What a fabulous range of Book Week celebrations we enjoyed last week! A huge thank you to Keilley Pownall for her leadership through Book Week, including the staff performance, book fair and popular Book Week parade. A special thank you to author Craig Cormick for his inspirational presentation about life as a writer. If you missed the assembly, Craig’s 3 key messages were:

1. Write as often as you can - your writing improves with practice.
2. Write, edit, rewrite, edit, rewrite - your writing will get better with work.
3. Not everyone will necessarily love your ideas as much as you - ideas need to be developed and adapted.

School Satisfaction Surveys
The School Satisfaction Surveys are an annual survey which our Directorate asks feedback from all school communities, including parents and carers, staff and students from year 5 to 10. These surveys differ to those you completed last term (the Australian School Climate Measurement Tool survey) as they have a direct reporting line through the ETD Annual Report to the Minister. They surveys opened on Monday 11 August and will close on Friday 29 August. Each child took home a letter with an individual access code and website address on Monday of week 4 which you will need to access the survey. The survey can also be accessed through the school home page, you will need to have your individual access code ready. Your feedback is crucial to our school, the information you provide forms part of our annual review and informs our next stage of planning for school improvement. The survey is relatively short this year and will take no more than 5 minutes. I look forward to your feedback and thank you in advance!

Parking
The use of the school car park was raised at our first P&C meeting this year and I have been asked to write, once again, to the community to ask for care and safety to be taken. The concerns raised were the misuse of the accessible car park at the gate, the misuse of the bus zone and the illegal double parking behind cars already in a parking bay. These actions place our students and community at risk of injury. There is ample parking down Shannon Circuit and the gate from the playground to Shannon Circuit is open morning and afternoon for your convenience. There is also parking at Gwydir Square and towards the Scout Hall. While these options require a short walk and a little more time out of the day, they are crucial to keep our community safe. Student safety is a priority for us all and I appreciate your cooperation with keeping our kids safe.

Preschool Inclusion Sharing
The Early Childhood Education Section of ETD approached our school to run a professional learning session for the Directorate, focused on our practices of ‘inclusion’. We are incredibly proud of being acknowledged as a leading school across the ACT where inclusive pedagogy and practice is highly valued and embedded into the preschool program. The session was exceptionally well attended on Wednesday 20 August. I would like to acknowledge the work of our Early Childhood team and the highly professional manner in which they have supported the development of educators across the ACT.
ACT Public Education Excellence Awards

Five of our fabulous educators have been nominated for the 2014 Public Education Awards across the categories of Primary Teacher, Early Childhood Teacher and Learning Support Assistant. A huge congratulations to Kathy Nash, Sarah Baird, Leslie Carr, Niomi Ceely and Jacque Mengel. We are incredibly proud of their achievements and look forward to the Awards presentation on Thursday 11 September. Watch this space for the outcome of the Awards!

Thank you for your ongoing support.

Jen.

AROUND THE GROUNDS: DIFFERENTIATION

In our last ‘Around the Grounds’ we looked at multi-age classes and the subsequent benefits to student learning. One way that these benefits are brought to fruition is through differentiation.

Differentiation is a way of teaching; it’s not a program or package of worksheets. It asks teachers to know their students well so they can provide each one with experiences and tasks that will improve learning. As Carol Ann Tomlinson has said, differentiation means giving students multiple options for taking in information (1999). Differentiating instruction means that you observe and understand the differences and similarities among students and use this information to plan instruction.

Teachers can differentiate through four key ways:

- **Content:** the content of lessons may be differentiated based on what students already know. Teachers may adapt what they want the students to learn or how the students will gain access to the knowledge, understanding, and skills.
- **Process:** differentiating by process refers to how a student comes to understand and assimilate facts, concepts and skills with prior understandings. The process of how the material in a lesson is learned may be differentiated for students based on their learning styles, taking into account the curriculum requirements for each grade.
- **Product:** the product is essentially what the student produces at the end of the lesson to demonstrate their learning. Examples include projects, reports, or a test. When an educator differentiates by product or performance, they are affording students various ways of demonstrating what they have learned from the lesson or unit.
- **Learning environment:** differentiating through the environment is important as it creates the conditions for optimal learning to take place. The learning environment includes the physical layout of the classroom, the way that the teacher uses the space, environmental elements and sensitivities including lighting, as well as the overall atmosphere of the classroom.

Here is a list of some principles that we use at Maribyrnong in order to differentiate learning experiences:

- **Ongoing, formative assessment:** teachers continually assess to identify students’ strengths and areas of need so they can meet students where they are and help them move forward.
- **Recognition of diverse learners:** the students we teach have diverse levels of expertise and experience with reading, writing, thinking, problem solving, and speaking. Ongoing assessments enable teachers to develop differentiated lessons that meet every students’ needs.
- **Group work:** students collaborate in pairs and small groups whose membership changes as needed. Learning in groups enables students to engage in meaningful discussions and to observe and learn from one another.
- **Problem solving:** the focus in classrooms that differentiate instruction is on issues and concepts rather than “the book” or the chapter. This encourages all students to explore big ideas and expand their understanding of key concepts.
- **Choice:** teachers offer students choice in their reading and writing experiences and in the tasks and projects they complete. By negotiating with students, teachers can create motivating assignments that meet students’ diverse needs and varied interests.

Examples of how these principles are enacted in the classroom at Maribyrnong include:

- **Reading groups:** teachers provide students with structured, instructional reading approaches to independent learning experiences based on inferential meaning through the use of reading groups. Generally guided reading groups are used from kindergarten to year 3, then reciprocal reading groups from year 3 to 5 and then cooperative reading groups from year 4 to 6. You will notice that each reading program overlaps grade levels and in fact, some students may require guided reading up to year 6 and others may be ready for cooperative reading prior to year 3. Teachers may have a variety of groups running within the one class, depending on individual student needs.
- **Spelling and Maths groups:** teachers use ongoing assessment practices to group students based on like abilities, this in itself is not enough to effectively differentiate learning experiences. Teachers ensure that lessons are based on problem solving and creative thinking and provide students with choice to ensure all students’ needs are met.
- **Inquiry questions:** using layered questioning through structured, core and extension questions. Providing layered questioning allows students to access learning at their point of need, whether it be structured with teacher support or extension inquiry either independently or with a group.

Benefits of differentiated learning include greater student ownership of the learning, increased student engagement, increased student motivation and of course increased student achievement.

For more information on differentiation, authors such as C. A. Tomlinson, H. Gardner, C. A. Strickland and K. M. Anderson.
WRITING MYTHBUSTER

Myth # 3  Mistakes should be corrected in all writing.

Beginning writers experiment by forming scribbles, letter-like symbols or random strings of letters, often using letters from their own name. While these writers may ‘read’ their writing, others cannot. Their writing will develop over time and the message they are writing becomes constant with others able to read their writing effectively.

This can only happen if children are encouraged to have-a-go and be risk takers in their writing. If mistakes are always corrected, children may become disheartened and choose not to challenge themselves in their writing.

Correcting spelling mistakes or grammatical errors for every writing event can lead to children not taking a risk in their writing. Teachers will often talk to students about the mistakes in their writing but will not correct all of them. The discussion is more important than the corrections on the page. When your child is writing at home discuss their ideas, the words they have chosen and the meaning they have conveyed. It is appropriate to prompt your child with “does that make sense?” but allow the correction to be part of the discussion.

Praise your child for their writing. Don’t dwell on mistakes, instead focus on the content. Often writers can have incredible ideas or ‘personal voice’ in their writing but be a struggling speller. This doesn’t mean that they are a poor writer....just that we need to focus on their development in this area. Writing is more than spelling words accurately or structuring sentences correctly.

To ensure that your child is encouraged to become a writer, consider the following questions:

• Does my child see others writing at various times?
• Does my child see me writing?
• When I am writing, do I talk about whom I am writing for and why I am writing?
• Do I display my child’s attempts at writing, perhaps by displaying them on the fridge or wall?
• Do I praise and value all attempts at writing, and see it as ‘real’ writing?

So.....this myth is busted! Mistakes are part of the learning process. We want children to take risks in their writing...and make a few mistakes along the way! 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

NOTES SENT HOME

✓ Birrigai Excursion 4/5 and 5/6
✓ 2014 School Satisfaction Surveys
✓ Preschool Bus Wash
✓ Scholastic Book Club

P&C NEWS

Twilight Fair
The Twilight Fair rosters are now available. Please see Clare Whittingham if you can volunteer an hour of your time on Friday 7 November on one of our stalls, or contact on 0408 252736 or madden_clare@hotmail.com

Donations of books and white elephant stall items can be left in the hall near the front office.

Book Club
Scholastic book club issue 6 and Red Gum Book Club is due Monday 1 September. Spare copies are held at the front office.

Thank you Parmalat!
Thank you to our supplier Parmalat who very kindly donated the special milk for Willy Wonka’s waterfall used for our Book Week Celebrations. We are very lucky to have such supportive suppliers.

STUDENTS OF THE WEEK - Term 3 Week 4

COMMUNITY NEWS

COMMUNITIES @ WORK 2015
Before And After School Care

Please enrol now for 2015 (current families must re-enrol) . The enrolment form can be found at the website www.commsatwork.org
Please note that numbers are capped and once filled, families will be placed on a waiting list for 2015.
The day the Fire Truck came for a visit......

The Dolphins joined the Sapphires in learning all about ‘People in the Community’.

We had a visit from Regan (Hunter’s dad from the Sapphires) who is a Fireman. We learnt all about the Fire fighters and Fire engines.

We even had the opportunity to have a look inside the Fire truck and it was awesome!

Georgia and Kelly 😊.

Welcome to week 5! We can’t believe how fast this term is flying by. Before we know it, our learning journey will be here. We are fast building our toy museum and the children are so involved and excited about the learning taking place.

Well, what a gorgeous day Friday was! It was beautiful to see the fabulous array of costumes to celebrate Book Week. A highlight for the year so far!

To celebrate science week, on Wednesday the children participated in a science based rotation run by the year 5 and 6 students. It was a lot of fun and they found it funny to see their buddies being the “teachers”.

When you have a chance, come in and check lost property as we are starting to accumulate various items. Anything with names will be given back. It’s a good time to check names on jumpers as we are finding items unnamed.

Have a wonderful week!
Symone, Sarah and Keilly.

The Emerald City have enjoyed making their characters for this term’s inquiry unit. The students are looking forward to taking them on a journey within Australia. This week they have started looking at the different natural landscapes in Australia’s states and territories.

Each class enjoyed participating in Science Week by entering a write up of our investigations into the Science Fair. It was lovely seeing the enthusiasm as they followed their class’ experiment and created their poster. The Science Day rotations were a great success with students across the school working with each other and exploring different aspects of Science.

The Emerald City thoroughly enjoyed last week’s Book Week assembly and parade. It was lovely seeing so many different book characters come to life. Thanks for taking the time to help your child put their costume together and attending the assembly to support this fun day at our school.

Thanks also to those parents and carers who have volunteered to listen to children read in the mornings.
Naomi, Lucy, Amanda and Leeanne.

All students have been very excited about our Storyline unit this term. The unit now has researchers, photographers, map designers, news presenters and lots more! Students have broken into six groups, where they will be researching a country (Russia, Poland, Thailand, Iceland, Malaysia and Canada). This week students have created a character of themselves, and this is the persona they will take on throughout the unit. Very exciting!

Over the last week, in literacy, students have created an autobiographical poem about themselves. The poems are being typed up and are very creative!

Miss Apps and Miss Wise were so impressed with the fabulous book week costumes. Well done to everyone who dressed up for the day and thank you to our families for supporting this event.

Some students still do not have their hats. Please make sure your child has an appropriate school hat that is clearly labelled.

A reminder that the research assignment set for homework is due in week 6. Please come and see your child’s teacher if your child is having trouble completing this.

Kylie and Camille.
GARNETS (LSU)

As we move through the year it just seems to get busier and busier here in the LSU. We are all excited to be learning about such wonderful things in our Storyline Inquiry Units in our mainstream classes.

We have also continued with our cooking experiences and had a go at making our own hamburgers! Yum!

We are looking forward to starting our letter writing program this week so keep on the lookout for some letters coming in the post box at home and be sure to share the experience with your child.

Have an excellent weekend!
Lee and Jacque.

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MOONSTONES (LSUA)

We have been investigating many different life forms in the ocean. So far we have researched crabs and turtles. We will also be looking at sharks, whales and coral. The Moonstones have been using iPads to assist with learning about the ocean. Our unit iPads are an extremely useful learning tool, which we also use in our maths rotations and literacy activities to further support our understandings.

The Moonstones were lucky to be invited over to a fireman visit, which was organised by the Rubies. Jasmin, Shahbaz and Patrick were keenly interested and chose to investigate the fire truck first hand!

Nicola and I recently attended a wonderful Professional Learning session in Wagga, which centred on autism and support strategies. We were very excited and felt validated that we were already using most of these ideas in our ‘best practice’ teaching model. We are very proud of the achievements of our students over the past semester.

Book Week dress up day turned out to be a fun time for our students. Some of the dress up ideas included Red Riding Hood, Buzz Light Year, Garbage Bargeman, Lego Man and a Pirate!

Virginia and Nicola.

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THE THUNDER EGGS (4/5 and 5/6)

Licence check! Tool check!

These are the words the students in the 4/5/6 unit are becoming very familiar with. Our gold simulation game is now up and running, and our miners (the students), have developed a character and moved to Ballarat, Bendigo or Bathurst to try and make their fortune. Some have already found gold and been to the Assay office to exchange it for pounds. Others have not been so lucky and are already listed on the Debt Register. We have had floods and torrential rains, broken arms and legs and some very lucky gold finds. All the trials and tribulations of miners in the gold rush are being experienced and recorded in personal journals that will either tell a tale of bad luck and woe, or one of jubilation and excitement. Make sure you ask your miner about their goldfield experiences.

Now back to the 21st century...Congratulations to all students who participated in the Zone Athletics Carnival. It is always fantastic to hear how principled our students are when they are representing Maribyrnong Primary.

Reminders:
- To return your ‘Life on the Diggings’ excursion note by this Friday 22 August.
- It is ‘Hats On’ again. Please make sure your hat has your name clearly marked on it.

Commissioners Shane, Jane, Keilly, Elissa, Sarah and Justine.

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ENRICHMENT PROGRAMS - CHESS

Chess lessons continue every Monday. This term Cameron has organised a ‘Chess Tournament’ for the students. Each week chess students play a different opponent. Cameron has a roster and is keeping score. Students earn 2 points for a win and 1 point for a draw.

As part of the chess lessons students have been learning about ‘pins’, ‘skewers’ and ‘forks’. These are all different methods of trapping an opponent’s pieces and forcing them make a move they may not have taken. They have also been learning about discovered checks and checkmates, the Queen’s Gambit and a number of famous game openings, including the Full Knight opening.

It is wonderful to see the enthusiasm and concentration evident during chess lessons each week.

Keilly.
ENRICHMENT PROGRAMS – SCIENCE

This term the 3/4 science club has been asked to do a workshop presentation for the ACT Kids Teaching Kids event being held at Mawson Primary School on 9 September. Preparations for this have kept them very busy. They have chosen to run a workshop on the use of recycling bins and innovative ways of using recycled materials. The students are responsible for coming up with ideas on how to teach the topic, what activities they want to include and what roles they all have. The students are currently writing a short play to introduce our recycling presentation. After that they plan to organise a recycling relay race followed by a hands on session making crazy monsters and discovery bottles from recycled materials. We spent a couple of weeks having fun making samples to show our audience.

The 5/6 science club recently took part in the ACT Engineering Games. We made several Enlightened Timers and a Mousetrap Racer for the event. The Enlightened Timers involved making a simple electrical circuit including a battery and a light bulb. You then had to devise a way of switching off the light after 30 seconds without touching the circuit setup again. The students had great fun and were very creative. We had a marble run type timer, one involving a musical jewellery box and one that looked like a Rube Goldberg creation with water activated levers, a balanced ping pong ball and a foil covered cotton reel being used. We won prizes for the most innovative timer and the most accurate timer but more to the point we all had fun and learnt something along the way. We now plan to continue working on the SPECTRA Awards which are proving very popular.

Many classes have started new science topics in the last few weeks. The kindy classes are investigating what things are made of and the reasons why a particular material was chosen. This involves thinking about the properties of a variety of common materials such as wood, plastic, metal and glass.

The 1/2 classes are studying how water is used and what responsible water use involves. The 3/4 classes are investigating how different forces affect the movement of objects. The 4/5/6 classes are completing their unit of work on desert survivors, looking at how animals are adapted to live in the harsh desert climate.

LSU and LSUA students are developing their science skills by investigating things to do with air and air force.

Our National Science Week celebrations on Wednesday 20 August were a great success. Our senior students planned the workshops for the rest of the school who thoroughly enjoyed the learning experiences on offer. A big thank you to our senior students and to the UC volunteers who helped out for the day.

Leslie.

POSSUM PANTRY-CANTEEN ROSTER

<table>
<thead>
<tr>
<th>Week 6 Term 3</th>
<th>Wednesday 27 August</th>
<th>Thursday 28 August</th>
<th>Friday 29 August</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.15am-12.00noon</td>
<td>Laura</td>
<td>Terri</td>
<td></td>
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<tr>
<td>12.00noon-3.00pm</td>
<td>Laura</td>
<td>Terri</td>
<td>Michael</td>
</tr>
<tr>
<td>Week 7 Term 3</td>
<td>Wednesday 3 September</td>
<td>Thursday 4 September</td>
<td>Friday 5 September</td>
</tr>
<tr>
<td>9.15am-12.00noon</td>
<td>Laura</td>
<td>Wendy (9.15-11.30am)</td>
<td></td>
</tr>
<tr>
<td>12.00noon-3.00pm</td>
<td>Laura</td>
<td>Sam (1-3pm)</td>
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We currently need help on Thursdays and Fridays. If you are available to volunteer in the canteen on any of the shifts not yet covered, or if you would like to be included on the canteen roster please see Bec or Rouvaye in the canteen or call them on 62415974. Any help would be greatly appreciated either for a whole shift or any time you can spare. Volunteers who help out for a shift will be issued with a voucher for 1 Meal Deal. We look forward to seeing you in the canteen. Thank you.

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