Principal’s News

Firstly I would like to congratulate all our Grade 3 and 5 students for an excellent effort in last week’s NAPLAN testing. It can be a tough time, with four tests administered over three days, but the Forrest PS students approached the tasks with confidence and their usual commitment to their learning. The NAPLAN results will be useful for teachers in planning future teaching and learning activities. Students will receive their results in Term 3.

You will have noticed there has been plenty of activity in the schoolyard of late— and we have discovered some VERY enthusiastic skippers. Some children are choosing to jump rope every single recess and lunchtime. So...

We are looking forward to our Jump Off Day tomorrow.

The program will look like this...

⇒ 11.30-12.30: Cooking a Healthy lunch (for senior students only)
⇒ 12.30-1.30: Jump Off (whole school)
⇒ 1.30-2.30: Healthy lunch – whole school

(NOTE: lunch is funded through our welfare budget and has been carefully planned and assembled by our senior students, taking into account all the important nutrients our bodies need to be healthy. Thanks to our senior students and Mrs Ridgeway for all their hard work!)

Parent Helper Program session MONDAY 26th MAY 11.30am

We’ll be meeting in the school staffroom just after recess for an information session on helping in the classroom. This session is designed to explore what being a helper means, how you can help with literacy (especially reading and writing) and to inspire parents to want to get the inside “scoop” on the classrooms at FPS. We do hope you’ll join us and Kristin in particular is looking forward to an extra pair of hands in her classroom. I think she already has some days earmarked as perfect for parent helpers!

Have fun,

Tara Hulonce
Maths
All students are working on subtraction and are consolidating their understanding of the relationship between addition and subtraction.

Literacy/Writing
During the last week the students produced a number of short stories to develop an understanding of a narrative format. Beginning – setting the scene, who, when, where. Middle – developing the story and including a problem. End – writing a solution to the problem and a concluding sentence for the story. In particular we have been concentrating on adjectives that describe the main character. On Tuesday the students worked on plans and rough drafts, to be developed and illustrated, over the next few days. Meanwhile the Preps have created illustrations of their stories and, with assistance, are writing a describing sentence.

Reading
Over the past week I have spent quite a bit of time sorting through all of the reading resources in the classroom. All students take home a PM levelled reader each week to practice reading, and this is the book I hear the students read. The PM reading level is highlighted on the back of the book. The PM books are now sorted according to their level, making it much easier for the students to choose and return their book to the appropriate box. At some stage Nelson publishing decided to colour a petal of a flower, without a number, as an indication of a book’s ‘level’. This was very confusing! I have now written the level of these books on the back, and included them in the mix. After hearing students read several books of the same PM level I am able to make a judgement as to whether the student should continue selecting books at the same level or move to the next level.

To confuse things further…….we have tubs of ‘roughly’ levelled books, in order to give the students greater choice of reading material. Some hard working teacher from the past has put a coloured sticker on the back of these books to indicate it’s level. These coloured stickers have been loosely tied in with the PM levelled readers. The level of difficulty of these books will vary within a ‘range’. Students chose several of these books each week to take home and enjoy.

Unit of Inquiry – Farms
All students have chosen which farm animal/crop they are going to research and report on. The A3 fact sheets the Year 1 and Year 2 students will create will follow a similar format to the Mini beasts fact sheets. While the students will be given plenty of time to complete these in class, they are welcome to take the required resources and work on them at home. The Preps will complete their work during class time.

Forrest Kids Go Bush (FKGB)
The change to our routine worked brilliantly! The students were all ready to go when the bell went at 9.00am. Thanks to all parents for assisting.
Miss Mac.
Junior Room Teacher

FUN FACTS:
The downward flow of air under a helicopter puts an upward force on the blades. The blades create lift by deflecting air downward.
Senior Room

On Friday the Grades 5 & 6 Students attended a leadership program with 4 other schools at Deans Marsh Primary School. The program was run by BATFORCE, the organisation that funded the Forrest ‘Characters’ book and our art projects. The day focussed on: students identifying their personal qualities that they bring to their communities; identifying the qualities of a leader and why these are important; understanding the roles of leaders in our communities; and collaborating as leaders to solve problems. In order to get students to mix between schools and share their ideas, the facilitators continually moved students into small groups. The main facilitator made the comment that this is the best group she has ever worked with on this program. She backed this comment up by indicating that the group was highly engaged and did not need any prompting. BATFORCE gave us a range of strategies, ideas to take back to our school to help our students develop and practice leadership skills. We will certainly be implementing something in our school soon.

Thank you to our Grade’s 5 & 6 students who worked hard on their NAPLAN tests last week. Everyone tried their best on the day, and this is all we can ask. We did not have as much time to prepare for the tests this year, with several excursions, camp and the introduction of some fantastic programs in our school (Welfare, Indonesian and Science). I am confident however that our results will be fine.

Finally this week, we are back to normal programming. We are working hard to get everyone back into good routines and this includes being well organised and remembering to complete homework tasks. All students must read at least 5 nights per week for approx. 20mins. Those who have Lexile Scores under 1000, must complete a record of their reading and ask their parents to sign and optionally make a comment. Every Friday ALL students are tested on their times tables. Ask your child which times table they are practicing this week, and ask them to recite it for you. Children who choose not to do their set homework tasks will complete them at lunch time. We are considering the idea of students receiving a separate homework sheet each night that identifies exactly what they need to be doing. This may also include some extra tasks, such as “making my bed”, “cleaning up my room”, or doing some job to help out mum or dad.

Have a good week

JUNIOR ROOM:

This week’s student of the week is Joe Broomfield. Joe has been doing an excellent job listening and concentrating during learning time. Well done Joe!

SENIOR ROOM:

This week’s Student of the Week is Indigo Ashton for her commitment to improving her reading comprehension. Indigo almost doubled her Lexile score this week.
CHILDCARE AND AWESOME AFTERS (OSHC)

- This week we have worked hard to develop planning documents that meet program requirements and address the quality outcomes as set in the VEYLDF (Victorian Early Years Development and Learning Framework). Alongside this we have created proformas for weekly planning and child observations.

- FEES REMINDER—Please be prompt when paying fees, each term Pre-School fee invoices are sent, and every month we try to send out Childcare/OSHC invoices. If you’d like to discuss your invoice please see the office.

- INVOICES—there has been some confusion regarding invoices and “Estimated Fees”- this we have found to be a system issue and should be rectified in the next invoice period.

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**EARLY LEARNING CENTRE/ OSHC PROGRAM**

For OSHC/ afternoon bookings please call: Millie 0433 210886

For MORNING Childcare bookings: Caralyn 0412 953366

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<thead>
<tr>
<th>TIMES</th>
<th>Monday</th>
<th>Tuesday</th>
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<tbody>
<tr>
<td>9:00–10:45</td>
<td>Outside Activities *</td>
<td>Outside Activities *</td>
<td>Outside Activities* Pre-School</td>
<td>Pre-School (3 and 4 year olds)</td>
<td>FORREST KIDS GO BUSH!</td>
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<tr>
<td>10:45–11:15</td>
<td>Snack and Chat</td>
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<td>11:15–12:30</td>
<td>Inside Games and Activities</td>
<td>Inside Song and Dance Activities</td>
<td>Inside Free Play</td>
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<tr>
<td>12:30–1:00</td>
<td>Snack and Chat</td>
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<tr>
<td>1:00–2:00</td>
<td>QUIET TIME/ CRAFT</td>
<td>QUIET TIME/ Floor Activities</td>
<td>Inside Free Time</td>
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<td>2:00–3:30</td>
<td>Inside play: toys, trucks, drawing, painting</td>
<td>Colouring pages and decorating art projects</td>
<td>Inside play: puzzles, drawing, home corner, book corner</td>
<td>Yoga, sing-a-long songs, story-time</td>
<td>Arts and crafts: child centred craft activities</td>
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<td>3:30–4:00</td>
<td>Healthy SNACK</td>
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<td>4:00–5:00</td>
<td>Outside play</td>
<td>CRAFT TIME</td>
<td>COOKING</td>
<td>CRAFT TIME</td>
<td>Outside play</td>
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<td>5:00–6:00</td>
<td>Weekend storytelling</td>
<td>Outside play</td>
<td>Sing-a-long songs and dance</td>
<td>Outside Play</td>
<td>Relaxation: reading and quiet games</td>
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* Outside Activities will he held providing weather is suitable
Autumn

Last week we had some beautiful warm autumn days. One afternoon when the children were playing outside the wind brought a lot of leaves down from the big Oak tree. The children were looking at the leaves and one of the girls expressed great joy and amazement over actually seeing the leaves falling off the tree. She said that she had never seen that before. The natural environment is full of exciting experiences for children and adults if one just takes the time to look and be immersed.

Parent participation

During our last Committee meeting, we were discussing how we could improve parental input or knowledge about the Pre-school program or their child's development. Some of the questions we were asking included the following: Do parents get enough information about what’s happening? Can parents participate more? How can we improve? Please let us know if you have any suggestions about how we can further improve the Parent/Pre-school relationship. Maybe you or somebody else has a special skill that could be of interest to the children. It doesn’t have to be something big; it could be just 10 minutes demonstrating something. Some of the activities we’ve had parents presenting in the past have been teaching the children felting and Japanese culture, and of course, Kim Coulter, the driving force behind the Bush Program, who is currently participating almost every Friday. Please let us know if you have an interest in participating in the program.

Colac Dental Health

The Dentist will do their second visit on Friday at 12:00 pm. The children did very well last time. I believe that the Dentist (a young woman) and the Dental Nurse (also a young woman) will just do another check of the children's teeth. I will tell the children about the visit on Thursday. Maybe just have a little ‘pep talk’ with your child if she/he is anxious about the visit.

Scrapbooks

New for this term will be that at least once a term, when your child has the Show and Tell bag sent home, they will also have their scrapbook in the bag for you to look at. This is to give you an idea of what your child is doing at the Pre-school and a chance for him/her to talk about his/her art or experiences. Don’t forget to put the scrapbook back into the bag after looking at it.

Lena Collopy
Pre-school Teacher

DATES TO REMEMBER

Fri 23/5, 12:00pm. Colac Dental Health, second visit.
Fri 13/6, 2:00pm. Committee Meeting.
Fri 27/6, Last day of Term II.
Forrest Primary School ‘Jump Off Day’: Thursday 22\textsuperscript{nd} May

Our school is participating in the Heart Foundation Jump Rope for Heart program and we would love your support!

Heart Foundation Jump Rope for Heart is an exciting and non-competitive program which encourages children to become more active through skipping, learning new skills and raising vital funds for heart research and community health programs.

Skipping is an excellent way for children to keep fit and healthy. Over the next few weeks, your child (ren) will be learning a range of fun skipping skills and new tricks. We will emphasise the importance of regular physical activity and the importance of healthy eating for a healthy lifestyle.

Jump Rope for Heart is also a great way to encourage children to get involved in our community and support Australia’s leading heart health charity, the Heart Foundation. The Jump Rope team provide us with lots of resources and support to implement the program and in return we ask that students help by seeking sponsorship for their involvement.

Sponsorship is easy – simply go online to www.heartfoundation.org.au/jumprope, click on the green ‘Kids Join Now’ button, and register your child today!

A secure fundraising page will be created as soon as you register; all you need to do then is click the ‘Email Sponsors’ link to send your family and friends an email asking them for their support… It’s that easy!

This is an easy, safe way for your child to monitor their progress, receive bonus prizes and even receive sponsorship from family and friends who are further afield.

We have had several practice sessions and are really enjoying our skipping!

To finish the program we will be holding a Jump Off, an event to celebrate and culminate the Heart Foundation Jump Rope for Heart program. This will be held on Thursday 22\textsuperscript{nd} May. The Jump Off day is a great opportunity for you to witness how much fun skipping can be, come along and pick up a rope!

Additionally, we ask that your child wears red to school on this day to raise awareness of heart disease.

A healthy lunch will be provided on this day also for all to enjoy!

Thank you for your support and joining us in the fight against heart disease.

Jo Ridgeway.
Parents I speak to want to raise children who are responsible and independent. As parents this can be difficult as our natural instinct is to care for, nurture and do things for our children. Whilst all children need to be looked after, nurtured and loved they also need to gradually (at an age appropriate level) be given the opportunity to develop independence and responsibility. Training for independence needs to begin at an early age and continue into adulthood.

By encouraging independence in children we are letting them know we believe they are capable - this in turn helps to build their confidence. We see the pride and sense of achievement in a three-year-old’s face when they put their jumper on by themselves or in a ten-year-old when they make a cake by themselves.

Kids may think independence means staying up all night but adults know independence means learning to take responsibility for yourself and your actions. Young children are eager to do things for themselves and are not afraid to take on a challenge. Both parents and child fell pride when the child learns to walk and do certain things for themselves for the first time. Taking over and doing things for children all the time can promote dependence. To begin promoting independence one might help a three-year-old to put on their T-shirt and then gradually do less until they develop the physical skill and co-ordination to put it on by themselves.

Before children take on new tasks they need to be taught what to do and be given encouragement. Big tasks such as making a bed need to be broken down into smaller learning steps. Having family routines and parents being clear about their own expectations are important for children to know what is expected of them.

Children need guidance and limits, and gradually building independence does not mean leaving children to do things without support. Of course as children get older the stakes get higher. It is one thing to believe your child is ready to make a vegemite sandwich and quite another to believe they are old enough to stay home by themselves.

It is important that children be given the opportunity to take on responsibilities appropriate for their age. For a young child around three years of age it may be putting the placemats on the table or helping to pack up their toys whilst a twelve year old may be responsible for washing the dishes. While children need to develop independence gradually they also need to have fun and play. Jobs should not be so demanding that there’s no time for play, relaxation or fun.

Tips for Promoting Independence
Don’t do for children what they can do for themselves.
Teach children to manage age appropriate tasks themselves.
Role model self-discipline and good habits.
Set limits, be clear and provide guidance.
Allow children to make age appropriate choices within limits.
Help children to problem solve when they are older by talking over possible choices and consequences.
Listen to children and be a source of information and not criticism.
Praise children when they are responsible i.e. doing household tasks or homework
Let children know by your actions you believe in them and their opinions.
SCIENCE ROOM NEWS

Juniors: All Mixed Up

The junior students are having a fantastic time exploring mixtures in Science. So far we have explored mixtures in everyday life and how people in different professions may use them, and made predictions about what would happen when we make up different mixtures for example, puffed rice, cocoa and icing sugar. We then worked in teams to explore what happens when cornflour is mixed with water in different quantities. This week we worked as a class to investigate what happens when oil, water and detergent are mixed together!

Seniors: Change Detective

The senior room students are very busy investigating and developing skills in observation and recording skills related to common changes to materials. Working in teams the students have tested whether melted or frozen objects can be returned to their original state and observed and recorded factors that make an ice cube melt the fastest. One factor we have been looking at in detail is the effect of temperature on a substance as we begin to get into using representational models of particles.
Fundraising News

Ok – I’m on the hunt again for volunteers!!!!

The school has an opportunity to fundraise for some big dollars at the Otway Soup fest. We will have a spot in the hall kitchen & at this stage we will be running the coffee machine and serving scones, jam & cream if I can rustle up enough volunteers to help. Please let me know ASAP if you have time to spare on Sunday 8th June – anytime between 10am – 4pm,

I can be contacted on 5236-6172, 0421 103 042 or email sjlane@swarh.vic.gov.au.

We have also offered the oval as an alternative place for people to park on the day & will be shaking some buckets looking for gold coin donations – if anyone out there is willing to spend some time directing traffic, please let me know too!!

Thanks

Sarah Lane

SCHOOL COUNCIL MEETING
19/5/2014

Minutes from meetings may be found on noticeboard outside the office. THANKS!