

# PARKTONE NEWSLETTER

Edition 5 – Term 3 2024



## Important Dates

### August

- 1st – School Production
- 19th – 21st – Year 4 Camp
- 21st – 2025 Prep Open Transition
- 22nd – Book Day Parade
- 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 (2.30pm)

### 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 Info Night
- 20th – Prep 2025 Final Transition
- 21st – Graduation & Whole School Photo
- 29th – Curriculum Day

### December

- 2nd – 3rd – Year 6 Life Saving
- 4th – Year 4 Life Saving
- 9th – Year 3 Life Saving
- 9th & 11th – Year 6 Graduation Rehearsal
- 11th – Year 6 Graduation
- 12th – Carols on the Green
- 12th – Year 5 Life Saving
- 19th – Year 6 Big Day Out
- 20th – End of Term 4 (1.30 pm)

\*Please be sure to check the Compass calendar for other event dates\*



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

At the end of Term 2, I had a wonderful time in Europe with the highlight visiting my father's family who are located 40 minutes from Venice. It has been 20 years since my boys and I have been together with the family. We enjoyed sitting in the traditional family kitchen feasting on Italian cuisine and talking about my dad. After being away for 17 days I was itching to get back to Pippa and to prepare for this term at Parktone

### Naplan

NAPLAN results were recently distributed to Year 3 & 5 parents. As a school we have generally been very happy with how Parktone has performed. We continued to improve in all areas where we have targeted effort. This indicates the work we are undertaking with the teaching staff is having an impact on our students and their learning.

Of note, we had pleasing results in Year 3 Reading, Writing, Numeracy and Spelling where we have performed well against 'similar' and 'network' schools. As for our Year 5 students, Parktone compared favourably to 'similar' and 'network' schools in Reading, Numeracy, and Grammar and Punctuation.

### Enrolments – Prep

We currently have 2 Prep classes of 17 students in each for 2025. We will be finalising this number in the coming weeks as I am still taking Prep tours. If you know of a child who is starting Prep in 2025 can you please inform parents that it is now the time to enrol. I have started to plan staffing for the upcoming year and we are looking forward to the upcoming Transition Program for our 2025 Preps to ensure they are well prepared for their first day.

### 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.

### Mission

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

# PARKTONE NEWSLETTER

## Funding Update

Cath Gryszan and Kaye Ralph have been working behind the scenes to apply for much needed funding to improve our playground. Videos and a powerpoint have been prepared as part of our submission. We missed out in our previous effort, but we are hopeful we get a better result this time. The \$500 000 project includes improving our basketball and junior playground surfaces so that they are more inclusive spaces. Two weeks ago, Tim Richardson came to the school to gain a deeper understanding what we are trying to achieve at Parktone. He is going to advocate for us at Parliament next week. Fingers crossed we will have success this time round.

## Trivia Night

What a great night! It was great to see parents coming together to have fun. The trivia presenters were engaging and had the audience participating in several hilarious acts. There were many items to bid on to help fund upgrades to our 3-6 playground. Our local community supported the school by providing vouchers and items for the silent auction. Many thanks to the wonderful Anita Addoriso who coordinated the event with the help of Bec Moody and a brilliant team of supporters. A huge shout out to parents who came along to this event and dug deep into their pockets to raise funds to support the school.

In the coming months we will source quotes for shade sails to be erected as well as adding extra play equipment such as a slide for Parktone students to enjoy.

## Performing Arts

We celebrate the Performing Arts program returning to Parktone this year, with the recent 'Kids at Sea' production by the Year 3-6 cohort. Our Prep - Year 2 will hold a mini concert later in the year.

Moving forward, Prep - Year 2 will have their concert in Term 4 in odd years and Year 3-6 in term 3 in even years.

## Visiting Japanese Teacher

This week we welcome the arrival of our visiting Japanese teacher, Yasuko Okagawa. She currently works at an elementary school in Kawasaki and has a passion for cultural exchange. She will be with us for two weeks and will part of all Japanese sessions during this time. She has planned to introduce our students to the Japanese tea ceremony as well as calligraphy. The school has sourced the required resources for her to undertake these lessons while she is with us.

A huge thank you to the Power family, Ryan, Jess, Max and Theodore for opening their home to host our Japanese teacher Yasuko, otherwise this experience would not have been possible for our students.

## From the Principal cont'd

### Footy Card Swap Day

On Friday 26th July students were able to swap their collectable cards at recess and lunch. We had many students who took up this opportunity to trade for that elusive card that they were missing from their album. We will have another card swapping day on Friday 16th August at the Inclusion Garden. Until then students can bring their albums/cards to school to show their friends, but no swapping is to take place as we want to make sure the transaction is fair and agreed by all.

### 100 Days of Prep

On Thursday the 1st of August, we celebrated 100 days of learning and fun with our prep cohort. This milestone marked an exciting journey of growth and achievement for our Parktone students. We celebrated with exciting activities and reflected on the progress we have made so far. Here's to 100 days of learning and many more to follow!



# PARKTONE NEWSLETTER

## From the Assistant Principal

Curriculum – Mel Bach

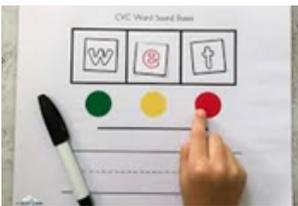
### The 'Big Six' of Reading

We continue to work hard at improving our teaching of reading in the lower primary school years. The 'Big Six' are the six key components that research has shown contribute to successfully learning how to read. All are incorporated into our reading program as they are critical to developing successful readers.

#### 1) Oral Language

Oral language is the foundation of all literacy skills. If young children experience rich oral language by talking with and listening to adults and other children, they will have a large 'bank' of spoken vocabulary, words they understand when used in spoken communication.

#### 2) Phonemic Awareness



Phonological awareness is the ability to hear the sounds within language. Children with good phonological awareness can hear:

- words and word spaces in language
- syllables (a unit of pronunciation with one vowel sound; for example, cat has one syllable, water has two syllables)
- rhyme (two or more words with the same ending sound; for example, ring, sing, thing)
- alliteration (two or more words with the same beginning sound; for example Peter Piper picked a peck of pickled peppers)
- phonemes (the individual sounds within a word; for example, dog has three phonemes, d-o-g).

Being able to hear or 'isolate' these sounds gives children a foundation for learning to manipulate the sounds of sentences and words as they learn to read and spell.

#### 3) Phonics

Phonics builds on phonological awareness. During phonics lessons at school, children learn to connect the sound or phoneme to the letter of the alphabet or group of letters that is used to represent it. The Victorian Government recently mandated that phonics be taught for 25 minutes a day from Prep to Year 2. Phonics lessons are already built into our daily literacy schedule at Parktone Primary School.

#### 4) Fluency

Reading fluency refers to the ease with which children read. When reading aloud, fluency is affected by accuracy, rate and expression. To assist children to practise reading fluently in the early years of school, teachers often ask them to read aloud easier or familiar books. This lets children read confidently as they automatically and accurately recognise words, read at a rate that sounds more like spoken language, and use a range of expression, intonation, pauses and rhythm.

Fluency makes oral reading lively and allows the author's message to be communicated clearly. Reading fluently gives young readers confidence in their own ability as readers and helps them to be interested and motivated, and to enjoy reading.



#### 5) Vocabulary

When children have a large 'spoken' vocabulary, meaning they use and understand lots of different words, they are well placed to recognise and understand those words when they see them when reading.

Words can be broken up into three groups, sometimes called 'Tiers'.

Tier 1 vocabulary is the words most frequently used when speaking and writing; words like the, and, was, some and 'everyday' words like dog, happy, play, go. These words are also called 'high frequency' or 'sight words' because readers will see them in lots of different texts and need to be able to recognise them automatically, by sight. Many Tier 1 words can't be 'sounded out', their spelling doesn't directly correspond to the way we say them; for example, was is pronounced /woz/, this is another reason they need to be learnt 'by sight'.

Tier 2 and Tier 3 vocabulary contains more sophisticated and subject-specific words. Children who hear a wide range of words used in talking and reading books aloud will be better able to understand those words when they begin to read them in books.

# PARKTONE NEWSLETTER

## From the Assistant Principal

Curriculum – Mel Bach

### 6) Comprehension

Comprehension or understanding what we read is the whole aim of reading. Good readers comprehend in different ways depending on the book, article or website they are reading. Some of the ways readers comprehend include:

- predicting before reading and as they read
- making connections between what is being read and the reader's past experiences of books, life and the world
- asking questions about what is being read. What is this character going to do in this situation? Why did that character do that?
- monitoring meaning, checking predictions, confirming them, correcting them, re-predicting and re-reading
- creating a mental summary of key parts of the story or information
- creating a mental picture of the characters and setting
- inferring, interpreting and reading 'between the lines'
- considering the text purpose. Why did the author write this book? How does the author intend for me to respond to this article?

### Quality Literature

Exposing our children to quality literature is another of our secret weapons at Parktone Primary School. No matter what year level students are encouraged to have 'good' books in their hands. Venturing beyond Anh Doh and Andy Griffiths is important in growing their reading skills. Books provide a way of looking at the world differently.



Mirrors

Children can see themselves and their own experiences reflected in the book.



Windows

Children can learn through the book about other people, places, things, and experiences.

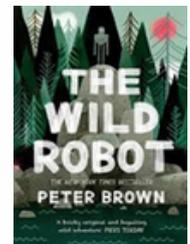


Sliding glass doors

Children can enter into the "book world" through their imagination.

'Reading to' the children is a powerful opportunity for teachers to model what a good reader does and to engage them in material that they might not normally want to read. At the moment I know that Year 2 students are being read *The Wild Robot*. This book is about to be released as an animated movie by Pixar. Miss Sharman reports that several children have asked if they can go on an excursion to see the film when it is released. They are loving it!

In Year 5 and 6 Book Clubs are being run by the teachers. The book club experience is social and a great way to motivate kids to read, get them talking about books, and have them share ideas and perspectives. The students in these year levels are reading books such as:



### BOOK WEEK AT PARKTONE

Book Week is fast approaching. At Parktone this is a big event on our calendar, and we look forward to seeing our students participating in our annual Book Week Parade on Thursday 22nd August. The Scholastic Book Fair will also be running in the library from Monday 19th to Thursday 22nd August in the library.

Teachers will share short listed books during this week and it is yet another way we celebrate reading



# PARKTONE NEWSLETTER

## From the Assistant Principal

Wellbeing- Kaye Ralph

### Friendships

Today's newsletter article is on Friendships. Being a good friend increases our sense of belonging, purpose and boosts our happiness.

Happy Families – Shona Hendley

Winnie the Pooh once said that "a day without a friend is like a pot without a single drop of honey left inside," and my bet is that when he said this, that he wasn't talking about any friend, he was talking about a good friend. Being a good friend and knowing what a good friend entails is an integral component of friendship. Research says that kids start making meaningful friendships from around the age of four and from that point onwards, friendships will contribute to their wellbeing, learning, confidence and mental health. But understanding what a good friend is can be tricky, so here are some strategies you can use to help explain what being a good friend means to your child and how they can be one.

#### Defining what it means to be a good friend

While most adults know instinctively what a good friend is, explaining this to kids can be difficult, says Reach Out's Online Community Coordinator Janine Nelson. Pinpointing some of those elements of what being a good friend means can be a great way to start. For example, "being a good friend means including concepts of respect, loyalty, providing support and having fun together", Nelson explains. "Good friends typically display behaviours such as being trustworthy, someone who is around for the hard times not just the good times, and someone you can laugh with. Good friends respect your boundaries, and make you feel comfortable being yourself." Healthy Harold and the team at Life Education add that "generally, being a good friend involves loyalty, empathy and trust. A good friend would listen, be an upstander instead of a bystander, be forgiving, be patient, and respect your opinion. They are empathetic, and able to put themselves in your situation."

#### What a good friend is can vary and change

Life Education says that helping your kids understand what specific values are associated with friendship is key to understanding what a good friend looks like and how to be one. "Friendship values include being a loyal friend, accepting differences in a friend, standing up for a friend, being kind and supportive to a friend and including a friend in games," they explain.

#### Teach your child friendship values.

It is also critical for kids to know that a good friend can be different for different people and that what we view as a good friend can change over time and as we grow.

"As kids grow older, it's important to help them understand that there are many different types of friends and that these relationships can change over time," says Nelson.

Helping your kids understand that this is normal and that it doesn't equate to failure, while also supporting them through these changes is important.

#### Teach and model the social skills that underpin successful friendships

While knowledge and values are a key underpinning, consolidating these with skills is the next step. Life Education suggest you "explain to your child that just as they can get better at swimming by practising, they can also get better at making and keeping friends by practising social skills such as smiling and greeting classmates, sharing, cooperating, negotiating, being positive, having an interesting conversation, playing games well (e.g., being a good winner and loser)."

#### Teach and model the social skills that underpin successful friendships

While knowledge and values are a key underpinning, consolidating these with skills is the next step. Life Education suggest you "explain to your child that just as they can get better at swimming by practising, they can also get better at making and keeping friends by practising social skills such as smiling and greeting classmates, sharing, cooperating, negotiating, being positive, having an interesting conversation, playing games well (e.g., being a good winner and loser)."

#### Praise the good stuff

Provide positive feedback when you observe your child using social skills or values that have the potential to contribute to the development of their friendships. This will help reinforce the values that make a good friend.

#### Empower them to find their own solutions

Don't always try to fix every problem that arises, be present and support the children as they try to find a resolution. Create an environment where no questions are off limits so that nothing is too uncomfortable to discuss.

# PARKTONE NEWSLETTER

## From the Assistant Principal

Wellbeing- Kaye Ralph

### **Friendships in adolescence are different**

As your kids grow into teens, friendships often take on a different significance and influence. Reach Out advises some additional strategies for parents with pre-teens and teenagers to use to help support them being a good friend. Work with your teen to set expectations around how they should treat their friends. A reminder of the values of a good friend and the skills that a good friend utilises can be helpful.

Be supportive if your teen comes to you about an issue with one of their friends without necessarily always trying to solve the problem. Listen openly and non-judgmentally without jumping into solution mode can be helpful. Model the behaviours of being a good friend. For example, you could get your teen involved if you are cooking a meal to support a friend and use the opportunity to talk about why that is important to you.

Helping your child understand the distinction between being a friend and being a good friend is important but supporting them to become one can be a tricky process. It can vary depending on you, your child/ren, the friendships and over time. Experiment with different strategies and techniques and see what works best for you and your child/ren.

### **Resources**

Raising Children.net.au

Friends and Friendship

<https://raisingchildren.net.au/school-age/behaviour/friends-siblings/friends-faqs>

School age friendships – how to support them

<https://raisingchildren.net.au/school-age/connecting-communicating/connecting/supporting-friendships>

Social anxiety in children

<https://raisingchildren.net.au/school-age/health-daily-care/school-age-mental-health-concerns/social-anxiety>

Brett Sargeant

## Curriculum Update

### **Maths at Parktone**

In our Maths lessons at Parktone, we differentiate learning by creating enabling and extension prompts to cater to the diverse needs of our students. These prompts are designed to provide appropriate challenges for every student, ensuring they can work at their own pace and ability level. Our activities are categorized into mild, spicy, and hot levels, each representing a different level of difficulty. This approach ensures that all students, whether they need additional support or are ready for more advanced tasks, are engaged and learning effectively. By doing so, we aim to support each child's mathematical growth and confidence, helping them to succeed and enjoy their learning journey.

This month, some of our high-achieving students will be participating in the Australian Maths Competition, organised by the Australian Maths Trust. First held in 1978, this competition is Australia's longest-running, largest, and most well-known maths competition for school students. Each year, the AMC features unique problems crafted by leading educators and academics to challenge and extend students' problem-solving skills. Many of these students also took part in the Australian Maths Challenge in Term 2, achieving outstanding results. We will recognise their achievements with certificates later this term.

# PARKTONE NEWSLETTER

## Leader in Me & SWPBS Update

Amy Sharman

### Olympics Closing Ceremony

Parktone is excited to celebrate the Olympic Games with a special closing ceremony event on Thursday 8th of August. There will be a parade at 9:10am where students will have the opportunity to walk around in the parade with their class. We welcome any Parktone parents/guardians to attend.

On this day, we invite students to come dressed in attire that represents the country they are culturally connected to, by wearing the colours of the flag or bringing along a flag to wave. At the conclusion of the parade students will return to their classrooms to reflect on the Olympic Games!

### School Wide Positive Behaviour Support

This term we will continue implementing SWPBS in our classrooms.

It has been wonderful to see the impact our school wide matrices have already had with consistencies of behaviour, particularly with our transitions and outdoor play.

This week students will be introduced to the High 5 Model. The High 5 is an effective strategy to develop problem solving strategies for our students.

#### Talk Friendly

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements - I feel ..... when you..... because.....
- "Please leave me alone."

#### Walk Away

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safety zone (teacher).

#### Ignore

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.

#### Talk Firmly

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your "I" statement. eg. I said.....
- "I asked you to leave me alone."

#### Report

- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders - support and report.
- Report, report, report until somebody listens.



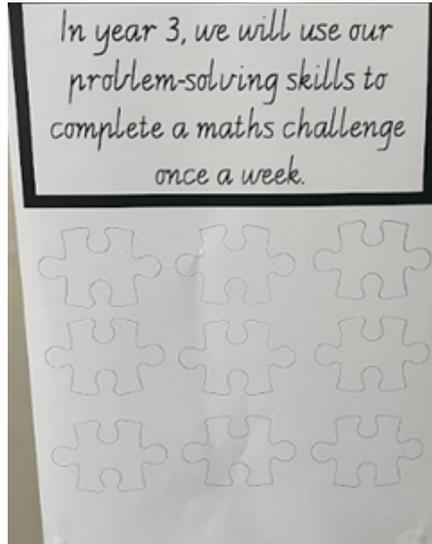
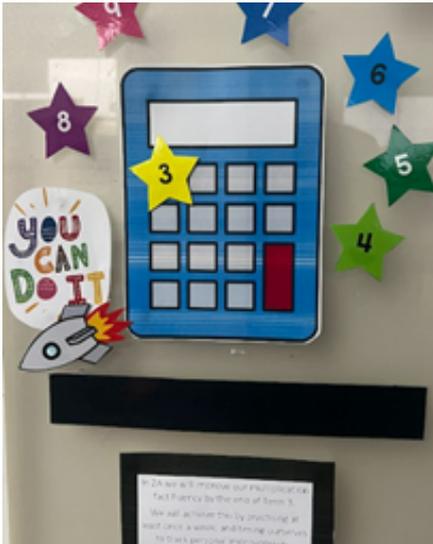
# PARKTONE NEWSLETTER

## School Wide Positive Behavior Support

Amy Sharman

### Leader in Me

It has been fantastic to see our students setting and sharing their goals for this term. Students have set both personal and academic goals for Term 3. . Our class goals this term all have a Numeracy focus. Students will spend time as a class practising towards their goal and tracking their goal to monitor progress.



Last week we had 300 Blankets join the Year 3 students for an incursion about their work with supporting the homeless. This was a wonderful opportunity for our students and came about from Ava Bartons synergy with the organisation for her Passion Project.



# PARKTONE NEWSLETTER

## Specialist News - P.E

Tom Scott

### 2024 3-6 Athletics Carnival

After a very foggy morning, the sun shone on our Parktone Athletes as they recorded some impressive results! Well done to all our Year 3-6 students for giving their best at each event.

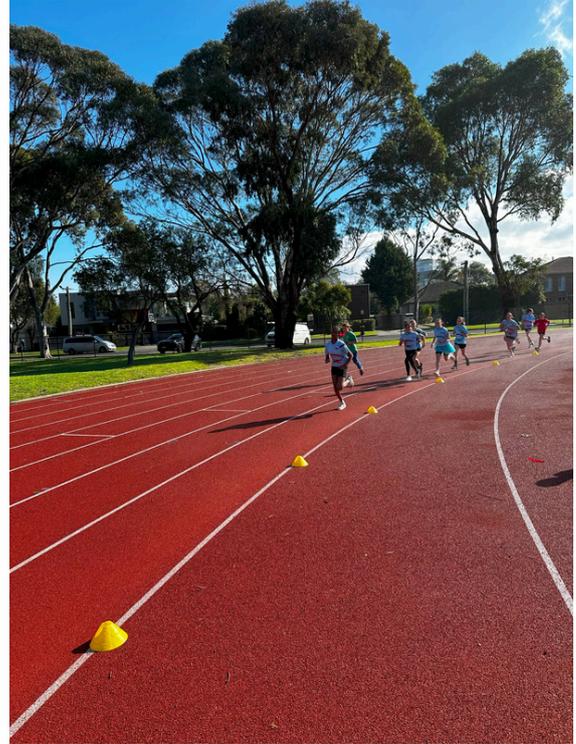
Congratulations to the following houses for the way they conducted themselves across the event.

Best House Spirit - McSwain

Most Organised - Marriott

Events like this require a great deal of organisation and I thank Mr Scott for all the work he does behind the scenes. On the day he was supported by the dedicated Year 3-6 classroom teachers and we extend a huge thank you to all the parents who jumped in to lend a hand at each event. Our Year 3-6 teachers are overwhelmingly grateful for the support you gave them throughout the day.

We will find out the overall results when the House Athletics Trophy is presented at assembly this Friday.  
GO PARKTONE



# PARKTONE NEWSLETTER

## Specialist News - Performing Arts

Annaka Wheatley

### Year 3-6 Production

Last Thursday 1st August the students in Years 3, 4, 5 and 6 performed a musical, 'Kids at Sea', at Kingston City Hall. There were 29 dedicated Year 5/6 students who were in the cast with a role and had worked super hard to learn all their lines and given up their lunch times to rehearse. There were also 6 Year 5/6 students who were in the crew helping move sets on and off stage during the performance.

Every class in Years 3, 4, 5 and 6 performed a dance which they had been working hard on in Performing Arts lessons. There were pirates, sailors, mer people, sea creatures, hula dancers, sea devils, rock birds, game show hosts, sultanas in pink pyjamas, an Elvis Presley impersonator back up group, and some people on a health retreat doing Tai Chi! In the Finale, all the classes came back and sang and danced altogether for a wonderful end to a spectacular and entertaining show.

Thank you to every parent/carer who prepared their child/ren before the concert so they could perform on stage, and thanks to everyone who came and supported the show by being in the audience. The feedback from the community has been extremely positive and we are all very proud of the performance.





## Student Victories

### Pokemon Champion

Attila in Year 5 has been competing in a local and regional Pokemon Trading card event for a number of years with this seasons performance qualifying him to compete in the World Championships which are to be held internationally in August. The game is a competitive strategy card game with three categories : Juniors (under 11), seniors (under 17) and Masters (adult). There is a circuit of venues that hold competitions in Melbourne and one big regional tournament held at the Exhibition Centre. Players also get the chance to participate in international competitions.

While Attila can not make it overseas, he will still compete representing Oceania.

Good luck Attila.



# Leader in Me®

