



Dear Parents and Carers,

Each morning when we are on yard duty, it fills us with joy when we see children arrive at school with a smile on their faces. It fills us with even more joy when children are confident enough to say goodbye to their adults as they make their own way into the schoolyard.

As parents and carers, raising independent happy children is certainly 'a job well done'.

It starts when our children ride their bike around the block—alone. A few years later, they are off on their first sleepover. Before you know it, you're waving goodbye as your child leaves home.

Loving our children means letting them go.

Right now, your children are probably still very dependent on you. But 10-20 years from now—if all goes according to plan—you'll have raised your children to be independent adults. Of course, gaining independence is a gradual process and a mantra we encourage at school is:

*Don't do for a child what they can do for themselves.*

It begins by simply offering help. Maybe it's tying your child's shoe laces, pouring their milk, or making their lunch. If we continue to do for our children what they can actually do themselves, they may expect us to help, or they may believe they cannot do it themselves.

To a large extent, assisting our children is part of our job description. We're supposed to help young children zip up their winter coats and guide sleepy children towards their soft, warm beds. We're meant to set boundaries to keep our children safe and help them make wise choices but let's not forget that mantra. A pattern of regularly doing for children what they *can* do for themselves makes them further reliant on us. If children are capable of carrying their school bags into school, let them. If children are capable of unpacking their school bags, let them.

Our primary job as caregivers is to move our children from complete dependence to complete *independence*. If we don't, we inhibit their progress. It's **so tempting to do things for our children**, either through generosity or even to get the task done faster. But we would definitely advise parents and carers to **resist this urge** and encourage self-sufficiency.

In term two we would like all grade 1-6 children dropped off at the school gates in the morning so they can walk into the yard on their own. This will help build independence by allowing children to take more responsibility for their learning, and organisation and will ensure our learning time is maximised with shorter 'good-byes'. If you believe your child requires extra support, of course you may walk them to class.



For our prep families, we ask that parents and carers walk children to the pod doors and say goodbye there, allowing children to independently walk inside. Of course if your prep child can manage walking into the school yard on their own, we would definitely encourage you to wave goodbye at the school gate. In term three we will ask that prep families also say goodbye at the school gate.

Parents will still need to collect their grade prep and 1 children from the classrooms at the end of each day.

Please remember that school begins at 8.45am. We have been noticing an increasing number of students arriving late each morning. Please aim to arrive at school between 8.30am and 8.45am so every learning minute counts.

### Harmony Day

What an amazing celebration we had on Wednesday celebrating our cultural diversity at Tarneit Rise. This is always a calendar highlight and this year was no exception. The day came alive with colour, song, dance and joy. A massive thank you is extended to the staff who put many hours into organising the day and of course to our children and families for participating so whole-heartedly!

### Ride to School Day

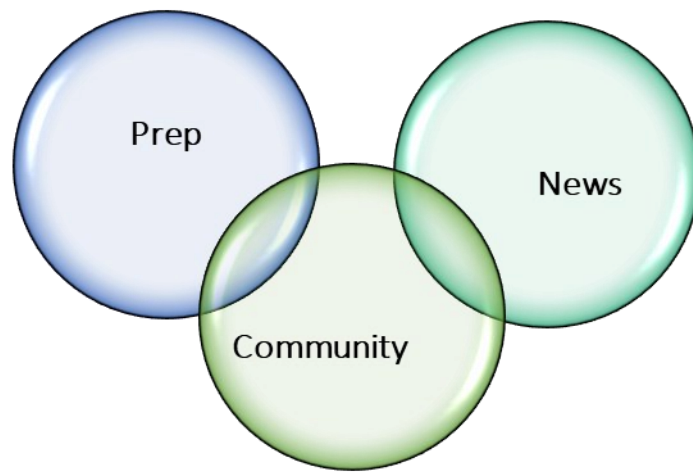
Thank you to all of our families who participated in Ride to School Day. Active travel is not only a great way to stay healthy but also reduces traffic around schools and pollution in the environment. We collected the data to share with the Bicycle Network Victoria.



Warm Regards,

Nadia, Sarah, Missy and Alana.





Dear Prep Families and Carers,

We cannot believe that it is already Week 8 of Term 1, the time has absolutely flown by! We are so proud of our prep students and how far they have come. It is hard to believe that their very first day of school was only 8 weeks ago. We have seen your children become familiar and confident in their learning environment and have loved seeing them learn and thrive.

We have had our Harmony Day celebration this week and what an amazing day it was! It was so special to see students come to school proudly showing off their different cultural dress and wearing the colour orange to celebrate and acknowledge Harmony Day. We had the opportunity to watch a performance and engage in so many fun activities all centred around this amazing day.

Let's take a look at what we have been learning about!

### Reading

The letters and sounds that we have learnt so far are; s, a, t, p, i, n, m, e, h, r, d and o. We have been spending time learning, recognising and identifying these sounds and students have even been provided with their own Pocket Rockets for Independent Reading. Students have been utilising their skills of segmenting and blending to independently read these mini books that consist of words with known sounds. We have also been working on our Concepts of Print unit which includes identifying the different parts of a book such as; front cover, title, author/illustrator/, back cover, blurb and spine. Students have also been revising identifying a letter, word and sentence and the differences between each.

### Writing

Students have been working on correct letter formation of all of the above letters that we have learnt in reading. We have been focusing on pencil grip and correct entry and exit points for each of the letters according to the Victorian Cursive font. As students are now familiar with these sounds, we have been working on stretching, fingerspelling and writing words that are made up of the sounds they know e.g sat, pot, tin. Students have been practicing writing their names correctly with a capital letter at the start followed by lowercase letters. We have also begun creating five-star drawings to recount an experience and then tracing, ordering and writing a simple sentence.



## Maths

Students have been practicing the skill of counting backwards from 20. Students have also been learning to write and represent numbers in different forms including; making collections, representing numbers on a tens frame, drawing pictures to match the number and finding numbers on a number line. We are beginning to understand the value of 0 and how important it is as a placeholder. We have also been practicing correct number formation of digits 0 to 9 also focusing on correct entry and exit points.

## Upcoming Special Days

*Last Day of Term* – **Friday the 8<sup>th</sup> of April** is the last day of Term 1. On this day, students have an early finish of 2:30pm. Please pack your child's lunch as per usual on this day as students will still have lunch and play time.

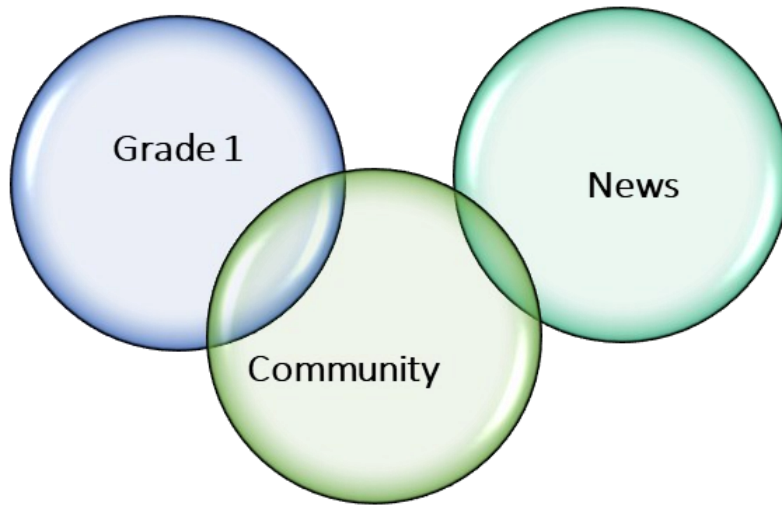
## Reminders

- **Nights of Reading.** Please continue to bring your child's reading satchel on their borrowing day and continue to log nightly reading on the Kluwell app! We could love to give out some more nights of reading certificates. If you have misplaced your child's log in details, please don't hesitate to reach out to the classroom teacher and ask for a copy.
- **Sip and Crunch.** Students are encouraged to place a small container of cut up fruit/vegetables on their table to snack on throughout the day as they need

We are excited to continue teaching and learning with the Preps over the next couple weeks of Term 1. We have already seen incredible growth in their learning and independence and cannot wait to see what the next few weeks will bring!

## PLC prep





Dear Grade 1 Family and Guardians,

Our Grade 1s has finished participating in their “Learning to Learn” program and are now excellent learners. We have begun our new unit of work across Reading, Writing, Numeracy, ICT, and Health.

Let’s look at what our Grade 1s has been learning.

### Reading

In reading, our Grade 1’s has just finished learning about how to express their preferences when choosing a book. This makes their reading experiences much more enjoyable. Ask your child what their favorite books are and why!

We are beginning to learn about making a ‘Text-to-self’ connection when reading. This is when students read a story or look at an image and think about an experience that they have had in the past.

In our phonics lesson, we have been learning:

Week 7	‘air’ says AIR	Heart word: love
Week 8	Revision of previous sounds	
Week 9	<b>Loud Cow</b> ‘ou’ says ou in the middle and sometimes at the start of a word  ‘ow’ says ow at the end of a word or ow at the end of a word except when followed by l, n or d	Heart word: would
Week 10	<b>Boil the toy</b>  ‘oi’ in the middle and sometimes at the start of a word  ‘oy’ at the end of a word	Heart word: many



## Writing

In writing, our Grade 1s has been learning how to write a recount. Being able to write a recount is important for students to retell their experiences to others who was not present. A recount must have the 4 Ws in the orientation, 3 events and a conclusion. You might like to ask your child what the 4 Ws are!

## Mathematics

With our Grade 1's Number and Place Value unit coming to and end, students are becoming experts at understanding numbers. We had so much fun skip counting, representing numbers to 100 and using manipulatives such as Unifix blocks, tens frames, icy pole sticks and dices in our learning. Next, we will be learning a new topic – Measurement: Length. We can not wait to share all our discoveries when we begin to learn all about Measurement.

## Vocabulary

Our students have been enjoying learning new vocabulary words and have been having so much fun using them in their everyday lives. We have been adding lots of words to our word wall. It is growing quick! Just like our brains! At home, you may encourage your child to share or use some of these words in a sentence.

## Health

Everyone has been having so much fun learning about health, safety, and wellbeing. We have discovered different ways to stay healthy by making a healthy lunchbox. We learnt about how to be safe on the road. Ask your child how we use the traffic lights and signs around us to help us be safe

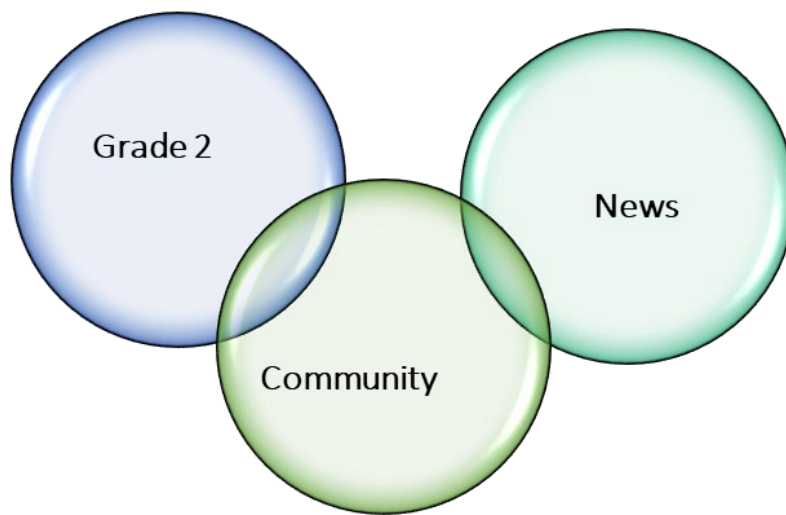


## Reminders

- Please continue to use the Kluwell's home reading application to record your child's reading nights.
- Please ensure that your child is bringing their Tarneit Rise hat to school so that they can play safely outside

## PLC 1





Dear Grade 2 Students and Families,

We have had lots of new and successful learning which is only going to continue over the remaining few weeks of Term 1!

In Reading this week, the grade 2s have begun a new learning focus of making text-to-text connections. This is an important reading comprehension strategy that helps students make meaning of what they are reading. This focus will be continued in Week 8, as it assists the students to make sense of what they are reading, retain information, and engage more with the text itself. Continue supporting your child with this skill by encouraging them to read and think about another text they have read previously which they can relate their reading to.

In Numeracy, the students have continued building their knowledge of Place Value. We have been learning how to rename numbers up to four digits. The students have practised regrouping numbers by manipulating materials such as Unifix and MAB, on a place value chart. Please continue to encourage your child to skip count where applicable by 2s, 5s, 10s and 3s from various starting points.

In Writing, we have continued learning about Single Paragraph Outlines (SPOs) and adapted this to plan and draft a recount about an event on the weekend or a recent holiday. The students continue to thoroughly apply all their learnt writing strategies to revise and edit their writing pieces in means to publish over the next week.

In History, the students are practising how to gather information by preparing and asking questions about the different events people celebrate. This supports traditional celebrations from past generations and encourages the students to compare how they may be celebrated differently now. We encourage you to share several celebrations with your child and discuss how they may be celebrated differently now.

In Vocabulary, the students have continued to expand their vocabulary knowledge by using the Five-Day Vocabulary Cycle and have learnt the new words, 'remembrance, terrible and healing'.

On **Monday 21<sup>st</sup> March**, it was World Down Syndrome Day. We respect and advocate the wellbeing and inclusion of all those within our Tarneit Rise community.

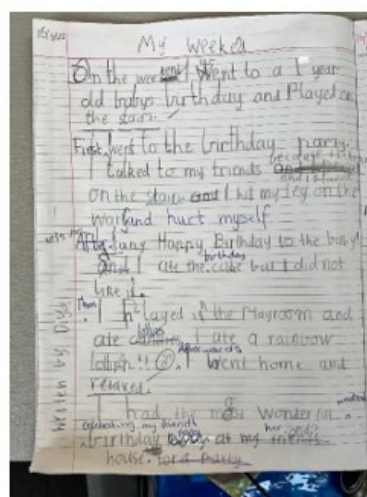
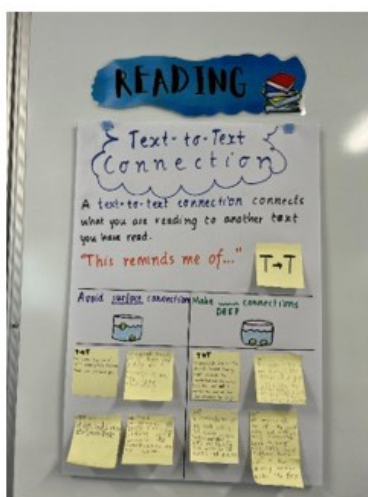


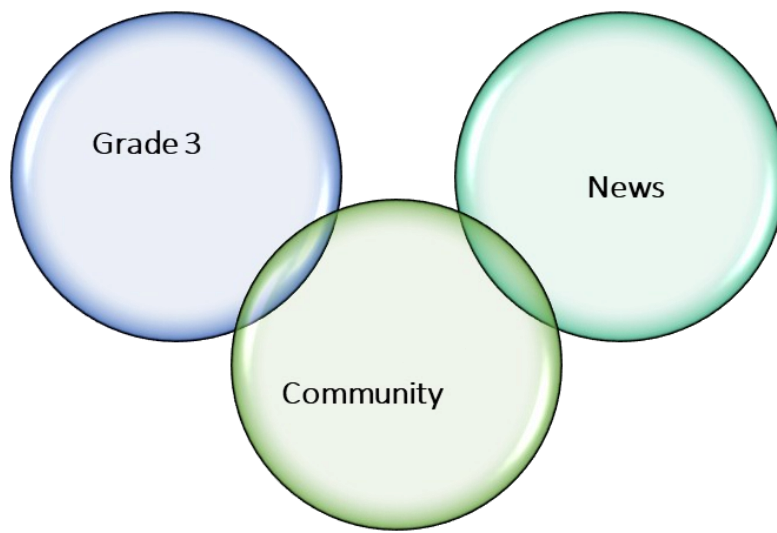
## Reminders:

- Please continue to log your nights of home reading through our online platform, Kluwell. Your teachers are so happy to see all the reading you have been doing at home already! We are aiming for students to reach 200 nights of home reading by the end of the year.
- On **March 23<sup>rd</sup>** we celebrated Harmony Day. This was a wonderful opportunity for students to showcase their culture. Students came in their traditional dress or wore orange and participate in activities which promotes diversity and inclusiveness.
- Stacey Porter's birthday is coming up on **March 29<sup>th</sup>**. Students in Green House are encouraged to wear green on the day to celebrate.

Thank you for your support,

PLC 2





Dear parents and carers,

The grade 3 PLC team cannot believe that we are already more than half way through term 1. We are so proud of the growth that we are demonstrating.

### Reading

In reading, we are learning to identify and define new vocabulary so we can understand texts. In particular this week we have focused on learning new words in regards to Ramadan. We are finding it really interesting being able to understand different point of views and being respectful to differing views while learning about Ramadan. At home, you can encourage your child to think about the text they are reading and discover 'unknown vocabulary'.

*Where to next: We are going to be learning to identify important events in the text.*

### Writing

In writing, we are continuing to develop our understanding of what makes a paragraph's structure. We have practised planning using our Single Paragraph Outline (SPO). We now know that paragraphs start with a topic sentence, expand into details with about three or four sentences and conclude with a statement that summarises what the paragraph is about. At home, you can encourage your child to think about the structure of a paragraph. You may choose to look at paragraphs in a newspaper or magazine and identify what every sentence is in our paragraph structure.

*Where to next: We are going to be looking at creating complex sentences using independent and dependent clauses.*

### Numeracy

In numeracy, we are completing our final week of place value before starting our new unit. We are pulling together all the concepts we have learned over the last 6 weeks including expanding numbers, rounding numbers to nearest place values, identifying numbers more or less, understanding what a number represents within the place value, writing the number in words/digits and representing the number using materials such as MAB. At home you can practise skip counting by 2's, 5's, 10's and 3's from any starting point.

*Where to next: We are going to be beginning location and transformation in particular, identifying the symmetry in shapes.*



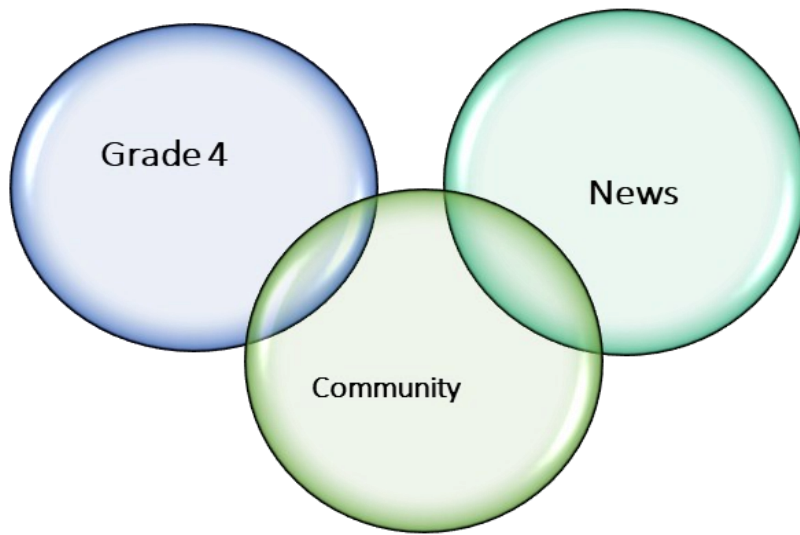
## Reminders

We have noticed that some students are still highly reliant on parents to carry their school bag. Likewise, many students are not considering what an 'ant' problem is before seeking a teacher/adult to assist them for issues such as minor paper cuts/sore legs/missing pencils. As our students are now in middle years it is crucial we are encouraging them to become more independent and make choices by themselves. As such, we ask you to assist your child by encouraging them to carry their own school bag as well as consider what is an 'ant' problem and seeking assistance from an adult when it is an 'elephant' problem instead. Elephant problems being issues that can ONLY be resolved with an adult assisting.

- Please make sure your children bring their Tarneit Rise hats to school as they are required to wear them outside during Term 1 and 4.
- Students are encouraged to be reading at home each night, they are aiming for 200 nights of reading. Don't forget to log all reading in the Kluwell home reading app.
- Students are encouraged to bring along some cut-up fruit or vegetables in a small container, separate from a lunchbox that can be placed on top of your child's desk.

## PLC 3





Dear Grade 4 families, guardians and carers,  
The Grade 4s have been working extremely hard within their classrooms to develop their reading, writing and maths skills! It has been amazing to see each child trying their hardest within all the areas of learning.

## Reading

### Vocabulary:

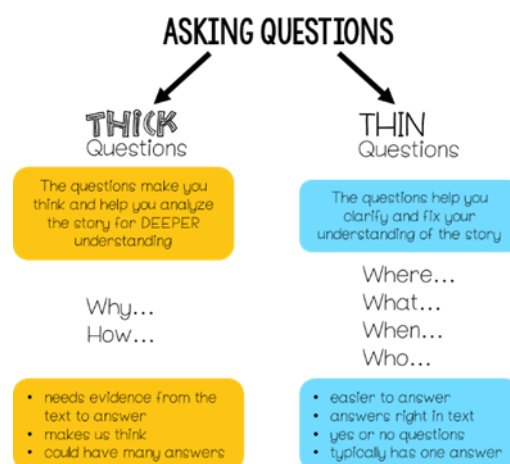
Students have been noticing their weekly vocabulary words as they come up in books they read and in real life conversations. Some words we have already focused on are; entitlements, trodden, sympathetic, exasperated. It is great to see this connection being made, and the growth in their understanding of the definitions of our vocabulary words. We look forward to continuing to introduce new words as we continue reading our serial text *Help Around the House*.

### Fluency:

Students have been enjoying working on their fluency by reading with a buddy to practise their phrasing, intonation, pace and expression. A great mentor text for this has been *The Day the Crayons Quit*.

### Comprehension:

Students have been investigating how to ask and answer questions as we read persuasive texts, so that they can improve their comprehension. Students categorised their questions into thick (have a deeper thinking with multiple answers) and thin questions (a clear answer found within the text).



## Writing

### Genre:

Students have been working through the writing process (editing, revising and publishing) to develop their persuasive texts '*Should MP's be given entitlements*'. Students have been experimenting with adding persuasive devices such as rhetorical questions, facts, modal words, personal pronouns and emotive language to persuade their audience.

### Transcription:

Students have been working on their horizontal joins with two 30 minute lessons in the week. We have been learning how to join from b, o, r, v and w as well as horizontal joins to the letter e and s.

## Maths

Students have begun their investigation into data. They have been learning how to select and trial methods for data collection so they can understand the purpose and effectiveness of these different methods. This could include observing, research or surveying. From our data collection students have been working on how to construct suitable data displays, through graphs and tables.

We look forward to continuing this investigation by learning which relevant parts we need to include in a table, create a column graph including axes, labels and title, and construct picture graphs where one picture represents one value, as well as when one picture can represent values other than 1.

## Humanities

We have continued to learn about the Local Government and the services that Wyndham City Council have. Students have used their persuasive techniques to persuade people why they should move to Wyndham by creating a brochure including the different services the community offers.

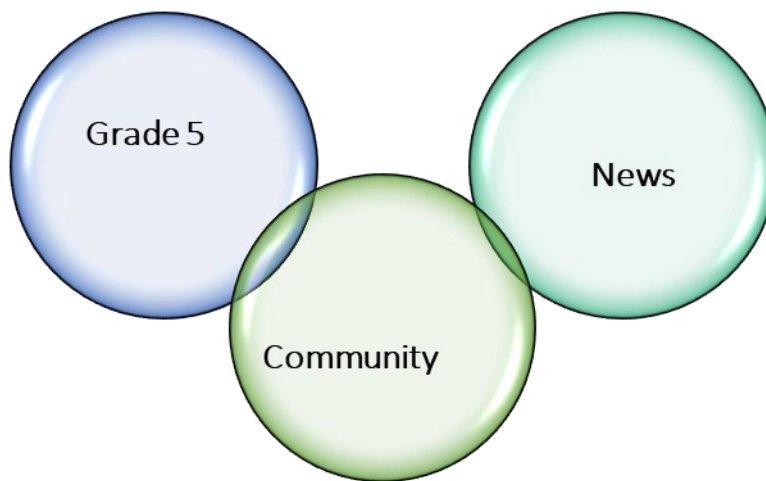


## Reminders

**Reading:** A friendly reminder to families to continue using the online reading journal *Kluwell*. You need to type in the address sent home with students, or found here <https://app.kluwell.com>. If your child is experiencing issues in logging on to *Kluwell*, please see the classroom teacher who will assist where possible.

## PLC 4





Hello! What another terrific fortnight we have had in Year 5!

## Reading

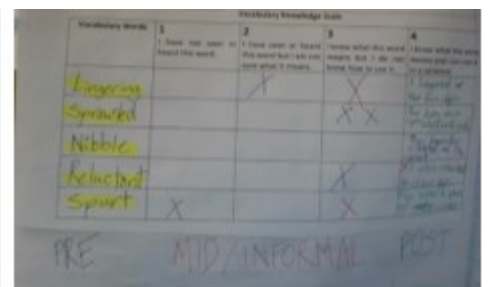
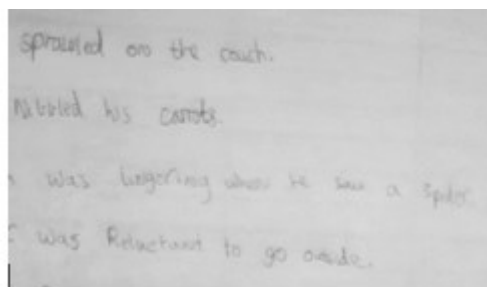
In Reading, students have continued to analyse the different features of Historical Fiction. In particular, they have been exploring social contexts and the way the author portrays these in texts. This has linked very closely with our History topic of Colonisation.

## Vocabulary

We have also been continuing our focus on vocabulary development through the use of our serial text. These words are ones that can also be incorporated into students writing, and some students have also found the words in some of their own independent reading books.

A student entry on the Home Reading Journal:

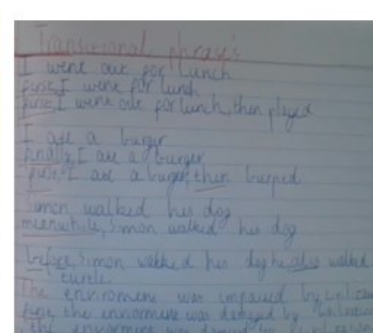
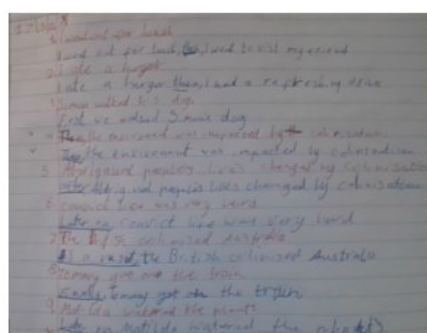
"I found 3 of our vocabulary words sprawl, lingering and nibble. The sentences were 'I sprawled in my chair as I nibbled on my pencil' and 'he couldn't stop lingering by the window'"



## Writing

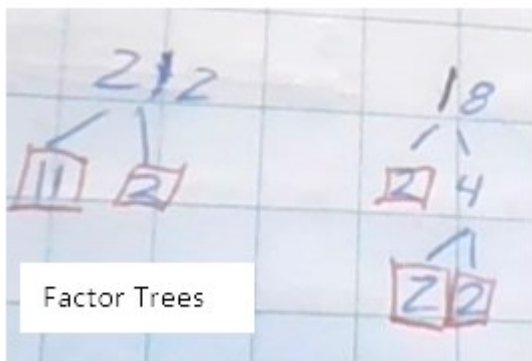
In Writing, students took inspiration from our serial text to assist them in publishing a Historical Narrative of their own. To complete their narrative, students followed the writing process of Planning, Drafting, Revising, Editing, and Publishing. Next week, students will be looking at creating suspense and personification in Writing.

Students have also been working on writing transitional phrases. We can use transitional phrases to help our writing to sound smoother. Next week students will begin to explore MPOs.



## Mathematics

In Mathematics, students have been exploring factors and multiples. Students have learnt that multiples are what we get after multiplying the number by a whole number (integer) **but not zero**. For example, 6, 12, 18 are all multiples of 6. They also learnt that factors are the numbers we multiply together to get another number. For example, 2 and 3 are multiples of 6. Students have used this new knowledge to answer questions and challenge problems throughout the past fortnight.



A hand-drawn table on grid paper with columns for 'Number', 'Factors', 'Prime or Composite', and 'Grade'. The table lists numbers from 1 to 12 and their factors, categorizing them as prime or composite.

Number	Factors	Prime or Composite	Grade
1	1	prime	70
2	1, 2	prime	70
3	1, 3	prime	70
4	1, 2, 4	composite	70
5	1, 5	prime	70
6	1, 2, 3, 6	composite	70
7	1, 7	prime	70
8	1, 2, 4, 8	composite	70
9	1, 3, 9	composite	70
10	1, 2, 5, 10	composite	70
11	1, 11	prime	70
12	1, 2, 3, 4, 6, 12	composite	70

Students have begun to work on data collection, representation, and interpretation this week.

### Respectful Relationships:

Students are continuing to explore emotions. Students have been discussing the different intensities of emotions, for example 'surprised à amazed à astounded à stunned' or 'pleased à happy à joyful à ecstatic'. Students have learnt that in any single day, someone might experience changing emotions and changing intensity of emotions, and that sometimes with the emotional ups and downs, it can feel like we are on a rollercoaster.

### Home Reading:

We have had a number of students receive their first reading award in our online reading diary. This award is to celebrate 25 Nights of Reading.

Students take books home from the 'take home reading books' in their classroom, and can access the school library three mornings each week. This year, our Home Reading Diaries are digital and can be accessed through a web browser. Students have been provided with a username and password. They will just need to log in and follow the steps. If they are experiencing any difficulties logging in, they can ask for help from their classroom teacher.

Link: <https://app.kluwell.com>

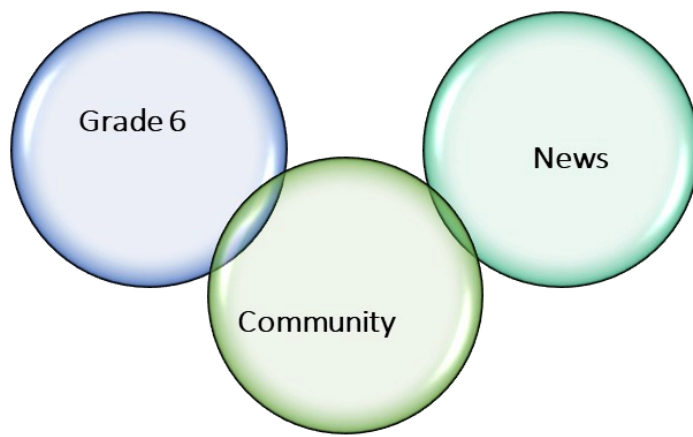
### Reminders:

Students are expected to be attending school in full school uniform. At TRPS we have two different uniforms that students can choose between – the academic or the sport uniform. It is important that students wear the complete uniform and are not mixing and matching the elements of each uniform. The softshell jacket can be worn with either the academic or sports uniform.

It is important that in Terms 1 & 4 students are coming to school with a TRPS hat. These can be purchased at the office if your child does not have one. Students also need to be coming to school with a drink bottle and a facemask.

We look forward to another exciting fortnight,





Another 2 weeks of school have passed and students have been learning lots of new things. We started with a public holiday, students attended the Summer Sports Gala Day and then celebrated culture on Harmony Day. Take a look at what students have been learning.

### Reading

In reading, students are continuing to learn how to ask and answer questions as they read. They have been exploring the 3 types of questions we can ask or answer: Literal, Inferential and Evaluative. This helps with students comprehension of the texts they read and also helps with their questioning skills needed to prompt or lead discussion around books during their reading groups. Students have also been working on monitoring meaning as they are reading, to ensure they understand what they actually read.

Students now have the option to read on RAZ as well and will have received their individual log ins. Please remind your child to continue logging their reading through the online reading diary. Your child will have received an individual username and password to access this website, and will log their reading onto the website: <https://app.kluwell.com/>

### Writing

In writing, students are using their wonderful groundwork of taking notes and creating single paragraph outlines, to now create their draft on 'How a Law is Made'. Students are becoming more confident and organised with their notes and outlines, to be able to transfer the key information into their draft. They will soon revise and edit, and then publish their pieces. We look forward to sharing them with you!

### Vocabulary

It has been exciting to watch students put into practice the vocabulary they have been learning related to civics and citizenship in a meaningful way, by using these new words in their writing and class discussions. Students also use a self-assessment tool when thinking about these words. They are able to reflect on the growth they have made throughout the week, from not knowing the word to being able to use and explain it. Ask your child about the words they have learnt so far.

### Numeracy

In numeracy, students have been learning to use a calculator by identifying the function of buttons and checking calculations. They have also been exploring numbers lines, specifically the idea of the number line being infinite or endless. Students have now started to explore data, how it's collected and how to represent it.

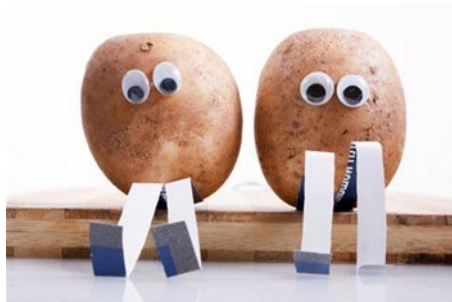


## Civics and Citizenship

In Civics and Citizenship, students have been having so much fun acting out the stages that 'The Bill' passes through in federal parliament. It has been amazing to watch the students use their new vocabulary and become clearer in explaining what can seem like a complicated process - The passing of a law!



**Australian Law Fun Fact:** In Western Australia, it is illegal for people to have more than 50 kgs of potatoes in one place.



## Sport

On Tuesday 22nd of March, many students participated in the Summer Sports Gala Day at various locations in the Western area. Students played volleyball, cricket, basketball, tennis and tee-ball - lots of fun was had by all. Congratulations to all involved on a fantastic day! Congratulations to the girls tee-ball who won the day and congratulations to the boys tee-ball team who came second by percentage!



PLC 6





Hello Performers!

Congratulations to everyone who performed at our Harmony Day celebrations on Wednesday. It takes a lot of courage to get up on stage in front of the entire school to showcase your skills. Thank you to for getting up on the stage and making our assembly extra special!

Over the last two weeks, students have been practising their performance skills.

**Foundation students** had a red hot go of changing how their body looks and moves to become a character from a story.

**Grade 1 & 2 students** worked in pairs to present the story of Bunjil & Waa from the Dreamtime.

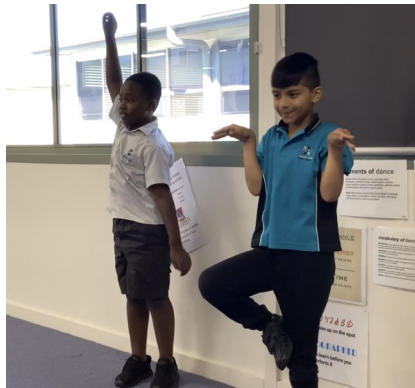
**Grade 3 & 4 students** chose any fairytale story to act out so they could practise 'cheating out'; making sure they are facing the audience so that we can see and hear them.

**Grade 5 & 6 students** have practised presenting devised drama performances, building upon improvised ideas and rehearsing more than once to make sure their performance is the best it can be.

*Please see some photos of students below, trying their best during Performing Arts class!*

Thanking you,

Miss Andrew & Mr Max





Hello everyone,

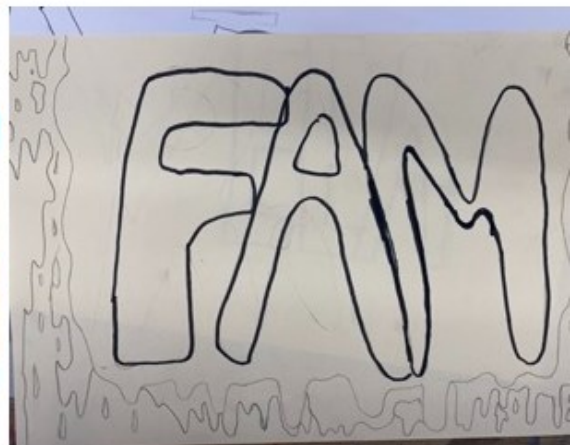
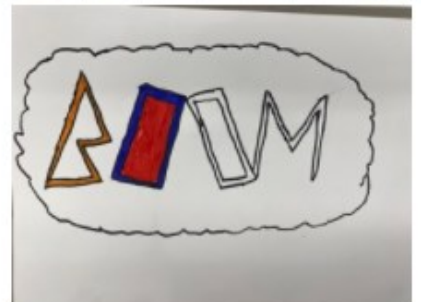
Our wonderful Artists have finished all of their mini projects and are now moving towards their final pieces of art before the term finishes off. The Preps, Ones and Twos have painted a Bunjil Geoglyph inspired by the Indigenous Dreamtime story of Bunjil. They enjoyed working in earthy tones and unpacking the significance of the dreamtime story. The Preps are now making Henri Matisse inspired art. They focus on creating known and silly shapes by cutting out pieces of bright and colourful paper to make collages. The ones and twos are now creating under the sea backgrounds for when they learn to manipulate clay in Week 10 and we can't wait to share with you their creations!

Our middle and senior years students have done a deep dive into media arts, looking carefully at animated short films to explore colour, sound, purpose and point of view. Our threes and fours have now started their portraits inspired by the Artist Erin Elsley. They are focusing on colour value and layering oil pastels while expressing their identity in the art. Our fives and sixes are now beginning a graffiti art project. They have compared Indigenous Rock Art painting to modern day street graffiti to look at the similarities and differences. These Artists are now beginning their own graffiti art tags.

So much is happening in the Art Room and we're so excited to share these pieces when they're complete!

**Ms. Popczyk and Miss Perrin**







and, introducing



In STEM all students have already started with their Design and Technology. We all are very excited to share that every student is absolutely thrilled to start this process of designing and creating something on their own.

They will work through the design process, which follows the steps below:



Last week students did the “Inquiring and Analysing” stage, where they are investigating different elements of their design to make sure they have the best product at the end. This week they will focus on the “Planning” stage. Planning is defined as deciding in advance what’s to be done in the future. It is the process of thinking before doing.

It is about determining all the small tasks that must be thought out to achieve the goal or purpose. They will involve in the “Generating” stage and the final “evaluating” stage for their projects in the following weeks.



This week's update on the projects for each year level:

**Prep** – PROJECT - creating a Seasons greeting card using the ScratchJr app.

Children were very excited to explore and investigate the different features of this app. This week they will plan their cards by choosing the seasons of their choice and creating the landscape to display their scientific knowledge of the landscape and clothing as per different seasons.



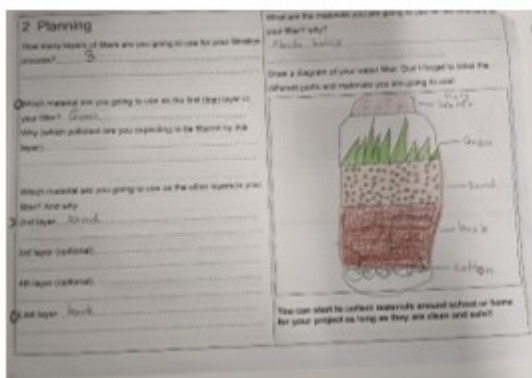
**Grade 1** – PROJECT - a shelter for an animal,

Last week students investigated different joining and building techniques using paper and glue. This week they will focus on the “planning” stage of their project by choosing the type of shelter they will build and choosing the appropriate material for each part of their shelter demonstrating a scientific understanding of the properties of different materials.



**Grade 2** – PROJECT - a water filter.

Students collected their resources like dry leaves, rocks, sand, grass, etc. from around the school to investigate if they will be able to filter water using these materials. This week they will focus on the “planning” stage of their project. Children will choose different materials to use as filters demonstrating their scientific understanding of the process of gravity filtration by passing polluted water through different materials to purify it.



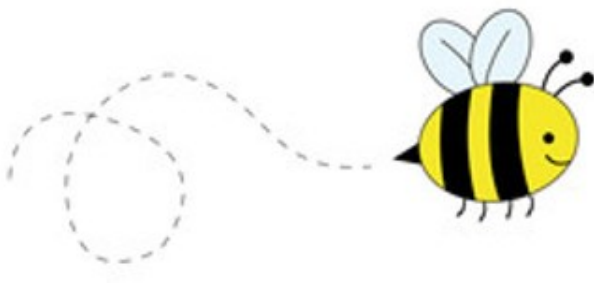
### Grade 3 – PROJECT- a solar oven,

Last week students investigated different materials like black paper, white paper, or foil to line their solar oven. They also investigated the relationship of heat on light or dark colours, enhancing their scientific understanding, which helped them to decide which material will be appropriate to cover the flap and the window of their solar ovens.



### Grade 4 –PROJECT - a board game that highlights the plight of the bee.

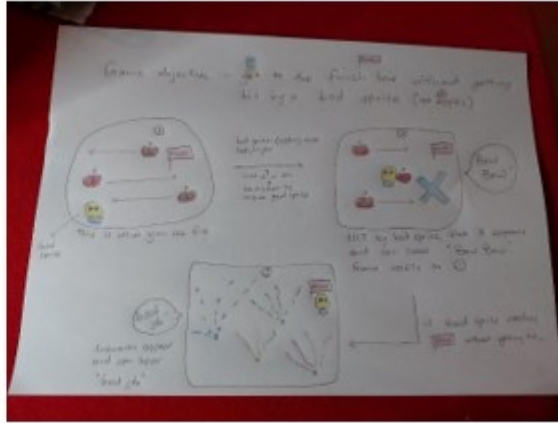
This week students continued to investigate the plight of honey bees by researching ways that honey bees' numbers can be increased. For next week students will continue to use their prior knowledge and their research discoveries to plan and design an **engaging** and **informative** board game that **advocates** for the **plight** of the honey bees.



Grade 5 – PROJECT - a lunchbox that can keep food cool. Last week students planned and designed (including labeling) their lunch boxes. This week they will focus on the “Producing” stage and will continue to build their own lunch box with the cardboard provided



**Grade 6** – an online game controller that requires their understanding of electrical circuits when using “Makey Makey”. Last week students did their “Investigate and Plan”. They evaluated video games and a controller and planned for their game and controller. This week they will “Generate and produce” by experimenting with conductive materials for their controller and By using block coding to create video game.



We look forward to seeing these wonderful creations come to life over the next few weeks!

STEM Team.



# physical education

## Year 6 Inter School Sports - Tuesday 22nd March 2022

On Tuesday 22nd March 2022, our year 6 students participated in the Tarneit District summer sports day against the other 9 schools in the District. The 5 sports Students competed in were; volleystars, teeball, basketball, tennis and cricket over 3 different locations: Basketball at Altona Basketball Stadium, Cricket, Tennis and Teeball at Galvin Park and Volleystars here on-site at our gym with 3 full-size volleyball Courts.

The students had an amazing day and gave all of the sports a red hot go. The students from Tarneit Rise were complimented on their attitude and behaviour by the other schools in all of the sports. We are very proud of all of our students for demonstrating their respectful nature both at school and throughout our community, whilst also showing growth by encouraging each other and working hard as a team.

### Results below:

Teeball Girls: 1st  
Teeball Boys: 2nd  
Basketball Girls: 2nd  
Basketball Boys: 3rd  
Tennis Girls: 6th  
Tennis Boys: 2nd  
Cricket Girls: - (did not enter)  
Cricket Boys: 4th  
Volleystars Girls: 3rd  
Volleystars Mixed: 5th

Volleystars Mixed (5th)



Volleystars Girls (3rd)



Tennis boys (2nd)



Cricket boys (4th)



**Teeball boys (2nd)**



**Tennis Girls (6th)**



**Basketball at Altona Basketball stadium**



**Basketball Girls 2nd**



**Basketball Boys 3rd**



### Teeball Girls - 1st place and through to Divisional stage!!!



#### Levels of Competition

1. School selection
2. District
3. Division
4. Region
5. State



## Prep—2

Prep, grade 1 & 2 children are continuing to work on their throwing and catching skills. As a warm up, students are working towards developing their bucket catches, making sure they are tracking the ball throughout the whole process. Below is an image of how students should be catching the ball.

Students are starting off by completing short throws in the air to assist them in focusing on 'tracking' and 'catching'. At home, students can practise with a tennis ball, bean bag, dodgeball etc.

Their warm up consists of practising an overarm throw, positioning their two hands to form a triangle to assist in catching from a high position.



Students have also been working on their overarm throwing, focusing on these main skills:

Use the skateboard stance when throwing. This means one foot forward, one foot back, making sure the front foot is opposite to the throwing hand.

- Point at the target using our non throwing hand
- Your throwing hand is bent behind and placed behind the ear
- Practice saying out loud 'once to aim, two to make sure'



Your child can continue to practise these skills at home by using a hula hoop and some tennis balls, a garden hose made into a circle, a chalk circle or you can use a wall as stumps.



## Year 3 - 6

The last two weeks have seen students in years 3-6 continuing on their Fitness Unit. Students have been participating in different fitness circuits to support them in improving their overall physical, social and emotional wellbeing. Throughout the lesson, students are working with partners to support each other in obtaining the maximum amount of repetitions within one minute. Students are tracking these on their fitness chart, so that they can work on increasing the amount of repetitions they complete each week to see an overall growth within their fitness. Each of these exercises assist in developing their core muscles. Students may come home feeling tired and sore and some helpful tips to help them recover can include stretching, massages in areas of tightness and an early night's sleep for their bodies to rest.

The following outlines some of the exercises students have completed the past 2 weeks:

Squats



Shuttle Run



Walking Lunges



Sit ups



Mountain Climbers



Tuck Jumps



Students can continue to work on their fitness outside of the school by using the community oval adjacent to Tarneit Rise Primary School or go for a walk/run around the neighbourhood with parent supervision. Students can also continue to work on their exercises at home, finding a soft spot to work on (grass, yoga mat, carpet).

**Jahnvi Bhalani from 6B gives us an insight into their experiences in PE over the last two weeks:**

I have been learning about what a fitness circuit is and how to do a fitness circuit. I also learnt about different exercises and how to do them properly. We had to go with partners when doing the fitness circuit, because while one person does the exercise, the other person records the score. The partners then rotate. Some of the exercises that we did were lunges, bicep curls, mountain climbers, skipping and more. I also learnt that when I do these exercises for some time, I get fatigued, but I know that it is a good thing because my muscles can evolve.

### **Extra Sport**

**Running club Monday and Friday morning 8.10 – 8.40** (free of charge). Running club, is a running based fitness club designed to improve students running technique, agility, foot coordination and general fitness. This is a free 'come and try' level (which means not competitive) club open to any age group.

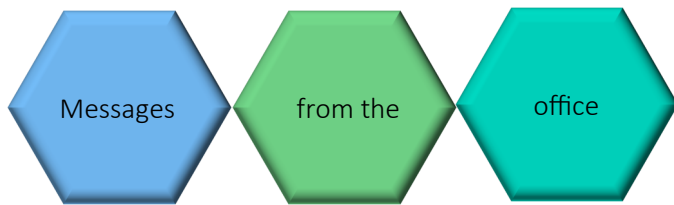
### **Free/no cost Adult sport**

12-week Beginners Running Course at Wootten Rd Reserve, Tarneit. This is an entry level program that aims to get anyone 13 years+ progressing from walking all the way to running in a supportive friendly group. Wednesday's 7:30pm-8:30pm

Follow the link for further information <https://www.wyndham.vic.gov.au/whats-on/active-wyndham-beginner-running-course-tarneit>.

Stay active,  
PE Team





### Administration Office

We are currently minimising visitors to the office and are keeping our front door locked. If you have an enquiry please phone 7002 6580 or email [tarneit.rise.ps@education.vic.gov.au](mailto:tarneit.rise.ps@education.vic.gov.au) first. We understand sometimes families need to collect or drop things off at the office for their children and we thank you for your cooperation with this.

### School Hats

We have hats available to buy from the office. For \$17 each. School hats must be worn in the playground in Term 1 and 4.

### Student absence

If your child is unwell or won't be attending on the days your child is to be at school during our staggered return to onsite learning, an explanation must be provided to the school. There are a few options for providing this information:

- call the school on 7002 6580 and press option 2 to leave a message. Clearly state your child's name, class and reason for absence. Email: [tarneit.rise.ps@education.vic.gov.au](mailto:tarneit.rise.ps@education.vic.gov.au)
- on the days the children are remote learning, they will continue to mark their attendance on Google Classroom.

### Late arrivals

School starts at 8:45 am and at Tarneit Rise we believe Every Minute Counts. The gates will be locked from 8:45am (this is to ensure the safety of every student.). If your child arrives at school after 8:45 they must receive a late pass from the office on Rifflebird Drive. This will ensure their attendance is correctly entered.

### Face Masks

We will have TRPS children face masks to buy from the office. They are \$5 each. Alternatively, please provide your child in grade 3-6 with a mask to be worn at school.

### Change of contact details

If your contact details have changed please contact the office to make time to collect a form to fill out as it is important that we have the correct contact details on file in case of an emergency. Alternatively, you can email the school at [tarneit.rise.ps@education.vic.gov.au](mailto:tarneit.rise.ps@education.vic.gov.au)

### Lost Property

Outside of the office you will find a large grey laundry basket for lost property. Please ensure your child's items are clearly marked with their name so that they can be easily returned.

Please check that your children are coming home with the correct items. If they bring home an item with someone else's name, please return it to the office.



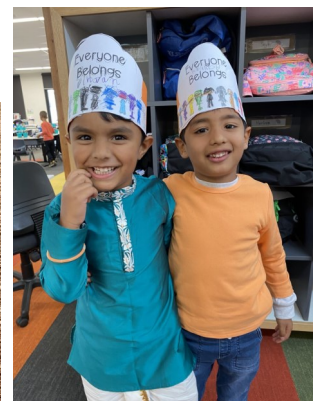


# HARMONY DAY





# Everyone Belongs





# Be Amazed

#BEASCOUT

## Join Scouts Today!

Tarneit is looking for Scouts to join their Group.  
Scouting actively engages and supports young people aged 5-25 in their personal development, empowering them to make a positive contribution to society.  
Tarneit meet at 21-23 Brinbrook St, Tarneit.

**Joey Scouts (ages 5-8)** Wednesday 5:30-6:30pm  
**Cub Scouts (ages 8-11)** Wednesday 7-8:30pm  
**Scouts (ages 11-15)** Thursday 7-9pm

For membership and enquiries contact  
[gl.tarneit@scoutsvictoria.com.au](mailto:gl.tarneit@scoutsvictoria.com.au)



**Scouts**  
VICTORIA

**1800 SCOUTS**  
[scoutsvictoria.com.au](http://scoutsvictoria.com.au)

