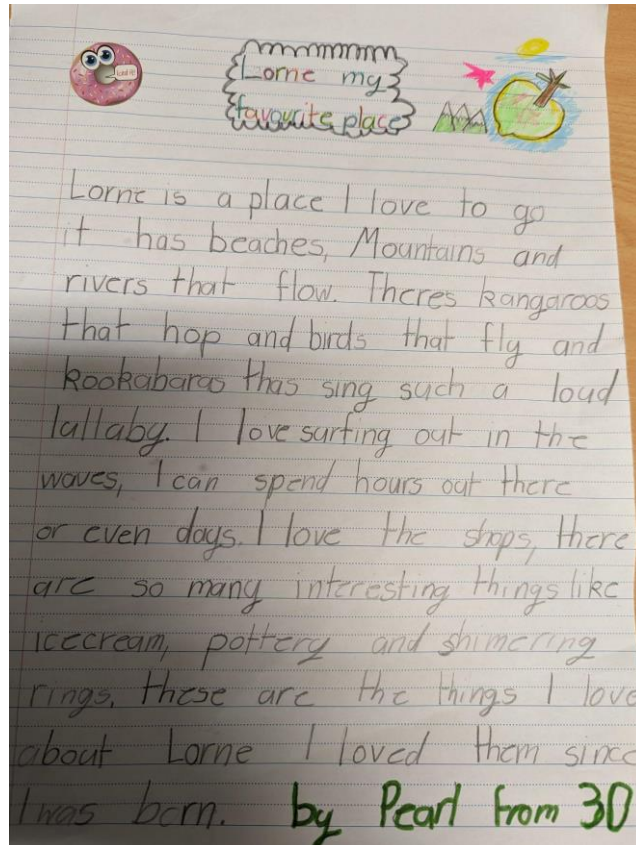
Persuade the Principal Projects

Several Persuade the Principal Projects are well underway:

- **Pop Poetry**



We have such talented students at Springside! Here are our winners from our Pop Poetry competition:



The beautiful beach, the golden sand
Between my toes the waves splashing me
Splash! It's icy cold.

I can see the surfers riding the waves
I'm looking up at the lifeguard tower
Building sand castles all day long
Oh no! My ice cream is melting.

Time to go boogy boarding
Oops, I fell off, splash!
The water is salty
I can see fish swimming by me
It's kind of like I am snorkling.
The sun is shining super bright.
It hurts my eyes.
I'm hungry, time to go, bye!
Fish and chips, the sunset is so beautiful.
Nagham, Mia E, Harper, 4E

Athletics

I see the starting line in sight.
The whistle blows time to start.
Flying discuss, 'woosh, woosh'
Swimming next, 'splish, splash'
Long jump, high jump, triple jump
'Hop Step Jump'
Shot put is heavy
I see the finish line, it's in my eyes
It's calling for me.
I have to run in front of player 62
So, yay, I win first place.
Alahna and Thahany, 5B

- **Ice Cream Sales**

Each Friday, a different cohort will have the opportunity to purchase an ice cream cone for \$3. Money raised will be going towards future student projects. Grades 3 and 4 had their turn last week. This week, the 1s and 2s will have their chance. Grades 5 and 6 will be on the 9th of June, and preps will have the opportunity on the 16th of June.

- **Hot Chocolate Sales**

Hot chocolate will be available for purchase during the last week of this term. Stay tuned for more details.

- Clubs

Basketball Club is happening on Wednesdays in the gym, and Chess Club will begin this Friday during lunch in the library. Mindfulness Club coming soon.

Education Week

For education week this year Springside ran a colouring competition which saw two students win a copy of the book *The Great Apple Surprise* written by one of our teachers, Mrs Brooker. All the entries were amazing but as there could only be two winners, the prizes went to Grace Lee in year 6 and Edan Celalettin in year 2, who both put in a lot of time and effort in their colouring. Congratulations to them both and thank you to all the participants for their efforts.

Following on from the competition the library shone a spotlight on the book with a wonderful display and a talk by Mrs Brooker on the writing and illustrating process which saw her debut book being published in 2022.

Anyone interested in purchasing a copy of the book can email Mrs Brooker at Josephinebrookerbooks@gmail.com for details on how to purchase.



Welcome to Springside!



My name is THORN.

I am a bearded dragon.

I am 15 years old.

I eat crickets, berries and broccoli leaves.

Tutor Learning Initiative News

We are thrilled to provide an update on the achievements of the Grade 5 students' involved in the Tutor Learning Initiative (TLI). During Term 1, students took part in a 5 week program with the focus being enhancing their understanding of place value. We are delighted to share that these students have demonstrated remarkable growth and progress in this area, as seen below. Through engaging in small group work, they have shown a genuine enjoyment for learning and actively participated in the sessions. We are excited to witness the continued development of student growth in the TLI space and look forward to their future accomplishments.

| PVAT A Pre Assessment | | | | PVAT related questions Post Assessment | | | | | | |
|-----------------------|--------------------|-------------------|--------------------|--|-----------------|------------------|--------------------|--------------------|----------------------|----------------------|
| 10 more than 31 | 100 less than 3927 | 10 more than 3791 | 100 less than 3027 | Student 1 | 10 more than 42 | 10 less than 872 | 100 more than 2942 | 100 less than 2042 | 1000 less than 10342 | 1000 more than 18293 |
| Y | Y | Y | Y | Student 1 | Y | Y | Y | Y | Y | Y |
| Y | Y | Y | Y | Student 2 | Y | Y | Y | Y | Y | Y |
| Y | Y | Y | Y | Student 3 | Y | Y | Y | Y | Y | Y |
| Y | Y | Y | Y | Student 4 | Y | Y | Y | Y | Y | Y |
| Y | Y | Y | Y | Student 5 | Y | Y | Y | Y | Y | Y |
| Y | Y | Y | Y | Student 6 | Y | Y | Y | Y | Y | Y |
| Y | Y | Y | Y | Student 7 | Y | Y | Y | Y | Y | Y |
| Y | Y | Y | Y | Student 8 | Y | Y | Y | Y | Y | Y |
| Y | Y | Y | Y | Student 9 | Y | Y | Y | Y | Y | Y |
| Y | Y | Y | Y | Student 10 | Y | Y | Y | Y | Y | Y |
| Y | Y | Y | Y | Student 11 | Y | Y | Y | Y | Y | Y |
| Y | Y | Y | Y | Student 12 | Y | Y | Y | Y | Y | Y |

Here are our SWPBS focuses for this fortnight:

| SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT- STUDENTS | | | |
|---|--|--|---|
| <h2>This fortnight we are focusing on these expectations in the yard:</h2> | | | |
| <p>We are respectful by giving people space.</p>  | <p>We are responsible by using STOP, WALK, TALK.</p>  | <p>We are optimistic by using the playground equipment properly.</p>  | <p>We are all responsible for reducing litter.</p>  |

| SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT- PARENTS | | | |
|---|--|---|--|
| <h2>This fortnight we are focusing on our expectations when parking:</h2> | | | |
| <p>We are responsible by using the 'Drop and Go' Zone.</p>  | <p>We are optimistic by using a 'kiss and go' approach at drop off.</p>  | <p>We are responsible by using the crossings.</p>  | <p>We are responsible for following the road rules.</p>  |

Looking to help your child with home reading? Here are some things to keep in mind. This is from Arkansas (USA), but it applies to Australians too!



What does the Science of Reading mean for parents?

Reading instruction in Arkansas has made a big shift over the last several years due to growing evidence in the field of cognitive brain research. Educators in our state are now using the Science of Reading to help inform policies, strengthen instruction and utilize assessments to align with what we know about how the brain learns to read. Here are a few ways education has changed and what parents need to know to help their child as they learn to read!

In the past...



Now we know...

...if students showed early signs of difficulties in reading instruction, parents might have been advised to take a "wait and see" approach to determine if they would eventually catch up.

... early intervention is a must! The gaps don't close as time goes by, they just get larger. We know three things work to help students close those gaps: phonemic awareness, step-by-step phonics and reading texts that contain the phonics patterns covered in their instruction.

...students were expected to memorize large numbers of high frequency words to help them read leveled texts.

...words are not stored based on how they look, so the use of flash cards for word learning is not encouraged.

...students practiced reading using predictable leveled readers. These follow a pattern which students have memorized. Students use pictures to guess the words they don't know, which doesn't help them become stronger decoders.

...most words can be read if students are familiar with the letters or letter patterns contained in that word. If a student comes to a word that doesn't follow familiar patterns they can focus on the decodable parts and memorize the part that is irregular.

...parents and teachers thought students would learn to read simply by reading to the student or by providing literature rich environments.

... that while reading to your child has many beneficial outcomes, decoding is not one of them. Learning to speak is natural, learning to read is not. Students must be taught to decode the words on the page and then, how to understand what is being read.

...spelling lists were created many different ways. Word lists may have contained words from science or social studies lessons, monthly theme words, or words at random.

... lists should contain words that follow consistent phonics rules and patterns. For example, when students are studying the v_e syllable pattern, a good spelling list would contain lots of words such as:
like, bake, rope, and cube.

... it was thought there were many different ways to teach a child to read.

... all children learn to read the same way. Students build pathways in the brain that connect speech sounds to print and are able to understand the meaning of words.



WHAT OUR AMAZING STUDENTS HAVE BEEN UP TO

1D

Hello everyone. My name is Vivaan, and I'm from 5C. I have been researching on 1D about what they are learning, expected and how they feel. First of all, 1D are enjoying to learn English and reading. Secondly, 1D is an excellent grade that listens to everyone and are showing our school values. Lastly, everyone feels safe in school and feels respected by each other.

Vivaan, 5D (with the support of Amy, 1D)

3D

Hi, I'm Zara. Welcome to 3D. In math we have been learning about near doubles. This is when you double a number. In literacy, we are learning about vikings and how they used to live in Scandinavia and the jobs they did. We have Spelling Mastery 4 times a week, and now we have started with Math Mastery every Monday. As part of my responsibilities as Class Captain of my class, I will be a good role model for my class and family. I will show respect, optimism, responsibility and excellence.

Zara, 3D

4D

In maths, 4D have been practising doubles facts and friends of ten to get better at addition and subtraction. We have been looking at different countries like South America and Africa in integrated and having lots of fun in other subjects.

Zoe, 4D

5D

Lately in Year 5 we have been learning about communities and how to help our communities. We have also been learning about graphs and the different types of graphs and collecting data

Corby, 5D

6D

In year 6 we participated in interschool sports. Football and Hockey made it to districts. We wish them luck and hope they bring home a win!

In literacy we have been learning how to debate with our main focus on The Industrial Revolution. In the kitchen, we have been cooking up a storm with fried rice on the menu. We are all patiently waiting and looking forward to getting our year 6 hoodies this term.

From Ari 6D Class captain

Performing Arts

We have been exploring the concepts and skills of performing.

Students have been learning to play different roles such as the actor, director and audience.

They have been introduced to a variety of performance disciplines/talents such as ventriloquism, group and individual acts.

Students have been learning the concepts of taking a bow, a standing ovation, props and that because of our experiences and understanding of our world that we all have different perspectives on what we enjoy most in the Performing Arts.

CAMP AUSTRALIA DETAILS

| | | |
|---|---|---|
| OPERATING HOURS: BEFORE SCHOOL CARE - 7:00 - 8:45 AM AFTER SCHOOL CARE - 3:00 - 6:30PM VACATION CARE - 7:00AM - 6:30PM | CONTACT NUMBERS: 1300 105 343 - CUSTOMER CARE 0434276349 - SERVICE MOBILE | ABBY RUEDA OSHC COORDINATOR SPRINGSIDE PRIMARY SCHOOL |
|---|---|---|

OSHC.

experiences that children love.

Newsletter

Incursions this term



Join us this term for fun, engaging, physical and educational incursions in After School Care at Springside Primary School. To enrol your child into the incursion at no extra charge than their regular session fee, make sure you book the After School Care program before the date of the

**When: Thursday the 01st &
08th of June 4:00pm-5:00pm**

What: Street Dance

**Who: For all children booked
into After School Care**



Register for Your OSHC

Once registered, you'll be able to easily make and manage your bookings online via our Parent Portal.

[Register now](#)

Child Care Subsidy (CCS)

The Child Care Subsidy can provide up to 85% off your fees. Your eligibility is determined by your family's annual adjusted taxable income, the type of childcare you use, and your activity level. To find out if you're eligible, contact Centrelink on 13 61 50.

Register free and book now at www.campastralia.com.au

by  Camp
Australia



Victorian Premiers' Reading Challenge

The Victorian Premiers' Reading Challenge is now open and Springside Primary School is excited to be participating. The PRC application offers a range of exciting features including:

- access to a library catalogue (including book images and blurbs)
- a modern user-friendly interface
- rewarding students with badges as challenge milestones are achieved
- the option for students to mark books as a favourite, give them a star rating or complete a book review

The Challenge is open to all Victorian children from birth to Year 10 in recognition of the importance of reading for literacy development. It is not a competition; but a personal challenge for children to read a set number of books by 8 September 2023.

Children from Prep to Year 2 are encouraged to read or 'experience' 30 books with their parents and teachers. Children from Year 3 to Year 10 are challenged to read 15 books.

All children who meet the Challenge will receive a certificate of achievement signed by the Victorian Premier and former Premiers.

To read the Premier's letter to parents, view the booklist and for more information about the Victorian Premiers' Reading Challenge,

visit: <https://www.vic.gov.au/premiers-reading-challenge>

G Suite For Education

INFORMATION PACK FOR PARENTS

The Department of Education and Training (Department) and your school are using online learning services to support learning and teaching. This pack provides information on one of the online services, G Suite for Education and advice in relation to its safe and responsible use.



What information needs to be collected?

- Name, year level, home group and school.
- Student's Department username and password.
- Location information and preferred language.



Why is this information needed?

- To control access to the online services.
- To prevent unauthorised access to student's work.



When could this information be accessed by others?

- By support staff to fix issues.
- Where required by law.
- Never for advertising or marketing purposes.

G Suite for Education is an internet based service provided by Google for classroom activities. It provides students with access to online education services such as:

- Classroom
- Gmail
- Drive
- Calendar
- Vault
- Docs
- Sheets
- Forms
- Slides
- Sites
- Handouts

This online service is a collaboration tool which necessitates students being able to find and connect with other students and staff, either at their own school or within the Victorian government education system. As part of their school work, students may be able to communicate via email with people outside of their school.

The online services offered by Google may be updated from time to time, but are only made available to students once they have been reviewed and approved by the Department.

For more details on G Suite for Education visit:

<https://edu.google.com/k-12-solutions/g->



What are the benefits of this service for students?

- Teaches students to be 'digital citizens' through the use of an online system.
- Provides access to digital tools for a range of classroom activities.
- Allows students to actively collaborate with their class on school work.
- Provides digital whiteboard capability in group discussions.
- Enables students to access their classwork from different channels (i.e. laptops, iPads and smartphones).
- Helps students to build working relationships with each other.
- Promotes knowledge sharing.

What information might students store in G Suite for Education?

- In addition to the information needed to provide access to G Suite for Education (student's username, password, name, year level, home group, school, location information and preferred language), student's schoolwork will also be stored in G Suite for Education.
- Students have the ability to store and share any school work related content on the platform, such as photographs, audio, video recordings. They can also add non-classroom related information.
- Student's data is stored in data centers located in the USA, Chile, Taiwan, Singapore, Ireland, Netherlands, Finland and Belgium.

How can you help protect your student's information?

Whilst your school provides your student's Department username and password to Google to enable them to only access their own information on G Suite for Education, there are some things that you can do to help keep their information safe.

Remind them not to share passwords with anyone, as they cannot be sure how secure another person will be with their details.

Teachers will remind students to only use G Suite for Education for activities related to schoolwork.

Talk about appropriate uses of technology at school and at home. Remind them that anything uploaded to G Suite for Education can be viewed by teachers.

In rare cases, Google's technical support team may have access to information stored in G Suite for Education.

Please note that Google will never contact you or your child directly. If you or your child are contacted by anyone claiming to be Google support, contact your school immediately.

✓ Example information students can safely put online

- Class presentation.
- Conversations about classwork/assignments.
- School related contact details.
- Class related media – i.e. videos, photos.
- Whiteboard notes.
- Emails between students on school work.

✗ Example information students should always be cautious of putting online

- Personal mobile or home phone number.
- Personal photographs and video clips unrelated to schoolwork.
- Other student's private information.
- Health information.
- Bank details.
- Home address.
- Information on racial or ethnic origin.
- Religious beliefs or other opinions.

ONLY complete the section below if you DO NOT want your child to have access to this online service.

G Suite for Education - Opt-Out Form

If upon considering the above information you have questions or concerns please contact your school. **You do not need to do anything** for your child to have access to this service.

Student Name:

Home room:

Date:

I **DO NOT** wish for my child to have access to G Suite for Education and understand that alternative arrangements for allocating work will be made.

Parent / Guardian Signature:

Parent / Guardian Name: