

# POSSUM PRESS



## NEWS FROM JANTIENA

The learning is in full swing now. Our differentiated groups are beginning across the school; targeting teaching for all students in literacy and numeracy as well as our enrichment programs. Students are excited and enthusiastic, as are their teachers. This promises to be a great term!

### Information Night

Thank you to the many parents who attended the Information Night on Tuesday. We enjoyed sharing programs and plans for the year. This was a great opportunity to connect with other parents and carers too. Questions were asked, suggestions made and we all left excited about the year ahead. For those who may have missed the handouts, copies will be available from your child's teacher or may be on their way home to you already.

### Term Overviews

You will receive your child's term overview in the coming days. This is a snapshot of their learning for the term and allows you to see the range of learning experiences they will engage in. It is a great conversation starter with your child and can help when you ask "What did you do at school today?" and get the answer "nothing" or "the usual." Prompt them to tell you more while referring to the term overview as your cheat sheet!

### Unit Names

For 2017 it is the International Year of Sustainable Tourism for Development. This decision follows the recognition by global leaders at the UN Conference on Sustainable Development (Rio+20) that "well-designed and well-managed tourism" can contribute to sustainable development, job creation and trade. This year at Maribyrnong we have derived our unit names from this theme. They are:

Preschool – Namdgi, Wallaroo, Budawang and Kakadu Groups

Kindergarten – The Great Barrier Reef

Year 1 and 2 – The Daintree

Year 3 and 4 – Galápagos Island

Year 5 and 6 – The Rangers

LSU – Bindarri

LSUA -Uluru

Students have been exploring their unit names by investigating locations, features and elements of these places and people.

### 5/6 Camp

What an amazing experience camp is for our students! We have been entertained by stories about working together, overcoming challenges, giving their best, facing fears, respecting others and being responsible for our actions. This is yet another example of students embracing and applying our school values of inclusion, respect, resilience, excellence and responsibility in an authentic way. A huge thanks to Mr Deane, Ms Wild, Ms Grant, Ms Carr, Justine, Stacey and Jacque for supporting our students. Ms Howard and Anna thoroughly enjoyed their visit too!

### Nut Aware

Please remember that we are a nut aware school so peanut butter, Nutella and any nut product should **not** be sent in lunchboxes. We know you will help to keep our school safe for all students.

THURSDAY 16 FEBRUARY: Term 1 Week 3



**ACT**  
Government  
Education

## CONTACTS

### Maribyrnong School

Ph: 62055933 Fax: 62055932

[www.maribyrnongps.act.edu.au](http://www.maribyrnongps.act.edu.au)

**FACEBOOK:** Maribyrnong  
Primary School-Kaleen



**Board Chair** Lauren Newman  
[laurennewman\\_13@yahoo.com.au](mailto:laurennewman_13@yahoo.com.au)

**P&C President** Sharon Houston  
[maribyrnongpandc@gmail.com](mailto:maribyrnongpandc@gmail.com)

### Possum Pantry Canteen

Wednesday to Friday Ph: 6241 5974  
<http://www.flexischools.com.au>

**Communities@Work** ph:0405 124 312  
Breakfast Club and After School Care

### Westpac School Bank Account

BSB 032 777 Account 001615

## DATES TO REMEMBER

### FEBRUARY

16 Board 6.00 pm  
P&C 7.00 pm Library- ALL  
WELCOME ☺

16 5/6 T-shirt orders DUE  
24 Assembly 2.15 pm

### MARCH

3 5c Friday: K-6, Budawang and  
Kakadu groups  
6 5c 'Friday': Namadgi and  
Wallaroo groups only.  
7 Preschool Photo Day  
(Namadgi and Wallaroo groups)  
8 K to 6 School Photo day  
9 Preschool Photo Day  
(Budawang and Kakadu groups)

## PIPs (Performance Indicators in Primary Schools) Assessment

The kindergarten teachers have started the PIPs testing. What is PIPS? It is a computer based assessment program that assesses the early literacy and numeracy skills of students in kindergarten. Our kindergarten teachers value this opportunity to work individually for a sustained time with each of their students. All students in ACT Public Schools undertake this assessment. PIPS assists with:

- determining what kindergarten students know when they enter primary school
- assessing the progress of students in literacy, numeracy and phonological awareness (sounds in language)
- diagnosing individual student work and providing information to indicate what students are achieving or understanding
- predicting future performance
- identifying students who might benefit from early targeted intervention or enrichment.

This assessment is administered in the first month at school. The second assessment is administered early in term four and shows how your child has progressed relative to their starting point in the first assessment. We use the information gleaned from PIPS together with our school based assessments to ensure all students succeed at Maribyrnong Primary.

## BHP Billiton Awards

Congratulations to Emily S. and Atif who have both been awarded a Primary Encouragement Award in the BHP Billiton Awards. This is a huge achievement and recognises the hard work and determination of these students. It is wonderful to see our students enacting our school value of excellence in a national forum. Head over to <http://www.scienceawards.org.au/News/2017-Awards-Winners-Announced> to check out the full list of winners and the projects they undertook. It is very inspiring!

## What is my child learning at school?

This question is often asked by parents and the answer isn't straightforward. They wanted to know if their child would be learning about Egypt, Inventions or Minibeasts. The answer to this question is no, however their inquiry unit may pose questions related to these areas in a topical way.

At Maribyrnong Primary we organise our curriculum to support an inquiry approach. Each inquiry unit at Maribyrnong Primary School develops student capacities to:

- manage themselves as people and as learners in a changing world
- understand the history, the now and the possible future of the world in which they live
- be confident, critical and creative thinkers who seek solutions to problems and answer questions
- develop holistically with opportunities to connect through their expressive, creative and communicating self in both a local and global way.

To enable students to achieve these broad purposes, the following overarching organisers are used:

- Me and Myself
- Me in My Community
- Me in my Global Community
- Me in Place and Time

The scope and sequence of inquiry units for kindergarten to year 6 are mapped using all learning areas from the Australian Curriculum. The inquiry units use foundational abstract concepts to ensure that the units of work are responsive to student needs and interests while applying knowledge, skills and understandings to a range of learning areas.

So what is your child learning about? Perhaps the abstract concept in their inquiry unit is *perspectives* so they are posing questions about how different cultures view decisions in the world. Or perhaps the abstract concept is *freedom* so the inquiry unit may be focused on the Rights of the Child. Inquiry units challenge students to think at higher levels. At the heart of the inquiry process is the task of helping deepen students' understandings by guiding their thinking about lower level 'facts' through to concepts and, ultimately, to higher level, transferable generalisations. While this scaffolding process has been accepted for many years, we are aware of the need for teachers to articulate it explicitly to students. This conscious spotlighting of thinking provides a very exciting and challenging layer to the work teachers and students do in an inquiry. This is where our focus on making the learning visible is apparent and so empowering.

## Bounce Back

Our social and emotional learning lessons are underway with teachers utilising the Bounce Back resource. This resource was selected by staff as it focuses on wellbeing and resilience through nine curriculum units. There is a close alignment with the KidsMatter Framework, our School Relationship Policy and Bounce Back. Look out for special stickers and postcards that will be given out when children demonstrate a skill from the program or one of our school values. You heard it here first!

## School Photos

In your information packs (the plastic sleeve with loads of information for you to read and forms for you to complete), you would have found a green form called 'Authority to Use or Release Personal Information to School Photographers.' This form must be completed in order for our school photographers, Grin and Bear It, to take photos of your child. Without this written consent photos cannot be taken. Please drop by the front office if you need a new form. More information about school photos will be sent home in the coming weeks.

It has been great to see how many people have downloaded the school app. This coupled with the newsletter, Facebook page and school website are the many ways we continue to communicate with you.

## MYTHBUSTER

### Speaking and Listening Mythbuster

#### Myth # 2 There is little or no difference between spoken and written language.

Teachers provide explicit instruction in both the spoken and written language. Students learn about the different functions for language and how they can make considered choices for effect.

Teachers consider the differences between written and spoken language and plan learning experiences accordingly. This happens from preschool through to year six.

The table below captures the main differences between spoken and written language.

Speakers...	Writers...
Point or refer to things in their environment.	Cannot assume a shared environment with their readers.
Expect encouragement and cooperation from listeners to produce conversation.	Have to create and sustain their own belief in what they are doing.
Use gestures, body language and facial expressions to assist meaning.	Are removed from the time and place they are describing.
Use intonation, stress, volume and pace to help make their meaning clear.	Use graphic cues such as punctuation, paragraphing, bold print and diagrams to help make their meaning clear.
Rephrase or repeat when they think their message is not clear.	Take time to think and rethink as they write, often revising and editing their work.
Know that the context of speech influences its flow, e.g. conversations with turn taking, interruption and feedback versus lecturing.	Organise language so it flows smoothly.

Remember that connection between speaking, writing and reading.....what can be spoken, can be written down and then read by others.



**So.....this myth is BUSTED!**

**There is a huge difference between spoken and written language but they are still connected so we can communicate effectively.**

Looking for more information to support your child's literacy or numeracy development? Please contact Jantiena Batt through the front office or by email [jantiena.batt@ed.act.edu.au](mailto:jantiena.batt@ed.act.edu.au)

## KIDSMATTER UNPACKED

As we start the new school year and welcome many families to the community, this fortnight's update will revisit what is KidsMatter and what it means at Maribyrnong Primary School.

We started our journey in implementing the KidsMatter Framework late in 2015 where an action group was identified with members attending two days of professional learning. This continued in 2016 with all staff engaging in this learning and making recommendations for future actions. At the start of this year, Ms Baird, Ms Florian and Anna facilitated professional learning about the social and emotional learning program we are using at Maribyrnong (Bounce Back!) to support our actions based on the KidsMatter framework. The implementation of this initiative addresses one of our strategic priorities in our school plan.

#### So what is KidsMatter about?

KidsMatter is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children. KidsMatter is a flexible, whole-school approach to improving children's mental health and wellbeing for primary schools. It can be tailored to schools' local needs. Through KidsMatter Primary, schools undertake a two-to-three-year cyclical process in which they plan and take action to be a positive community; one that is founded on respectful relationships and a sense of belonging and inclusion, and that promotes:

- social and emotional learning through evidence-based programs
- working authentically with parents, carers and families
- support for students who may be experiencing mental health difficulties.

For us at Maribyrnong it is an opportunity to build on the work that we are already doing in these areas.

#### What are the benefits of KidsMatter?

KidsMatter was extensively evaluated in 2009 by Flinders University. The evaluation found clear benefits for students, school staff and for schools.

Benefits for students included:

- increased positive mental health (e.g. optimism and coping)
- reduced mental health difficulties (e.g. emotional symptoms, hyperactivity, conduct problems and peer difficulties)
- improvements in behaviour and motivation for students already experiencing mental health challenges.

Benefits for staff included:

- increased staff satisfaction
- professional learning opportunities
- improved student learning and behaviour.

Benefits for schools included:

- stronger parent engagement and parenting capacity
- more effective partnerships with community
- improved student educational outcomes.

What would you like to know about KidsMatter? Send your questions to [Jantiena.batt@ed.act.edu.au](mailto:jantiena.batt@ed.act.edu.au) and it will be answered in the next KidsMatter Update.

Can you believe that we are already into week three of the first term of school for this year!

I have been out and about visiting classes and hearing lots of exciting stories of holidays and adventures. I have also met several of our new students and their families and to you we wish you a very big bright Maribyrnong welcome!

While meeting and chatting to students, a large part of our discussions focused on themes such as having friends, meeting friends, being a friend and keeping friends.

Children's wellbeing is supported when they develop a positive sense of self and the social skills to help them relate well with others. During the early years children are developing:

- confidence about what they can do
- positive feelings about themselves, such as feeling likeable and that other children will like them
- trust that other children will be friendly
- optimism and enthusiasm to do things so other children want to be with them
- their capacity to understand and respond to other children's feelings (empathy)
- some of the skills it takes to be a friend
- their knowledge about the social rules of their own society and culture in how to relate to other people
- their skills in joining in and playing in groups with others.

Parents and carers can help children develop their friendship and empathy skills by:

- Modelling good communication skills such as listening, responding and showing interest in what a child has to say. Children learn much more from what adults do than what they say so this helps them to develop the skills they need to interact successfully with others.
- Talking about everyday friendship experiences with a child. What went well? What did not go so well? How did your child feel about it? How do they think the other child might be feeling? Reading and talking about stories involving friendships and understanding other people's feelings helps children develop these skills.
- Providing children with opportunities to practise their skills, such as arranging playdates for children and exposing them to lots of different social situations.
- Stay close enough to support children in their interactions but try to also give them space to work out their own problems and offer help when this is not working. In this way children will develop confidence in their skills within a supportive environment.
- Giving children encouragement and acknowledging their behaviour when you see them using friendship skills such as sharing, being responsible and caring about others.
- Talking with children about their progress and how they feel about the friendship skills they have been practising.

This information was taken from the Kids Matter website. You can find plenty of other useful information about developing positive relationships on the following link.

<https://www.kidsmatter.edu.au/mental-health-matters>

A reminder that Possum Partners happens each Friday here at school starting at 9.15 am at the Lilli Pilli Room. Come along, share a cuppa, have a chat and help complete some small but much appreciated tasks like covering books and creating resources for use in the classroom.

First Friday Coffee Club happens on the first Friday of each month at U & Co Café starting at 9.15 am. Next Coffee Club will be on Friday 3 March.

All welcome!

Jackie Sampson – Defence School Transition Aide.

#### School Executive

jennifer.howard@ed.act.edu.au  
jantiena.batt@ed.act.edu.au  
anna.thorpe@ed.act.edu.au

#### School Psychologist

judy.marriott@ed.act.edu.au

#### Front Office

leanne.rankine@ed.act.edu.au  
roslyn.riddle@ed.act.edu.au

#### DSTA

jacqueline.sampson@ed.act.edu.au

#### 5/6

shane.deane@ed.act.edu.au  
emma.wild@ed.act.edu.au  
mia.grant@ed.act.edu.au  
jasmine.paunovic@ed.act.edu.au  
michelle.markezic@ed.act.edu.au

#### Year 3 and 3/4

naomi.devlin@ed.act.edu.au  
lee.brown@ed.act.edu.au  
kylie.apps@ed.act.edu.au  
melanie.meadley@ed.act.edu.au  
justine.minchin@ed.act.edu.au

#### Year 2

symone.chipreo@ed.act.edu.au  
henry.warre@ed.act.edu.au  
elissa.penfold@ed.act.edu.au

#### Year 1

jane.baillie@ed.act.edu.au  
sarah.baird@ed.act.edu.au  
alison.nilon@ed.act.edu.au  
lisa.riepon@ed.act.edu.au  
leeanne.walls@ed.act.edu.au

#### Kindergarten

camille.wise@ed.act.edu.au  
tegan.arnold@ed.act.edu.au  
alexandra.avis@ed.act.edu.au

#### LSU

stacey.howard@ed.act.edu.au  
jacque.mengel@ed.act.edu.au

#### LSUA

christopher.moon@ed.act.edu.au  
sally.longworth@ed.act.edu.au

#### Preschool

merrin.walsh@ed.act.edu.au  
kelly.perrett@ed.act.edu.au  
taryn.cameron@ed.act.edu.au  
niomi.ceely@ed.act.edu.au  
nicola.toms@ed.act.edu.au  
karina.harris@ed.act.edu.au  
merrilyn.pepper@ed.act.edu.au

#### Specialist Teachers

sarah.dorough@ed.act.edu.au  
keilly.pownall@ed.act.edu.au  
lynette.lisacek@ed.act.edu.au  
leslie.carr@ed.act.edu.au  
rowena.king@ed.act.edu.au

# Lights on Learning!

## Focusing on Preschool

What a start we have had to preschool! We have some very focused, enthusiastic and friendly children ready for learning through play! It has been wonderful getting to know the children and learning about their interests over the past few weeks.

### Literacy

All groups have enjoyed our literacy sessions as we build our phonological awareness through exploring quality literature. We read *'There was an old Lady who swallowed a fly'* and *'There was an old Lady who swallowed a frog,'* making comparisons between the books. We talked about being reading detectives and the different strategies we use to read. We are focusing on predicting and comparing this term. All of our literacy experiences are grounded in developing oral language skills while having lots of fun! Over the term the children will discover how to count syllables in a word, listen for rhyming words and even discover and learn about special types of words like onomatopoeia. By the end of the term you will find we will have lots of reading experts in preschool.



### A few reminders

- Please label all clothes, drink bottles and containers.
- Children need to bring a piece of fruit for sharing, their lunch and a snack in a separate container.
- Children can start borrowing from the preschool library from week 4. Please bring a bag for children to put books in to.
- Please remember our preschool times. There is before school care and after school care at the primary school for preschoolers (the spots fill up very fast!) The provider is Communities@Work.

Merrin, Taryn, Ni, Karina, Kelly, Nicola and Merrie.



### Science

Preschool science has been a time of engaged learning. With our special science hats on, children know that it is a time to wonder, question and experiment.

Children have shared their own ideas about how their bodies work and explored lots of science books about our bodies, looking at the amazing photos of outside and inside our bodies. We have learned about germs and keeping well, whilst experimenting with soapy and clear water. We have looked very closely at our hands and fingers and made some fingerprint pictures showing all the little lines on our skin. We have experimented with body prints comparing elbow shapes to thumb shapes and fingernail shapes. We have drawn around a body and added features. Everyone drew the features of their own face and made funny face expressions.

Ask your children to sing the body song for you - they know it well!

We are looking forward to making bones, pumping hearts and inflating lungs in the next few weeks!



# Lights on Learning!

## *Focusing on the 5/6 Rangers*

Well year 5/6 Rangers have certainly hit the ground running! We have so many stories to share from camp which we are writing about as 'recounts' in class for you to read later in our portfolios. We are particularly impressed by how maturely the students who remained at school during this time supported other students and teachers while we were away.

During camp at Cooba the students participated in a range of individual and team building activities including assault and survivor courses, low ropes problem solving, archery and orienteering. The teachers who attended were very impressed by the way that the students managed the heat by constantly applying sunscreen and drinking water.



This week we started our bike program with students who have already completed their learners test riding. Please remember that riding is on Thursdays for those students who would like to bring along their own bike and helmet.

We have been having an excellent time working with our new kindergarten buddies. We have shared many lunch times, stories and PE sessions so far. The Rangers are really stepping up and taking their role as a big buddy very seriously.

Thanks to all of the parents and carers who attended our information night on Tuesday. It was lovely to see so many faces!

Emma, Shane, Mia, Jasmine and Michelle.

## P&C NEWS



### Give an hour

Each newsletter we are going to highlight some of the ways people can get involved and assist the school by giving one hour of time.

This week our highlight area is **BOOK COVERING!**

This may not be something that you have ever thought about as a way of helping at school.

New resources come into the library and classrooms all the time. To help preserve these precious resources all books need to be covered with contact before they can be put to use. Lots of new books are being purchased for classes and the library collection during the year.

If you think that you could come in and cover books for a short period of time or even talk to our amazing Librarian about taking a small number of books home to cover this could be your one hour of time that you give. Easy!

Keep checking for more ways that you could give one hour and make a real difference.



**Join us for our first P&C meeting tonight!  
Thursday 16 February at 7.00 pm in the school Library.**



### Maribyrnong is a Nut Aware School

We ask that parents and carers maintain vigilance in ensuring that **no nut products** are sent to school at any time.

## COMMUNITY NEWS

### Maribyrnong at the Weetbix Tryathlon

A smiling enthusiastic team of Maribyrnong kids entered the Weetbix tryathlon on Sunday 12 February. The event is designed especially for children aged 7 to 15 years and encourages everyone to try the sport of triathlon regardless of ability or experience. The younger athletes completed a course of 75 metre swim, 3 kilometre bike ride finishing with a 500 metre run. The 11+ year olds had double the challenge with a swim of 150 metres, 6 kilometre bike ride and 1 kilometre run.

Despite the heat, the 'tryathletes' finished with a smile underneath the cool down area and a gold medal reflecting their brilliant effort.

Congratulations to everyone who participated.



## NOTES SENT / EMAILED HOME

Student information pack (K to 6)  
**OVERDUE- return asap.**

Includes:

- AQUA note:** Student Information Check Sheet. Please sign and make any corrections to your information.
- LIME GREEN notes:**
  - 2017 'Grin & Bear it' Photo Consent **ONE PER FAMILY**
  - Medical Information and Consent **ONE PER CHILD**
- CREAM notes:** Financial Contributions at Maribyrnong.
- The following cream notes are optional activities and information to return if you wish to opt-in:
  - P&C Class Carer information
  - P&C Possum Café Volunteers
  - Christian Education in Schools (CEIS)
  - P&C Uniform order sheet

Emailed notes:

- Year 3-6 garden Club

SRC NEWS

In term one, Anna is working with the SRC to create awareness of the work of Heart Kids and how they help families in times of crisis and fundraise on their behalf. Keep tuned for more information coming home soon.

<https://www.heartkids.org.au/>



OUR VALUES



COMMUNITY NOTICEBOARD



**Mainly music** is a fun, interactive music session for young children. The children and their parents/caregivers join together for a fun, thirty-minute music session, then afterwards enjoy refreshments in a relaxed setting. **Mainly music** is an activity you and your children (0-5 yrs) can participate in.

Our **mainly music** group meets on **Thursday** mornings from **10.00 am to 11.00 am** at St Simon's Anglican Church, Georgina Cres, Kaleen. The cost is \$5 per family per week. For more information visit [www.stsimons.org.au](http://www.stsimons.org.au), or contact 6241 2034



Play Rugby

Uni-Norths Juniors

Home Ground - Southwell Park, Lyneham

Boys and Girls

Register online

[owlsrugbyjuniors.com.au](http://owlsrugbyjuniors.com.au)

+

Rego Days

10.30am - 12 noon

18 February - Brumbies HQ at UC

4 March - Southwell Park, Lyneham

For more information

[uninorthsjnrs@gmail.com](mailto:uninorthsjnrs@gmail.com)

