

# PARKTONE NEWSLETTER

Edition 3 – May 2024



## Important Dates

### May

- 10th – Mothers Day Morning Tea & Stall
- 14th – Year 3-6 District Cross Country
- 21st – Step In to Prep 2025
- 23rd – Year 3-6 Division Cross Country
- 21st – 24th – Year 5 Camp

### June

- 10th – Kings Birthday
- 21st – School Disco
- 25th – Year 4-6 Girls AFL Gala Day
- 25th – Parent Teacher Interviews
- 26th – Curriculum Day
- 26th – Parent Teacher Interviews
- 28th – End of Term 2

### July

- 15th – Term 3 starts
- 27th – Major Fundraiser
- 30th – Year 3-6 House Athletics

### August

- 1st – School Production (date change)
- 19th – 21st – Year 4 Camp
- 21st – 2025 Prep Open Transition
- 30th – Fathers Day Morning Tea & Stall

### September

- 3rd – Year 3-6 District Athletics
- 4th – 2025 Prep Open Transition
- 9th – 19th – Prep to Year 2 Swimming
- 20th – Footy Colours Day
- 20th – End of Term 3

### October

- 7th – Start of Term 4
- 11th – Year 3-6 Division Athletics
- 30th – Prep 2025 Transition

### November

- 5th – Melbourne Cup Day
- 8th – Year 4-6 District Lacrosse
- 8th – Year 3 Sleepover
- 18th – Prep 2025 Parent Information Night
- 20th – Prep 2025 Final Transition
- 29th – Curriculum Day

#### Mission

Identify the talent, develop the confidence and create the leader.

#### Vision

There is a prosperous path for every child. Each journey is theirs to lead. There is a place in which every child can shine.



We acknowledge the traditional custodians of the land on which we are gathered here today and we pay our respects to the Elders past, present and emerging for they hold the memories, the culture and dreams of the Aboriginal and Torres Strait Islander people.

## From the Principal

Genevieve Casonato

It is hard to believe that we are in our third week of Term 2 already for 2024. It was great to see students returning to school with big smiles, eager to reconnect with classmates and teachers. In the first week of the term, we farewelled Mr Andrew Young who has been with us for eleven years. During this time, he connected with many students, teachers, and parents. He is looking forward to retirement as he can spend more time gardening and photographing birds and whales, as well as following his beloved footy team, Geelong. We thank him for the support he has provided for our students and staff.

Towards the end of this term students will complete assessment tasks to gauge how they are progressing. Parents will be able to celebrate this learning with their children on the last Monday of term 2, the 24th of June. This term is a long one, eleven weeks in total.

## ANZAC Day Commemoration

Last Wednesday, we held a special assembly to commemorate ANZAC Day. Our school leaders prepared thoughtful speeches that highlighted the importance of this special day. At the end of the assembly there was a minute's silence held, as well as the Last Post trumpet performance by Year 6 student, Elpiniki Toovey. The students involved did a wonderful job in this special assembly. Families from our school community and several staff members attended the ANZAC ceremony at the Mentone RSL. Many of our student leaders attended and our School Captains had the honour of laying a wreath on behalf of the school. Some of our other students and their families were there representing other organisations such as the Scouts and the Mordialloc Surf Life Saving Club at this service which was great to witness. The coordination of the special day of the school year was by Mr Manny Le. Well done everyone!



# Lest We Forget

Parktone Primary School proudly commemorated ANZAC Day at a special Assembly on Wednesday afternoon. Highlights were the thoughtful student speeches and the Last Post trumpet performance by Year 6 student Elpiniki Toovey.

On ANZAC Day many of our families and several teaching staff were in attendance at the Mentone RSL service. Our School Captains had the honour of laying a wreath on behalf of our community. Many other students were also there representing organisations such as the Mordialloc Surf Life Saving Club and the Scouts.

We thank Year 6 teacher Mr Manny Le for co-ordinating these events.



# PARKTONE NEWSLETTER

## From the Principal continued

### Leader in Me Family Fun Night

Last night our school community came together once again for our Family Fun Night that had to be postponed last term. Thank goodness the weather was much kinder to us this time with a sunny afternoon for the preparation phase and a mild evening for our families coming together. To fend off the hunger pains the traditional Parktone Sausage Sizzle was in full swing. Those who attended the evening were able to participate in an array of LIM activities, as well as heading to the 'Parkade' to try out the Year 5 & 6 Arcade Games.

These games were part of term 1 STEAM design learning unit. The night was coordinated by our LIM guru Amy Sharman and STEAM teacher Al Feary. Special mention goes to our PE teacher Tom Scott who is a Lego enthusiast. His Bluey exhibit was a smashing hit. A great night was had by all.



# PARKTONE NEWSLETTER

## From the Principal continued

### Cyber Safety Project Sessions

Next week student will participate in a Cyber Safety Project session with expert presenters. The Cyber Safety Project's mission is to empower every young Australian to self-manage their own digital safety and digital wellbeing through Proactive education. All student sessions align to the Cyber Safety Project Curriculum Framework values of Responsibility, Integrity, Strength, and Empathy with a focus on either Digital Safety and Wellbeing. We encourage all students to take part, so they have the tools to feel confident and safe when interacting with technology. The students will learn the following in their session:-

#### YEAR 1 AND 2

Our youngest students will establish strategies to self-manage their screen time for a healthy digital balance. By exploring what our bodies and minds need to live a healthy lifestyle, students will be empowered to find ways to switch off and discover daily activities that promote movement and 'green time'. Students will discover the importance of resting their minds and will learn to S.T.A.R.T. to take control and apply digital wellbeing practices.

#### YEAR 3 AND 4

Exploring the concept of digital balance, our middle students will explore methods to manage their own digital lives by tuning into what's drawing them back to technology. Students will identify techniques apps and game developers use to capture and sustain their attention and how activating settings in their online profiles can help them take control of their technology use. The important differences between banter and bullying will be discussed and students will consider the steps they can take to seek help and manage difficult situations online.

#### YEAR 5 AND 6

Connecting and playing online presents complex social pressures for our eldest students. Through interactive roleplays, students will discover ways they can be responsible and keep themselves, friends and family safe online through activating simple profile settings. Students will discover the need to show integrity online when faced with dilemmas and strength to manage peer pressure. They will be encouraged to use empathy to help others feel included online and establish proactive strategies to seek help if things go wrong online.

For you, as parents, please use the link below for all the parent webinars this year which will help you feel empowered in your child's digital journey. [Parent and Guardian Webinar Series 2024 - Cyber Safety Project](#)

To ensure your child has the strategies to use digital platforms safely please make sure to complete payment and consent form on COMPASS by the end of this weekend so they can participate.

### International Presenters Program

Next term I am hoping we are successful in being part of the International Presenters Program. The program is based on a school hosting a visitor from Japan, China or Korea. The visitor brings their culture into the classroom environment, sharing their customs, traditions, lifestyle, language and more, through a range of hands-on activity that allow students to explore the wider world in a rich dynamic way.

We have an opportunity to have a primary Japanese teacher visit us for two weeks commencing on the 5th of August. Mrs. Yasuko Okagawa has been assigned to Parktone for a period of 2 weeks. She is a Primary teacher teaching English and would begin on Monday, 5th August. If successful, we look forward to welcoming Mrs Okagawa to Parktone.

To be part of the program we need to have a family who is willing to host the Japanese teacher while she is at Parktone. The Host Family is responsible for:

- Treating the Presenter as a member of the Host Family and providing an enriching home stay experience.
- Providing a room and board, including meals (except lunch on school days) and utilities, for which the visitor will contribute a pre-agreed amount to help defray living expenses.

Please link to the below site if you are interested in hosting and require more information:

[http://www.intertraining.com/docs/IIP\\_Guide\\_for\\_Host\\_Families.pdf](http://www.intertraining.com/docs/IIP_Guide_for_Host_Families.pdf)

If you are willing to be a host family or want to know further information regarding the program, can you please contact me via email [Genevieve.Casonato@education.vic.gov.au](mailto:Genevieve.Casonato@education.vic.gov.au)

For those interested in becoming a host, please let me know by **Friday 10th May**.

# PARKTONE NEWSLETTER

## From the Principal continued

### Quality Music Education

Quality music education provides children and young people with a range of developmental benefits. It enhances engagement and wellbeing, increases personal and social development, and improves outcomes in other curriculum areas. We were successful in being part of the Music in Schools program which is provided by the Department of Education at no cost to the school. Music in Schools (MiS) 2024–25 aims to strengthen whole school planning to deliver quality music education and to build capability to implement the Victorian Curriculum F-10: The Arts, Music, including assessment and reporting. MiS 2024–25 is targeted to support generalist classroom teachers and nominated specialists. MiS includes flexible in-class and online mentoring and coaching, delivered by experienced music educators over terms 2 and 3 during 2024 and 2025. It also includes a series of workshops for school leaders and participating teachers during 2024 and 2025. Participating schools also receive grants for reimbursement of casual relief teacher costs, as well as up to \$4,000 to buy or hire musical instruments and related classroom music resources. Our Performing Arts teacher Mrs Annie Wheatley and Miss Catherine Panoussis have commenced the program this term. A visiting teacher comes to Parktone on a Wednesday to work with these teachers to enhance their skill set in music.

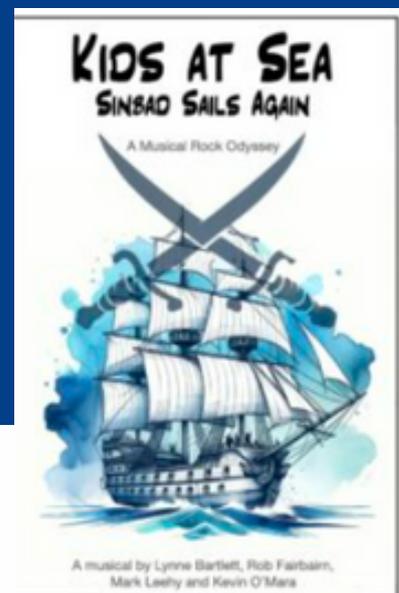
### Playground and Grounds Upgrade

Whilst we were successful in the Music in Schools application it was disappointing to be informed that we were not considered for funds to assist with upgrading our playground and surrounding grounds. I have approached our State MP Mr Tim Richardson to express my disappointment that we were not successful, as many hours was spent to prepare this application with several stakeholders assisting. I will continue to communicate with the department and government that need to support us in this area. If you would like to show your support, you could write a letter to Mr Tim Richardson – [tim.richardson@parliament.vic.gov.au](mailto:tim.richardson@parliament.vic.gov.au) voicing the need for our school facilities to be upgraded to the level of our surrounding schools. The students of Parktone deserve the very best!



### Kids at Sea Production

Currently at Parktone our Year 3–6 students are busy working on the upcoming school production 'Kids at Sea'. During their Performing Arts sessions they are learning a song and rehearsing dance moves. Our specialist team are assisting Mrs Wheatley with prop preparation. If you can help in any way, please contact Mrs Wheatley, as many hands make light work. The production will take place in our stadium on Thursday the 1st August. A dress rehearsal will be held during the day so our Prep–2 students can attend. Information on how to purchase tickets to this event will be uploaded on COMPASS in the upcoming weeks. Bring on the PRODUCTION!



Take Care  
Genevieve



# PARKTONE NEWSLETTER

## From the Assistant Principal Wellbeing

Kaye Ralph

### Learning Support

At Parktone, learning enhancement operates throughout the school. First and foremost, our classroom teachers are able to target their teaching to meet the needs of students in their class. Teachers at Parktone are expected to differentiate learning tasks to a child's point of need so every student has the opportunity to build on their current level and be supported in the classroom to set and achieve their own learning goals.

Students below and well above expected levels have an Individual Education Plan that documents support or extension goals and the strategies used at school and home to support continued success. Additionally, students are able to access other support and enrichment opportunities such as the Maths Challenge, Maths Competition, Gateways, Victorian High Ability Program, PETA Writing Workshops, Levelled Literacy and Maths Intervention.

At Parktone we have tutors who work with students who are working below level. Pre-identification of students is based on NAPLAN performance, teacher judgement, universal screening assessments and diagnostic testing in the process of selecting students to receive tutoring support. When students are selected for the tutoring program, parents are notified by the way of an information letter.

The tutoring program is designed so learning tasks are targeted at student's point of need with their learning and can include in class and out of class learning. All tutoring learning cycles use a range of assessment tools to monitor students learning growth.

If you have any questions regarding learning enhancement at Parktone Primary School please don't hesitate to contact Kaye Ralph, either in person, by email or the phone.

### Wellbeing

The Education Department website [wellbeing-social-emotional-learning-activities-primary.pdf](https://www.education.vic.gov.au/wellbeing-social-emotional-learning-activities-primary.pdf) ([education.vic.gov.au](https://www.education.vic.gov.au)), has a great wellbeing page, including a booklet on wellbeing activities and conversation starters for parents of primary aged children. There are a range of activities that can help build and maintain your child's wellbeing. Most of them are short and require very few materials. The activities cover six key elements that are important to wellbeing. There are also activities that focus on positive thinking and gratitude, as well as breathing exercises that promote calm.

#### Six key elements that are important to wellbeing



##### Emotional literacy

Understanding emotions helps students to understand themselves and other people.

We can do this by focusing on recognising, expressing and managing emotions.

Understanding emotions is key to building empathy and self-awareness.



##### Personal strengths

Help to build students' ability to recognise and understand positive qualities in themselves and others.

This will help to build your students' self-confidence and their capacity to face and manage challenges.



##### Positive coping

Provide opportunities for your students to discuss and learn different types of coping strategies.

This will increase your students' ability to manage stress, control impulses and overcome obstacles.



##### Problem solving

Students can develop their critical and creative thinking skills to explore different types of problems.

This can build your students' ability to make responsible decisions that consider the likely consequences of different ways of solving problems.



##### Stress management

Learn about different calming strategies to deal with stress.

This can help your students to cope with challenges they are facing now and in the future.



##### Help seeking

In these challenging times, it is important to normalise asking for help.

Students will learn to recognise situations in which to seek help, how to identify trusted people in their lives to ask for help and practice asking for and providing help.

# PARKTONE NEWSLETTER

## From the Assistant Principal Curriculum

Melanie Bach

### Learning Support

Last weekend I spent a lovely Autumn day in the city with my Mum where we celebrated her birthday with a trip to The Lume, and the Leonardo Da Vinci exhibition. It was extraordinary to think about his influence on our life today when he was around 500 years ago! There were several quotes that resonated with me, but one that really stood out was the following,

“He who loves practice without theory is like the sailor who boards a ship without a rudder and compass and never knows where he may cast.” Leonardo da Vinci

A 2024 AIP goal is to strengthen Year 3 Reading attainment level through embedding the F-2 Phonics Scope and Sequence. To do this we've also continued to focus heavily on strengthening our understanding of how to teach phonics. Professional learning and reading forms part of a multi-pronged strategy to achieving this. In other words, we are curious and work to understand the theories that are out there.

Our Literacy consultant, Mardi Gorman, who assisted us with the creation and implementation of a phonics scope and sequence. She also has cast a critical eye on how we teach, modelling and observing lessons. She will continue to work with us this term as we refine and strengthen our practice.



Year One teacher using phonics cards to teach graphemes and phonemes (codes)



Last term, Prep team leader, Kat Batty, Year One team leader, Jill Buckleigh and Year Two leader, Amy Sharman attended two professional learning sessions run through our network on P-2 Phonics instruction. The leaders reported that what they learned in the first two sessions was strongly aligned to our work in P-2 classrooms. They came away with some fantastic, free resources and were excited to share these with their team. When observing one of our Graduates teach during the week I was able to see this in action

Improving our knowledge and understanding of what we are teaching is key to improvement. To help us track that what we are learning is being implemented the Leadership team, including Principal class, Learning Specialists and PLC team leaders, embark on regular Learning Walks. Increasingly, all staff are taking the opportunity to engage in peer observation.

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