PRINCIPAL’S NEWS
I hope you are enjoyed the long weekend! Things are definitely picking up pace here as we complete assessments, write reports, and prepare for next term.

We have our final Parent Helpers Session– next Monday 16th 11.30am in the staffroom.

We also have a special School Play 2014 Meeting– Monday 16th 3.30pm. If you’d like to be involved we’d love to see you there.

Notices will be sent out regarding Parent Teacher Interviews (Wednesday 25th June), and you’ll need to fill in times that suit you best. This 15 minute learning conference provides an excellent opportunity for students to show parents their “best work”, achievements and for everyone (Parents, Teachers and Students) to discuss future goals.

Have fun,
Tara Hulonce

POSITION VACANT– CHILDCARE/ OSHC EDUCATOR
A part time position of 22.5 hours per week is to be filled. Childcare/OSHC is offered five days a week from 2-6pm for a maximum of 15 children. The successful applicant will be employed from 1.45-6.15pm, allowing for set-up, pack-up and meetings as required. The successful applicant will work with children aged from 12 months-4 years, with school aged children joining the program after 3.30pm.

The successful applicant will need Certificate III in Early Childhood, a current Working With Children Check and first aid certificate. The successful applicant will also need to be willing to work towards a Diploma in Early Childhood. As an extra role, the successful applicant will be offered training in the Active After Schools Community Coach program.

Hourly wage: See Children’s Services Award

CONTACT TARA HULONCE FOR AN INFORMATION PACKAGE: (03) 5236 6393 or forrest.ps@edumail.vic.gov.au

Applications Close WEDNESDAY 11th JUNE. Interviews will be held Friday 13th JUNE.
With only last Wednesday, Thursday, and Tuesday to comment on, my news report is shorter than usual.

**Numeracy**

Our focus this week is reviewing topics covered over the first half of the term – Addition and money, Length, Subtraction and 3D objects. The students are also undergoing assessments in these areas.

**Literacy**

**Farms – Integrated theme**

This week the students continue to complete their farm mini books (Preps) and farm fact sheets (Year 1 and Year 2). New animals are being created for our farm display. Students who have completed their fact sheets will begin class presentations on Thursday.

**Sound Waves**

The Preps have been working out the beginning, middle and end sounds of the sound waves pictures associated with each unit of work. They have been independently writing out the words to match the pictures and then linking words that rhyme. This week our sounds are ‘i’ and ‘d’.

**Writing**

The Year 1 and Year 2 students continue to write narratives and recounts. After reviewing their published versions I have been requiring them to add adjectives to their work to make their writing more interesting. They really enjoy improving their published work in this way.

**Forrest Kids Go Bush**

Sorry about last week’s entry – I was a bit out of sync. Please remember overalls, coats, gum-boots and a change of school clothes, including socks.

Miss Mac.

Junior Room Teacher

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**SUPER SCIENCE FACT:**

Lightning & thunder happens at the same time, but light travels faster than sound. Count the seconds between the flash and the clap and divide them by three. This is how many kilometres away the storm is.
JUNIOR ROOM:
This week’s student of the week is Sophie Lane. Sophie has made an outstanding effort to do her best work and be helpful to others. Congratulations Sophie!

SENIOR ROOM:
This week’s Student of the Week is Britt Coulter for educating us about her pet snake ‘Seth’.

Well this is really a short week with only 3 school days between writing newsletters. Everyone is relieved that formal testing is over.

Thank you Britt for organising your dad, Ant, to bring your Centralian Carpet Python ‘Seth’ to school on Tuesday. It was a very informative opportunity to see, touch and learn about the fascinating lives of snakes.

Our Local Policeman, Dale, came to meet the kids on Thursday. He spoke a little bit about himself and his family and his role as a policeman in Forrest. Everyone got the chance to ask questions. Dale showed children his police car and some of the equipment that he uses.

This week children are selecting their own topic to research. They will generate around 10 questions and undertake research, taking notes to answer them. They will then formally record their findings as an information report. From their information report, children will create a presentation for the class. This may include a Power Point Presentation, Wiki or Prezi. They will then rehearse and practice their presentation with a partner, and then present during the last week of term. Depending on how this progresses, we would welcome any parents to some along and watch the presentations. The purpose of this process is really to understand how best to structure learning activities in Term 3, when students will be focussing on the information report genre. I am wanting students to develop their formal research skills, note taking, understanding of the features and structures of information reports and presentation skills. In such a capability diverse classroom, each child will have different needs. I will need to create multiple learning activities to cater for different entry points for students to maximise learning outcomes.

As well as our focus on information reports, students will complete a short group project on Colonisation of Australia over the next two weeks. This will involve some fact finding and the creation of a new display. Our big dreamtime snake display will be moved up a bit higher and replaced with a colonial timeline.

Parent Teacher Interviews are coming up in the last week of term. These are three way conversations, parents, student and teacher. This is an opportunity to for us to share and celebrate your child’s learning and for us to have a shared understanding of your child learning goals for the rest of the year. The sessions only last 15 minutes, so we need to be succinct. If there is a need to have a longer conversation, we can make arrangements for that to occur at a later date. If you are unable to make the times we have available, that’s ok, we can catch up early in Term 3.

Have a good week.
Dear parents and children,

As you may know or have seen I am expecting a baby.

It is with great sadness that I will be leaving Childcare and Out of School Hours Care as of the 18th July.

I would like to thank each and every one of you for giving me the opportunity to work with you and your children. It has been an honour and absolute pleasure getting to know every single child and becoming part of Forrest Primary School. A big THANK You to Tara for giving me this opportunity.

I hope to see you all in the future.

Kind regards, Emilia (Millie) Guntang

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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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<tr>
<th>TIMES</th>
<th>Monday</th>
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<td>9:00–10:45</td>
<td>Outside Activities *</td>
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<td>Pre-School</td>
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<td>Snack and Chat</td>
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<td>10:45–11:15</td>
<td>Inside Games and Activities</td>
<td>Inside Song and Dance Activities</td>
<td>Inside Free Play</td>
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<td>FORREST KIDS GO BUSH!</td>
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<td>11:15–12:30</td>
<td>Snack and Chat</td>
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<td>12:30–1:00</td>
<td>Quiet Time/ Craft</td>
<td>Quiet Time/ Floor Activities</td>
<td>Inside Free Time</td>
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<td>1:00–2:00</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>
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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 be held providing weather is suitable
Feelings
Last week we read a book about anger, and had a discussion about feelings, and what to do when one gets angry. The children had different strategies they used to calm down after being angry. We talked about the importance of being able to calm down after being angry or frustrated, and of not staying in an angry mood for too long. We also talked about ‘indoor’ voices, using a picture with a ‘thermometer’ showing different colours with red being a shouting voice, orange a loud voice, green a talking voice, and blue being a whispering voice. We agreed to use the green voice indoors.

Two excursions
We have two excursion planned for this year. The aim is for each child to have a parent accompanying them, so please put these dates in your diary. There will be more information closer to the dates:

Wednesday 17/9 - The Flying Bookworm performance in Apollo Bay.
Friday 24/10 - Excursion to the Dental Health Clinic in Colac.

Friday 13/6
I will be participating in the interview for a new Child Care Educator on Friday. Sheila Johnson from Apollo Bay Pre-school will relieve for me. Sheila has been relieving for me many times before so she already knows some of the children from last year. I will make sure that I’m around in the morning to introduce her to the children, and help everyone to get ready for the Bush Program.

Plastic bags
We have received a lot of plastic bags. Thank you.

Show and Tell
Please make sure your child chooses no more than two things/toys for Show and Tell.

Pick-up time
Please remember that Pick-up time is 2pm. So that staff can get on with other duties, we would greatly appreciate it if the children could be picked up on time.

Lena Collopy
Pre-school Teacher

DATES TO REMEMBER
Fri 13/6, 2:00pm; Committee meeting.
Fri 27/6, Last day of Term II.
The Juniors are now in the Elaborate phase of the 5Es Inquiry Process. This means they are planning and conducting investigations to apply and extend their conceptual understandings in a new context. There was great excitement in the Junior room yesterday as the students investigated what different black inks are made of. The students made predictions about what black ink was made of and these ranged from squid, fruit, rainbow colours, dirt and oil. Then, working in teams the students completed a guided investigation using chromatography to separate the ink. Next week we will more closely compare our results with predictions.

Thanks to Britt and Ant Coulter for popping in with their pet from home, Seth. He is a Centralian Carpet Python and he sure took a liking to Ms Mac!

The Senior Room students have been exploring the wonders of chemistry and developing many investigative skills such as posing questions and problem solving. Last week the students investigated the amount of teaspoons of salt that could be dissolved in two amounts of water and yesterday the students conducted an investigation that measured the effect of different combinations of sodium bicarbonate, tartaric acid and water on gas production. The students are getting the hang of the different roles such as manager, speaker and director, in addition to some excellent in depth discussion about their predictions, observations and possible explanations.
Separation and divorce can be extremely difficult for children, as well as adults. Children like adults can go through a range of emotions, such as, shock and denial, sadness, abandonment or rejection, confusion and fear, anger and blame and finally resolution. Whilst separation and divorce mean the end of a partnership and marriage between two adults it is not the end of a relationship between children and their parents. Children growing up in this day and age need as much love and support as they can get. Children need to know if possible that both parents will be there to look after them and care about them.

Children often don’t have the words to express how they are feeling so their response to their parent’s separation may be expressed behaviorally. Behaviors can include withdrawal, being clingy, aggression, difficulty sleeping or other changes in behavior.

The degree of conflict between parents is a critical factor that affects children’s adjustment after separation. Children who feel they are the “meat in the sandwich” are the ones who can be seriously affected. If children are constantly pressured to take sides or pass messages this can be extremely distressing to children. Children who overhear or witness intense conflict or violence between parents are also at risk of developing long term emotional and behavioral problems.

What can parents do to help their children?

- It’s okay to let children know you’re feeling sad or upset but to reassure them you’ll be okay.
- Let children know the separation is not their fault, as younger children may think it was because of something they did.
- Try to avoid criticizing the other parent it can make children feel they have to take sides. Talk to a trusted, understanding friend about criticisms you may have.
- Allow your children to love you both. Make it clear to children they don’t have to choose between their parents. Ensure your children know you both still love them.
- Remember children usually want to please parents. One of the ways they may do this is by saying what they think parents want to hear.
- Try to keep your children out of parental arguments.
- Never ask them to be messengers or interrogate them for information.
- Reassure them you will be okay when they are away.
- Be mindful of different parenting styles that may be confusing at times.
- Working together in a parenting partnership for your child’s sake is one of the best things you can do for your children after separation.
- Deal with conflict and other issues in an “adult manner”. Your children will learn many skills from the way you approach problems.
- Talk over how you might manage special occasions, such as, presentations. Sometimes this means putting your children’s needs above your own.

References

“Children and Separation” A Guide For Parents, Family Court Counselling.
“Child and Youth Health and Parenting S.A.”
Department of Human Services South Australia
**Fundraising News**

**WOW! What a GREAT team the parents/teachers/volunteers of our learning community made on Sunday!!!!**

The Fundraising efforts at the Otway SoupFest were a huge success with the school making a profit of nearly $1500, with $70 being made in the car park alone (thank you Ant, Andrew & Lucky!)

**Thank you, thank you, thank you** to all those that helped in the lead up to the day and on the day (you know who you are!), your support made the day what it was – a triumph!!

An enormous thank you to our fabulous bakers, Robyn Ferguson and Nelly Shelly (who kindly donated their delights!) - Nelly also donated a rather large jar of delicious jam that went down a treat – yum!!

We were extremely lucky to have been given the opportunity to fundraise at the Otway SoupFest as traditionally the Forrest & Districts Lions Club serve up scones – I’d like to think our efforts on the day lived up to their expectations and hopefully we will be offered the chance to do this again next year (if anyone is still keen!!!) If you happen to see a member of the Lions Club out & about, please thank them for giving the school the chance to fundraise in this way – Great to have their support…

I should mention there were a few parents who would have liked to have had some time to spare on Sunday but just couldn’t make it due to other commitments – don’t worry, keep putting your hands up – I’ll have plenty of jobs coming up for our next fundraising venture that you can volunteer for !!! Stay tuned…………………….

Thanks
Sarah Lane

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**Scholastic Book Fair**

10th, 11th and 12th of June. 8.30 am - 4pm each day in the Senior Room. The more books we sell the more books we get for the school library.

Don’t forget if you want anything from the current scholastic book order they are due Thursday the 5th and there will be no late orders as we have the book fair next week.

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*Birregurra Community Health Centre presents:*

**WHAT WOMEN WANT**

*With Cyndi Barnell, Speaking on women’s libido and wellness & Dr Jenny Mckenzie, GP, speaking on “Balancing your Hormones”*

6.30pm, June 17th
Birregurra Hall, $5 entry
RSVP: Thursday, June 12th on 52364000.

“There is evidence to suggest that paying attention to one’s sexuality
NO CUTS to 15hrs
of preschool education

DON’T CUT PRESCHOOL HOURS
Support 15 hours of preschool education

What’s under threat?
Right now, the State and Federal Governments have a National Partnerships Agreement that provides funding to deliver 15 hours a week of kindergarten education, delivered by university-qualified teachers and their co-educator colleagues. But this is under threat. The Agreement expires at the end of this year, and the Federal Government has not yet committed to retaining this funding beyond the short-term. This leaves future funding uncertain, putting Victoria’s preschool children at risk of losing a third of their preschool education.
15 hours will be reduced to 10. Many children will miss out on a day of kindergarten a week.
We need our State Government to demand the Commonwealth commit to ongoing kindergarten funding for our children.
You have a role to play in ensuring our voice is heard - we need to give every child every chance, starting at kindergarten.

Why does this matter?
Research tells us that investment in the early years leads to improved educational outcomes for children in school. Access to high-quality preschool makes a significant difference to children’s learning, health and behaviour, with positive impacts extending into adult life.
The only way that preschools will be able to maintain 15 hours is to increase parent fees. We know this is not the answer.
Cutting preschool will hit children, families and staff.

What’s the cost?
Continuing to fund its contribution to 15 hours’ preschool would cost the Commonwealth Government $109 million a year.

What you can do

The Commonwealth Government has until June to decide whether they will cut preschool funding. NOW is our chance to be heard on this issue.
1. Sign the petition to demand no cuts to preschool — www.aeuvic.asn.au/no_preschool_cuts.
2. Join the “Early Childhood Teachers Victoria” Facebook group and be part of the conversation.
Tell your story and what 15 hours means. Upload a picture onto our Facebook group with the sign “15 hours means...” You’ll find a sign template and ideas at www.aeuvic.asn.au/preschool.
3. Write to Assistant Minister Ley at susanleary@parliament.vic.gov.au and your Federal Member of Parliament — find their details at www.aph.gov.au/Senators_and_Members.
4. Write to Minister Loves, Minister for Housing and Minister for Children and Early Childhood Development at wendy.loves@parliament.vic.gov.au
5. Email the State Government to voice your support for 15 hours kindergarten funding@edumail.vic.gov.au
6. Share this information with your networks — provide copies of this leaflet.

www.aeuvic.asn.au/preschool