



Dear Families of TRPS,

Welcome to Term 4!! We hope everyone enjoyed some fun family time over the holidays. Term 4 is always a very busy but rewarding term. Some of the actions currently on our "to do" lists include assessing our students in order to write Semester 2 reports, running Prep 2023 Transition sessions and Family Information Nights, recruiting new staff to support our ever-growing school population, completing student grade placements for 2023, facilitating classroom organisation for 2023, planning Grade 6 Graduation and the Junior Sports Day and of course, ensuring that our students end the year feeling accomplished and proud of their 2022 achievements.

New information regarding road safety around the school: Victoria Police are working to support school communities to ensure school drop-off and pick-up is safe for all members of the community. You will see Police Officers patrolling around the school at these critical times of the day, both on foot and in patrol cars to monitor the situation. Again, we acknowledge there are a lot of cars around the school trying to park and to pick-up/drop-off. We implore all members of our Tarneit Rise family to display kindness and consideration towards each other, and to walk to and from school if possible. Thank you.

Daily school attendance is important for all children to succeed in education and ensure they don't fall behind both socially and developmentally. Children who regularly attend school have better health outcomes, better employment outcomes, and higher incomes across their lives. It is important children develop habits of regular attendance at an early age. **There are no safe number of days for missing school – each day a student misses puts them behind and can affect their longer term educational and social outcomes.** It is just as important for students at the beginning of their school journey to be at school each day as it is for those who are moving on to secondary school soon. EVERY day is important to ensure solid foundations for learning are built. We have increased our monitoring of absences, particularly unexplained absences, which means you will receive a phone call from school any time that your child is absent for unexplained reasons. If your child is absent, please inform us before 10 am of the reason.

We have started the early stages of organising **classes for 2023**. If you are leaving the area and your child will not be attending Tarneit Rise Primary School next year, please let the office know so we can plan using accurate student numbers. If you have a prep child starting next year, these enrolments should have already been finalised but if not, please get these in as soon as possible. We will start planning our grade structures based on our projected numbers and after this we will be placing students into grades and then assigning teachers to classes. When we place students in classes, we are looking to create the best learning environment for all students. Our decisions focus heavily on educational outcomes and overall group dynamics.

Our criteria for placing students are:

- educational needs/outcomes
- behavioural needs/outcomes
- overall group dynamics – creating a positive and supportive group
- friendship needs – if relevant in supporting student learning

If you have any information about your child's educational needs or if you have a specific request regarding grade placement, please let us know in writing no later than Friday November 4th 2022. This process is designed to gather information to create a positive learning environment for all students. For this reason, there is **no guarantee grade placement requests will be granted**. Thank you for your continued support of this complex process.

We are currently in the process of organising **transition sessions for our new 2023 preps** and current students moving into their new grades. We have nearly finished our recruitment process and again have been so impressed by the high calibre of applicants our school continues to attract.

A reminder that in Term 4, all students and staff must wear a hat during recess and lunchtime play.

Thank you

Nadia, Missy, Sarah, Gemma, and Alana

Making a Difference

The world is a big place. And it's easy to think, when you're just one person, that there is nothing you can do to make a difference. But actually, that's not true.

All of us, every day, can choose to do a little something that can make the world a bit better. It may not make us famous; it may not get us on the news, but it might improve someone's life. Or it might help the planet in some small way.



Smile at a stranger

Smiling is contagious and did you know,

When you smile, **your brain releases tiny molecules called neuropeptides to help fight off stress**. Smiling is such a simple way to share a moment with someone and to even make their day!



Bucket Filler

A bucket filler is someone who says or does nice things for other people. By doing this, they are filling other people's buckets and filling their own bucket at the same time. Giving a compliment or going out of your way to see how someone's day is, does make a difference.



Volunteer

Volunteering doesn't have to be ongoing but giving up 1 day or 1 hour of your time is worth a lot.

Being a volunteer is such a selfless act of kindness and it really does make a difference.

For example:

Volunteering at a soup van.

Helping your local community with events / volunteering in a shelter.

Working with the youth in your community - after school sports, activities.



Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads 20 minutes
each day

3600 minutes in a
school year

Student "B"
reads 5 minutes
each day

900 minutes in a
school year

Student "C"
reads 1 minute
each day

180 minutes in a
school year

1,800,000 words



90th Percentile

282,000 words



50th Percentile

8,000 words



10th Percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school... and in life?

(Nagy & Herman 1987)



An update from our student leaders

Hello TRPS community! It is Mishal here, your Vice School Captain. We (your school captains) have not yet written in the school newsletter but as it is the time that children should start thinking about what leadership positions they might like to apply for next year, we thought it was a good time to share some of the amazing learning that we have taken part in this year.

A leader like any other, has great expectations but, before one begins, they must hone and drive their skills, while also figuring out their quirks to battle them to become Superman or Superwoman.

After attending a leadership conference and doing some reading on leadership, we learnt that the first step to being a good leader is to improve something about yourself. Personal goal setting is one way to help a leader to figure out what it is they are good at and identify something they need to build up to improve.

We worked with Miss Canny to identify our personal strengths and identify some areas for improvement. Surprisingly, we discovered that leadership was more than just being in charge or speaking at assembly and anyone can be a leader, even without a badge. We identified our strengths and areas we wanted to improve, recorded our goals and worked together as a leadership team to keep each other accountable so that we were more likely to achieve them.

To set a goal, you need to be able to identify your strengths, below is a handout that is helpful in identifying what it is you are good at. If you are considering running for a leadership position, filling this out might be helpful in writing your speech. It is a really good idea to ask the people around you what they think your strengths might be too. If you need any help or have any questions please come and find us in the yard at recess or lunch, we would love to help our future school leaders.

From the student leadership team.





IDENTIFYING MY TALENTS

Answer the questions below to help you identify your own talents. Try not to 'over-think' your responses by trying to write fancy answers. Just write whatever comes to mind, even if it doesn't seem like it's related to leadership!

When are some occasions that people have followed me?

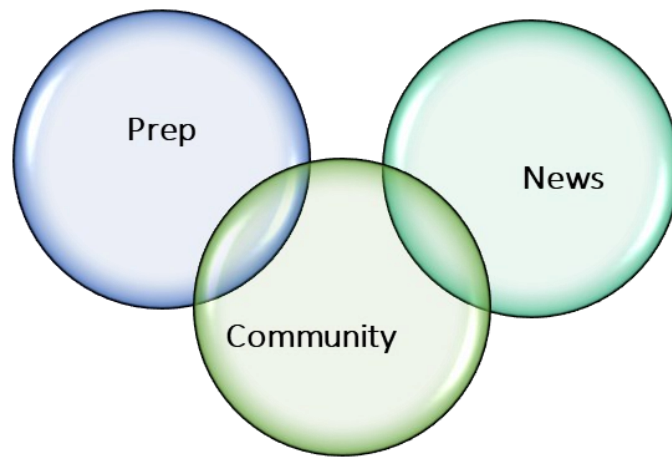
What are some of the most positive moments from my past?

What are some of the things that I have been congratulated for in the past?

Who are some people that I trust, who might talk to me about my talents?

After answering the questions above, look at the list of possible strengths below. Circle four that you think might be strengths of yours.





Dear Prep Families and Carers,

We have been having so much fun back at school for term 4. We have gotten straight back into all our learning and students are working very hard to achieve their learning goals and have blown us away with how far they have come so far this year. We are so excited for our last term in prep.

Let's look at what we've been learning since we have been back at school:

Reading

During Reading, students have been exploring a variety of imaginative texts. Students have been learning about what makes an imaginative text and predicting what will happen before they read. Students have done an amazing job at using the sentence stem 'I predict... because...' to extend their thinking.

The preps have been continuing to expand their reading and spelling skills by learning about magic e. Students have been learning at a-e says long a sound, e-e says long e sound, o-e says long o sound and i-e says long i sound. Our new heart word this week was 'walk'. I wonder if you can **find** this heart word in any of the take home readers you read with your child this week. We have been continuing with our vocabulary unit and learning to use unfamiliar words such as 'bellowed,' 'sighed' and 'plump,' throughout all of our literacy activities.

Writing

Our Prep students are continuing to develop their writing skills by learning about narratives. Students are being exposed to imaginative texts during reading time and then are having a go at rewriting the narrative during writing time.

Students have been explicitly taught how to change a noun, verb and a key part in the story. This allows students to practice their 5-star writing for each sentence, before they have a red-hot-go at writing a whole narrative.



Maths

In Maths, we have been learning about mass. We have been identifying what is heavier and what is lighter. Students have been explaining their reasoning for what is heavier or lighter by saying, this is heavier because it is hard to lift or solid, or this is lighter because it is easy to lift and does not push my hand down. At home you can work with your child to heft and compare different objects and explain why they are heavier or lighter.

Swimming:

This term, all the preps are going to Bright Waves in Werribee to learning about being safe near water and to become water safety experts. In the classroom we have been learning about how to stay safe near water at the pool and beach. Please ensure you are talking to your children about the swimming pool and what they are going to do there. This social story video that the teachers have created will help: <https://www.youtube.com/watch?v=SwCOLU0JwNQ>

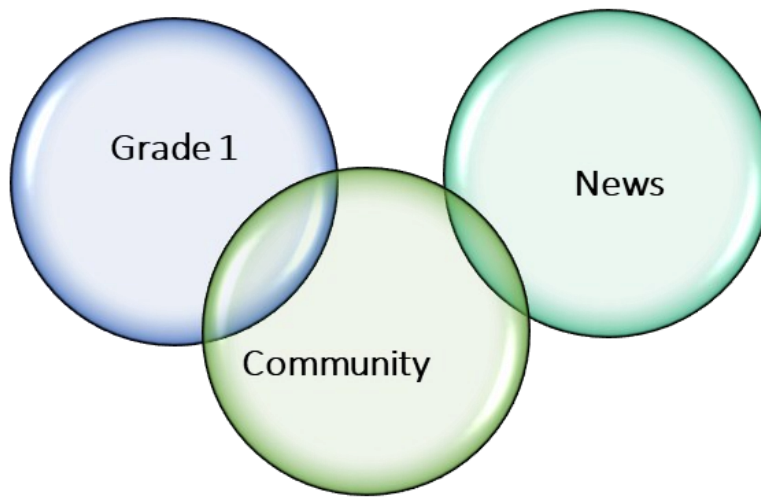
Please also ensure that you are developing your child's independence by getting them to dress and undress themselves for school. This will get them ready to be doing it themselves at the pool.

Helpful Reminders:

As it is term 4, students need to bring a Tarneit Rise PS hat everyday to wear when playing outside and for sport.

PLC Prep





Dear Grade 1 Families and Carers,

Welcome back to Term 4! We are so excited for this term and all the amazing learning and experiences we will be having. Over the first two weeks of term 4, our grade ones have settled in and have begun learning interesting new things.

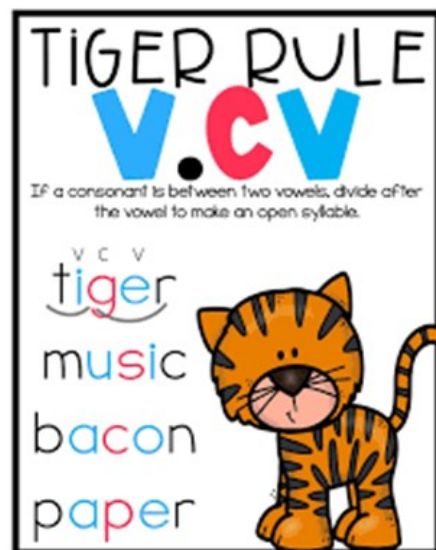
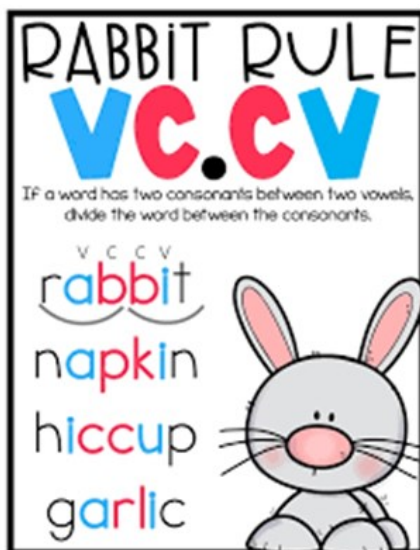
Let's have a look at what they have been learning about.

Reading

In week 1, we began looking at the structure of a procedural text. A procedural text is a piece of writing that teaches you how to do something. Learning the structure of procedural texts has assisted students in writing them. In week 2 the students have begun learning about inferring. Inferring is when you use your prior understanding and what you read in the text to make a guess about how a character might be feeling, their motives or their traits. Learning about inferring will help the students build their understanding of different texts and their overall comprehension. When reading with students at home ask them to discuss what they think a character might be feeling and why.

Writing

In Synthetic Phonics, the grade one students have learnt syllable division rules. The first is Rabbit Words and the second is Tiger Words. They have also learnt four new heart words become, during, money and done. Ask your children to share the new heart words and the new phonics rules they have learnt.







Our grade ones have begun writing procedural texts on what they wish to teach their friends. The students have planned and drafted their procedures with some students beginning to revise their procedures. We have had lots of interesting procedures so far such as ‘How to Make Rainbow Popsicles’ and ‘How to Get Dressed for School’.

Mathematics

In Mathematics our students have been exploring, identifying, and describing the events of chance. We have begun using language such as will happen, won’t happen, and might happen to describe the events. At home, you may discuss the likelihood of events happening. In the coming weeks we will also be learning about time so at home, you may like to speak with your child about digital and analogue clocks.

Vocabulary

In vocabulary, we have started reading our new serial text, Matilda. In week one we learnt the words convince, revolting, fascinated and prevent. In week two we learnt the words ridiculous, temporarily, spooky, and precious. Challenge your child to practice using these new words in a sentence to share with you.

Vocabulary Matrix						
PLC 1 Term 4 Week 1						
Text: Matilda	Chapter: 1-2					
Word	Student-friendly definition	Sentence	Synonyms or examples	Antonyms or non-examples	Picture	Word interaction
convince con.vince	describes when you make someone believe or do something	I tried to convince my mum to let me play games after bedtime.	beg			Convince your partner that you flew to space
revolting re.volt.ing	describes something very disgusting or unpleasant	The green slime looked revolting .	disgusting yuck gross	delicious delightful pleasant		What things would smell revolting?
fascinated fas.ci.nat.ed	describes when you are very interested in something	I was fascinated by the butterflies at the zoo.	interested impressed	unimpressed		What is something that fascinates you?
prevent pre.vent	to stop something from happening	We stayed home to prevent spreading germs.	stop	allow		What is something you might prevent someone from doing? Why?

Geography

This term we begin our Geography unit. In Geography we will be exploring how people are connected to different places and explain the value of places to people. In week 2 we started our unit by identifying how our school is connected to the land, who the rightful owners of the land are and how we can show respect to the owners of the land. Tarneit Rise sits on the land of the Bunurong people. Ask your children about the Acknowledgement of Country that we complete in class every day.





Reminders:

Nights of Reading: Please make sure that you are logging your child’s reading every night on the Kluwell app and that your child is bringing their reading satchel on the correct day. We love celebrating reading milestones!

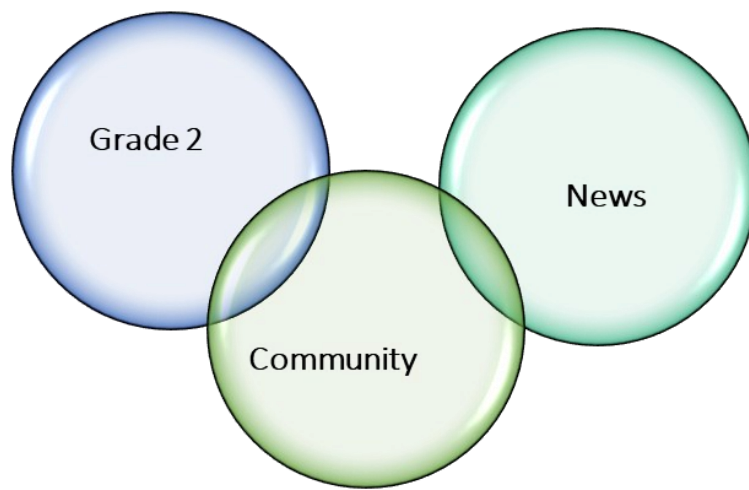
Hats: We are now in Term 4 which is a Summer term. Please ensure that your child is coming to school every day with their Tarneit Rise PS hat. If they do not have a hat they will need to play in the shade.

We thank you for your continued support of your child’s learning. We hope that we all have a great final term together.

PLC 1

Vocabulary Matrix						
PLC 1 Term 4 Week 2						
Text: Matilda	Chapter: 3-4					
Word	Student-friendly definition	Sentence	Synonyms or examples	Antonyms or non-examples	Picture	Word interaction
ridiculous p.29 ri.dic.u.lous	Something that is silly.	The student told the teacher a ridiculous story about a dog eating his homework.	silly absurd	serious		Have you ever told a ridiculous story before?
temporarily p.32 temp.o.ra.ri.ly	Something that happens for a short time.	I was temporarily scared when I heard a loud noise.	short time	long time permanent		Temporarily stand up.
spooky p.42 spook.y	Describes something that is scary.	The movie was spooky because there were ghosts.	scary frightening	pleasant		What spooky decorations have you seen?
precious p.35 pre.cious	Something that is worth a lot.	My family is very precious to me.	valuable special	worthless common ordinary normal		What is something that is precious to you?





Hello to all our Grade 2 Students and Families, what an amazing start to Term 4, it's hard to believe this is our last term of 2022.

This week during Reading, the grade 2s have started examining persuasive pieces. We have been looking at structure and language features which will carry over into Writing in the coming weeks. You may support your child from home by asking them their opinion on matters by taking a stance either 'for' or 'against'. We continue to improve our reading fluency each week by using our reading rate trackers to count how many words we can read in a minute.

In Numeracy, the students have begun learning about division. We have been looking at what division is and sharing among groups equal groups and identifying remainders. This week we are focusing on using the most efficient strategies to solve division problems. You can encourage your child to share objects around the home and then ask them to produce a number sentence to match their work.

In Writing, students have been practicing their letter formation, focusing on correct entry and exit points of letters. Correct letter formation is an integral part of writing and being able to use the dotted thirds correctly will help your child's progression. You can support your child at home by ensuring when they are writing their letters are of appropriate size and formation.

This term we have started Geography in the classroom. Students have looked at the terms local, national and global, and how we can measure these scales. You may wish to explore this further with your child by describing the geography of your house in relation to the suburb and surrounding suburbs, state and country.

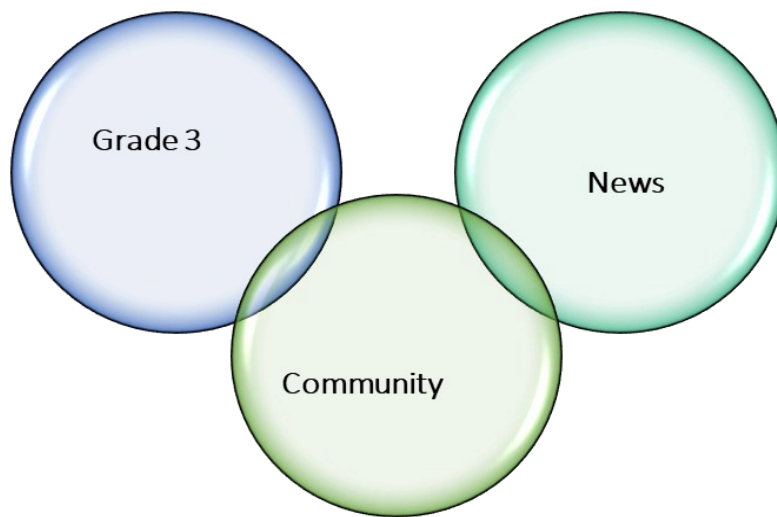
Reminders:

- 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.
- Hats are compulsory throughout Term 4 so please ensure your child is bringing their TRPS bucket hats.

Thank you for your support,

PLC 2





Dear Grade 3 families,

Welcome back to term 4, we have had an amazing start to the term with all the students excited to see their friends after the two week break.

Reading

In reading, we have been learning about homophones. Homophones are words that sound the same but have different spelling and different meanings. Some homophones we have learnt are 'sea' and 'see' and 'bye', 'buy' and 'by'. Students have been learning to identify these homophones in passages and learning which is the correct homophone to use in the context of the passage. In the coming weeks we will begin learning about affixes in reading.

Writing

In writing, we have been focusing on letter sounds and using vowel teams and clusters to spell unknown words. Students have been ensuring they are using their base knowledge of letter sounds to identify all the sounds in the words. We have been developing our knowledge of prefixes and suffixes and how these change the meanings of words. For example; the suffix 'less' on the end of a word means 'without' (hopeless means you are without hope). Moving forward, we will be beginning to look at illustration transition words in our writing.

Numeracy

For numeracy, we have been learning about fractions. Students are learning to define fractions as 'equal parts of a whole, or a part of a group'. They have been learning about the important language involved when working with fractions, such as equal parts, numerators and denominators. The Grade 3s are learning how to identify halves, quarters, thirds and fifths and how multiples of these can form a whole. Students have been learning how to create and identify these fractions in a collection and in shapes. Our next unit of maths

Vocabulary






In Vocabulary, we have learnt 5 new words from our serial text 'paper planes'. We have learnt the words magnificent, crease, dangle, concern and gust. The students have participated in vocabulary activities to build on their knowledge of these words such as 'counting dude, bragging dude' where students develop a sentence using the target word but are only allowed to have a certain amount of words in their sentence. The 'counting dude' makes sure that they have followed the directions and needs to count the amount of words they wrote in their sentence. Students track their understanding of the vocabulary words through a self-assessment three times a week. Once in the beginning, middle and end of the week. This is a way of allowing the students to see their growth in vocabulary.

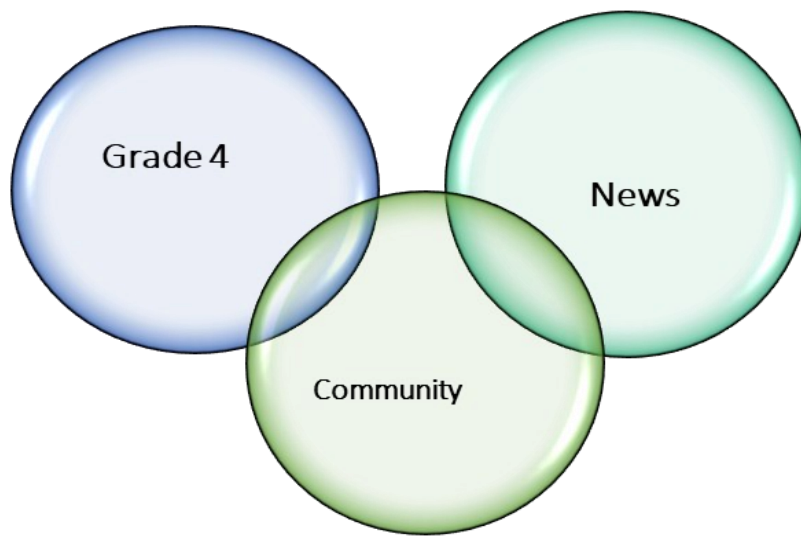


Reminders:

- All students must be reading for at least 20 minutes every night, don't forget to log your reading!
- If students wish to bring in Sip and Crunch, it must be cut up fruit or vegetables in a container.
- Term 4 requires students to wear the TRPS hat as the weather starts heating up and the sun rays become stronger. If you would like your child to pack sunscreen in their bags this is okay.
- If you have any tissue boxes at home that you are not using, can you please give them to your child to bring to school to have in the classroom.

PLC 3

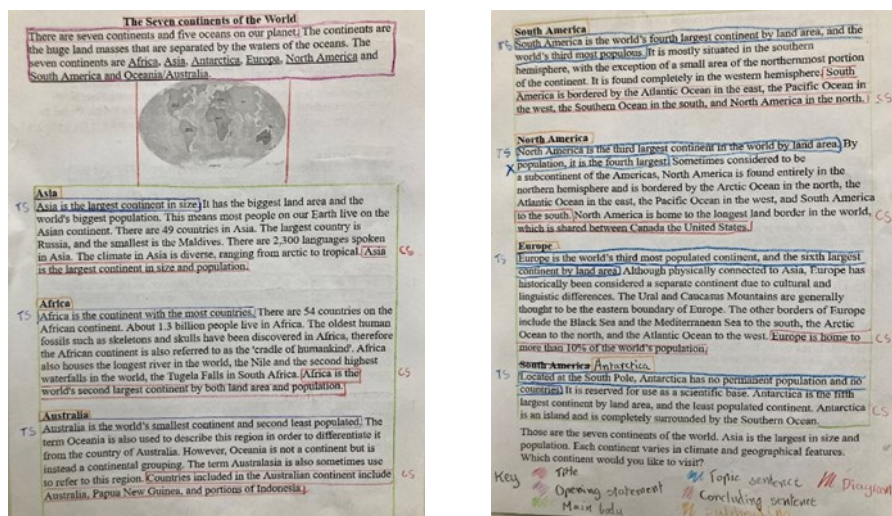
Word	Student-friendly definition	Sentence	Synonyms or examples	Antonyms or non-examples	Picture
possibility pg.19 poss.i.bil.it.y	a chance that something may or can happen	What was the possibility of coming first in the race?	chance likelihood	certainty	
mimic pg.19 mim.ic	to copy the way someone talks, acts, or behaves	You need to mimic the moves to learn the dance.	copy	original	
surround sur.round	to be around someone or something.	When I feed the chickens they will surround me to get their food.	circle	free	
operate pg.20 op.er.ate	the act of working or running something	The teacher had to learn to operate the printer.	work use	stop	
exhilarated pg. 16 ex.hil.a.ra.ted	To feel very happy or excited	I felt exhilarated after going on the rollercoaster.	ecstatic delight	sorrow	



A huge welcome back Grade 4 students and families for Term 4! We hope you enjoyed the school holiday break. It's great to see students quickly settling back into school routines and putting their best efforts into their learning in our final term.

Writing

Students have been identifying key features in Information Reports including titles, subtitles, opening statements and paragraphs. This supports students creating their own Information Reports, organising their information, and helping their writing be engaging and easy to read. Further, students have been learning the importance of planning their reports by using transition outlines, taking key notes, writing concluding sentences and identifying where transition words should go.



Reading

In our reading students have been enjoying exploring and using the features of maps. Including identifying continents, the equator, oceans, and poles. We have been learning to find literal information (information provided in the texts), keywords and summarising information about rivers, how rivers form, why crops grow close to them, why people settle close by and how rivers support wildlife.

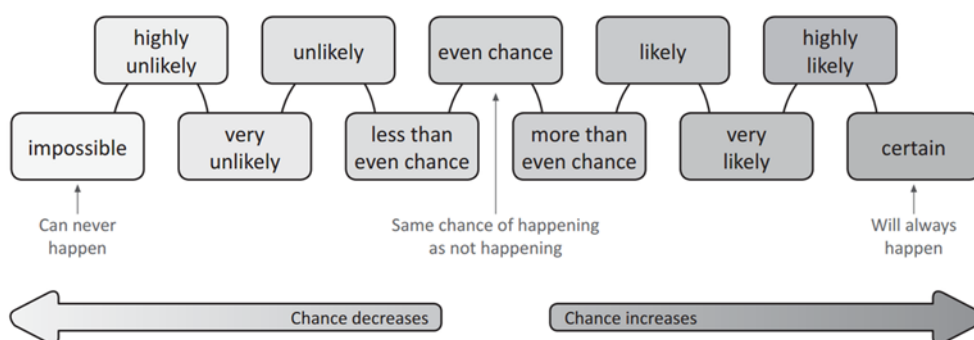


Numeracy/Maths

We have been learning about chance with students understanding chance is part of our everyday lives, describing and recognising the likelihood of events happening, with some events dependent on other events occurring. Students enjoyed conducting their own chance experiments and recording and describing likelihoods and outcomes.

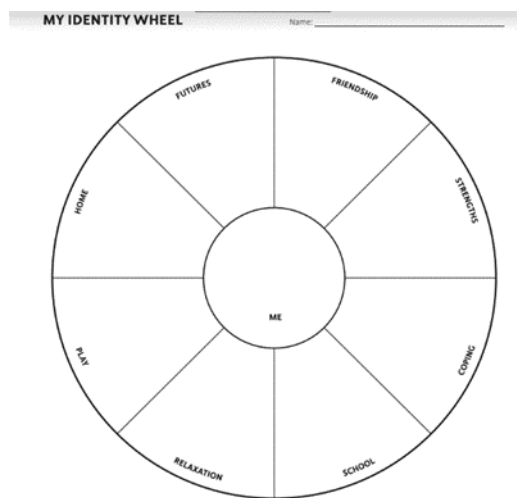
In the next two weeks we focus on fractions with students counting by fractions (Including by halves, quarters, thirds), creating and locating these fractions on a number line and comparing, categorising equivalent fractions (such as $\frac{1}{2}$ being equivalent to $\frac{2}{4}$). Families are encouraged to support their child's fractions learning at home including using fraction language and supporting them with activities involving fraction such as cooking or crafts together over the next few weeks.

Here are some words that are often used to describe the chance or likelihood of events happening:



Respectful Relationships

Students are enjoying developing deeper understandings of their unique individuality, what makes them unique and comparing their similarities and differences with their classmates. Students have been learning why our differences are important and ways we can appreciate and respect our differences. Parents can support these



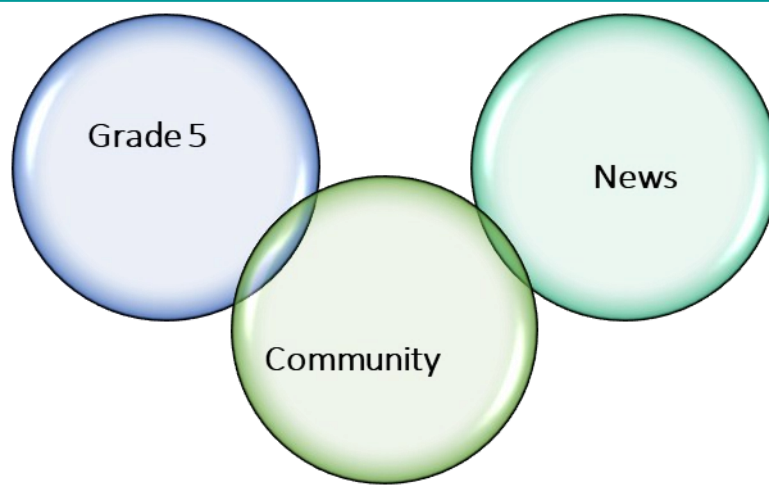
Vocabulary

This term our vocabulary words are inspired from our mentor text, the classic: *Indian in the Cupboard* by Lynne Reid Banks. Students are enjoying the story and the vocabulary learning. Last week our focus words were: **regret, content, petrify, rigid and defiant**. This week our vocabulary focus words are: **scarce, coherent, ferocious, absurd, and baffled**.

We are excited for our upcoming Grade 4 incursion occurring across the 18th and 19th of October (at school)

PLC 4





Hello Grade 5 Families,

Vocabulary

Students have been enjoying expanding their vocabulary again this term. They have been learning 5 new words each week and have been challenging themselves to incorporate them into their writing. We have been sourcing our vocabulary words from our class novel 'The Story of my Life' by Helen Keller, as well as reviewing past words from previous weeks. Below are the words we have looked at so far this term. See if you can challenge students to use these words in a sentence!

Week 1

Word	Student-friendly definition	Sentence	Synonyms or examples	Antonyms or non-examples	Picture	Word interaction
tedious te-di-ous	When something is dull and boring.	The long drive home from school was extremely tedious.	dull uninteresting	exciting interesting		When have you ever felt like something was tedious? What was it?
vividly viv-id-ly	When something is bright, intense or full of life.	She gave a vivid description of her day at the beach.	distinct clear	bland boring		Have you ever described something vividly? What was it?
deprived de-prived	When something important is taken away or not given to someone.	The students were deprived of play time because they didn't complete their work.	denied disadvantaged	privileged advantaged		Have you ever been deprived of something? What was it?
vaguely vag-uely	When something is uncertain or unclear.	He gestured vaguely towards the house.	roughly slightly	clear specific		When have you ever described something vaguely?
quaint quaint	When something is strange, but in an interesting or pleasing way.	Grandma lives in a quaint little house.	charming unusual	normal ordinary		When have you ever seen something quaint? What was it?



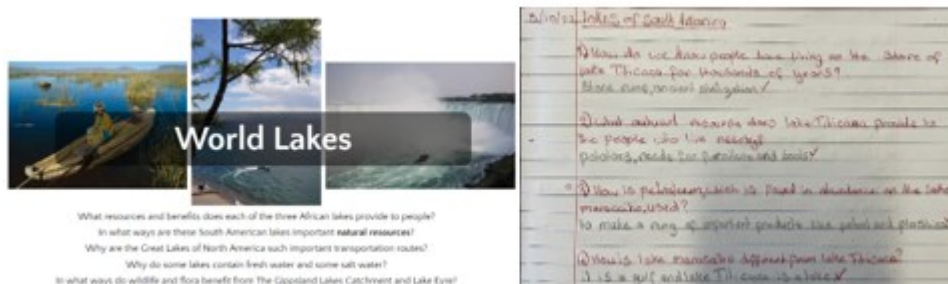
Week 2

Word	Student-friendly definition	Sentence	Synonyms or examples	Antonyms or non-examples	Picture	Word interaction
permitted per-mit-ted	when someone is allowed to do something	They were permitted to light a fire outside because there was no fire ban.	allowed authorised	forbidden banned		What do your parents permit you to do? What don't they permit you to do at home?
frolic frol-ic	when someone plays in a happy or cheerful way	Children frolic in the waves at the beach.	prance skip	seriousness standing about		Have you frolicked in the waves? In long grass?
ecstasy ec-sta-sy	when someone has an overwhelming feeling of happiness	Eating the chocolate cake sent me into ecstasy.	elation bliss	sadness misery		When have you been ecstatic about something?
tantalising tan-ta-lis-ing	when someone is teased by the promise of something good	She scraped the last tantalising drop out of the jar.	tempt excite	unexciting boring		Have you ever eaten anything so delicious you scraped up crumbs?
withered with-ered	when something is shrunken and wrinkled	The glaring sun withered the once proud tomato plant.	wrinkled dried out	blooming flourishing		When have you seen something withered?

Maths In Maths, students have been working on transforming shapes using the language of translation (slide), rotation (turn) and reflection (flip) as well as identifying lines of symmetry in a range of shapes. Students have also been completing some extension tasks (Olympiads) involving problem solving skills. Below are some examples of students work.



Reading In Reading we have started a new program called 'Read 2 Learn' which the students are really enjoying. During Read 2 Learn, students have been learning about lakes from around the world while supporting and expanding their comprehension knowledge.



Writing The first two weeks this term have been focused on complex sentences, coordinating conjunctions and adverbs. Below are some examples of students work from this term.



Reminders

Home Reading - Please remind your children to continue to use the Kluwell's Home Reading App to record their nights of reading. At TRPS our goal is for every student to reach 200 nights of reading. If you need any assistance using the app, please speak with your child's classroom teacher. Here is the link to the Kluwell website <https://app.kluwell.com/account/login>

Lunch Orders - Lunch orders are available for students on Mondays and Wednesdays throughout the term and may be ordered through <http://www.classroomcuisine.com.au/>

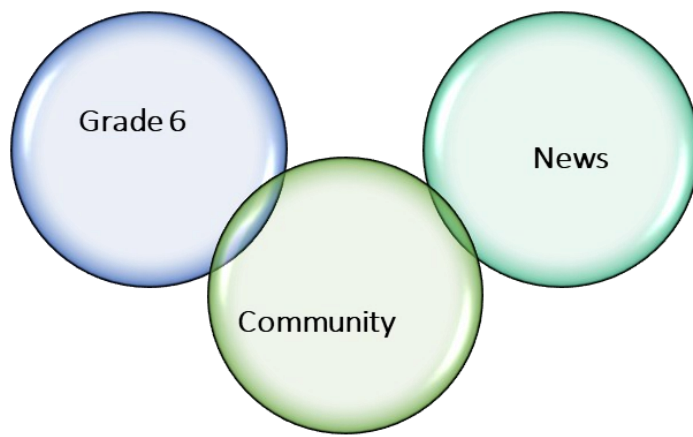
Sip n Crunch - Students are encouraged to bring sip n crunch packed in a separate small container that contains readily cut up fruit or vegetables that can be placed on their tables alongside a bottle of water. Please ensure all fruit and vegetables are packed in a small container (please no plastic wrap or foil). This is so they may work with a bit of brain food throughout the day.

Breakfast Club - Don't forget that every Thursday and Friday TRPS has a breakfast club that is run out of the staff room. We would love to see everyone come to school early to enjoy a yummy breakfast with their friends!

Uniform - Please check that students are in the correct uniform every day. Term 4, all children need to bring their Tarneit Rise PS hat to play outside and for PE.

PLC 5





Welcome back to term 4! It is hard to believe that it is the last term of primary school for our grade 6 students. It is normally quite hard and emotional as a teacher to say goodbye to grade 6 students, but with many of these students being our first foundational grade 2s in 2018, it will be a bit more heartfelt to send them off to high school. We can't wait to make it a cracker of a term and celebrate with all students and families at the end.



Reading

We have begun the term in reading by analysing individual author's styles across multiple texts. The students have explored various writing and visual styles particular authors have used and done some comparing and contrasting to find any similarities and differences between the texts that they have written. Just a quick reminder that all students should be reading at home each night to continue building their skills in reading. Please remind your children to enter the books they have read on the Kluwell App.

Writing

In Writing, students have been revising the different ways to organise a sentence and how the organisation of this sentence changes the punctuation. Students have explored a range of dependent and independent clauses and have practised explaining the difference. Students enjoyed one writing warm up in particular, where they needed to write about finding the biggest strawberry on Earth. It was great to see lots of students identifying the different types of clauses within their own sentences.

Q: WHAT DO YOU CALL
SANTA'S LITTLE HELPERS?
A: SUBORDINATE CLAUSES.



Maths

In Maths, we will begin the term revising our skills in fractions, decimals and percentages and then apply these skills in our upcoming 'Money and Financial Mathematics' unit. In this unit, the students will learn how to find percentages of numbers and calculate discounts on sale items. To reinforce these skills at home, you could ask your children to help you to organise the family shopping list. Students can further strengthen their skills at home by accessing the digital resources of Mathletics and My Numeracy.

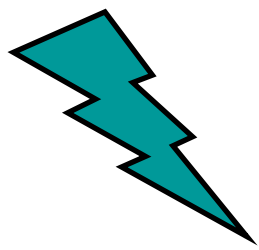
Civics and Citizenship

This term, our integrated topic is Civics and Citizenship. Students will begin the term by looking at the three levels of Australian government and the responsibilities they undertake. The students will also learn about the services that the three levels of government provide to the Australian community.

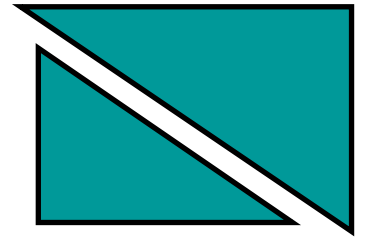


PLC 6





SCIENCE EXPO



On Tuesday the 11th of October Tarneit Rise PS ran their first Science Expo night in the school GYM and what a success it was! It was wonderful to see our amazing community embracing such a special event.



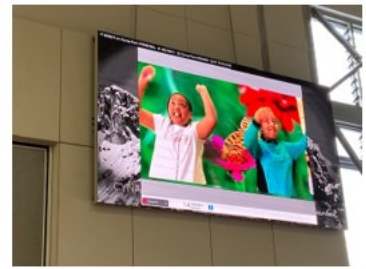
Straw tower



White board marble run.



Coding Apps



The Green Screen



Electrical Kits



Lego discovery



Sphero's



Rock Discovery



VISUAL ARTS NEWS

Welcome, Wominjeka and Kia Ora

Grade Prep:

Last term, the preps experimented with clay and created small ornaments. They used natural materials such as gumnuts and shells to make patterns in the clay. This term they have created a media art piece by exploring photography and taking a "selfie". This week the preps cut out a range of shapes to create a monster.



Grade 1 & 2:

Grade 1 and 2 used watercolours to paint their clay fish and took part in creating a collaborative whole-class underwater scene. This week, the students used iPads to make a stop-motion film, using their clay fish as characters and the collaborative piece as the setting.



Grade 3 & 4:

This term, the grade 3s and 4s created their own character puppets with fine liners. They then used these characters to create a stop-motion animation in small groups. It was lots of fun!



Grade 5 & 6:

Our 5s and 6s are currently working on a mixed-media self-portrait inspired by Ted Carpenter. Last week they explored symbolism in art and created their own symbols to use in their piece. This week, they used a combination of watercolour and Gouache to paint a background that conveys a mood.



Ms Popczyk, Mrs Mac & Mrs Skram



physical education

Dear students, parents and families,

Prep - 2

This week in PE the preps, grade 1's and grade 2's have been performing a single hand forehand strike off a tee.

When striking the students have been practising:

- using a handshake grip
-
- standing in a skateboard position
-
- keeping their eyes on the ball
-
- following through to a V position
-

Vocab words for this week:

Prep	Grade 1	Grade 2
<ul style="list-style-type: none">• Single• Effective• Participate	<ul style="list-style-type: none">• Single• Effective• Participate	<ul style="list-style-type: none">• Moving• Direct• Swing

Things you can do at home to help you improve:

Google Classroom

If you would like some tasks to help with your child's skills please feel free to add your child to the google classroom and begin to work through the tasks. Download the App and enter the classroom code

Prep-2's Code: [4pqcmf](#)

Grade 3-6 Code: [uzdieic](#)



At Home:

- Get a tennis racquet and practice striking a tennis ball against a wall. If you don't have a racquet try using a downball with your hand.
- Remember to use 1 hand, stand in skateboard position and follow through to a V position like we practiced in PE class last week.

Grade 3 - 6

Students in years 3-6 last week started a unit on striking and fielding games. Throughout this unit we will be looking for them to be able to field the ball cleanly, strike the ball effectively into gaps and make it difficult for the other team to score.

Grade 3 Diamond Games	Grade 4 Danish Longball	Grade 5 Cricket	Grade 6 Softball
<ul style="list-style-type: none">• offence• single• double	<ul style="list-style-type: none">• offence• direction• route	<ul style="list-style-type: none">• stance• offside• legside	<ul style="list-style-type: none">• decision• reflect• choices

Things you can do at home to help you improve:

- Practice your throwing and catching skills by throwing a small ball against the wall.
- Practice high catches, low catches and fielding a rolled ground ball.
- Please remember to practice both underarm and overhand throws towards a target.



Extra Sport:

Running club Monday and Friday morning 8.10 – 8.40 Running club is back for term 4, we cannot wait to see you on the soccer pitch on Monday and Friday morning!

Soccer Club:

Soccer club will be running every **Monday after school** for the rest of the term. This term soccer club is **open to grade 3 only**. It will again be held on the **soccer pitch from 3.10-4.10**. All Club sign-ups are on Compass. Once we have reached the sign up capacity on the Compass event, the sign-up sheet will automatically lock and no more sign-ups will be allowed. There will be no try outs and no preferences. This will be a first come-first served basis.

Divisional athletics day

On Tuesday 6th of September, 12 students from Tarneit Rise attended the divisional athletics carnival. All students represented the school with pride and demonstrated our school values. Both girls have qualified for the regional athletics to be held Tuesday 18th October. If you see these girls in the yard please congratulate them and wish them the best of luck for the regional athletics.

Wyndham Victory Netball

Wyndham Victory Netball returns to Tarneit Rise in Term 4. There will be a Compass Event, Week 1 of Term 4 for Grade 2 Students to sign up for Netball training Tuesday after School this going to be limited to 20 Students.

Walking Netball

Walking Netball.

The Wyndham Netball Association is launching 'Walking Netball' Thursday nights at Eagle Stadium, court 1 at 8:00pm.

We are encouraging everyone that comes along to get on court and be a part of the game. It's free, fun and hopefully there is enough enthusiasm to make this a regular program from term 4 onwards.

Come along if you can.

What to bring:

- Wear clothing that lets you be active. There is no uniform requirement
- Water bottle in case you raise a sweat
- Fun attitude
- Enthusiasm

No ability required. No forced commitment.

Walking Netball is a low impact way to be active or build up to a higher level of activity.

Hope to see you at the court.

P.E team





Let's learn about PUPPETRY!



Picture above: Grade 1 students showing of their puppetry skills!

Welcome back! In Term 4, students are continuing their drama studies, and have been introduced to 'puppetry', which is a type of drama that uses puppets. Students have watched puppetry performances and had a play with puppets to explore how they can create a character with their puppet – and then bring it to life!

Foundation, Grade 1 and Grade 2 students have had the opportunity to use hand puppets to develop their puppeteering skills. Students are practising how to control the puppet by using their thumb and pinkie finger to wave the puppet's arms. They are learning how to give the puppet 'weight' so that it doesn't look like the puppet is floating in the air, as well as where to look as a puppeteer to get the audience to focus on the puppet during a performance.



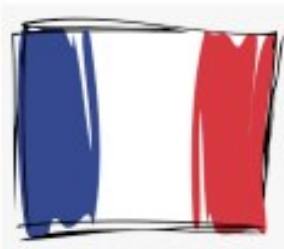
Grade 3, 4, 5 & 6 students have followed teacher instructions step-by-step to create paper puppets that they will get the opportunity to take home with them at the end of the term. Being a puppeteer is a difficult skill, as there are so many elements to remember and practise to ensure a good performance. We will be working on these elements together with our paper puppets for most of the term. You can see pictures below of Grade 4 students following the steps to create a ghostly-looking puppet with a body and head.



Wishing you a wonderful Term 4,

Miss Andrew & Mr. Max





Bonjour Parents!

We hope that everyone had a lovely school holiday! We are thrilled to have our students back at school and see their passion and excitement to learn the French language. It is just week one and they have done so much!

Prep students learned to understand and follow classroom instructions, they had fun playing "Simon says" and following different instructions, they also were able to draw themselves following a classroom instruction and write it as well! Simply amazing work done by our preps.

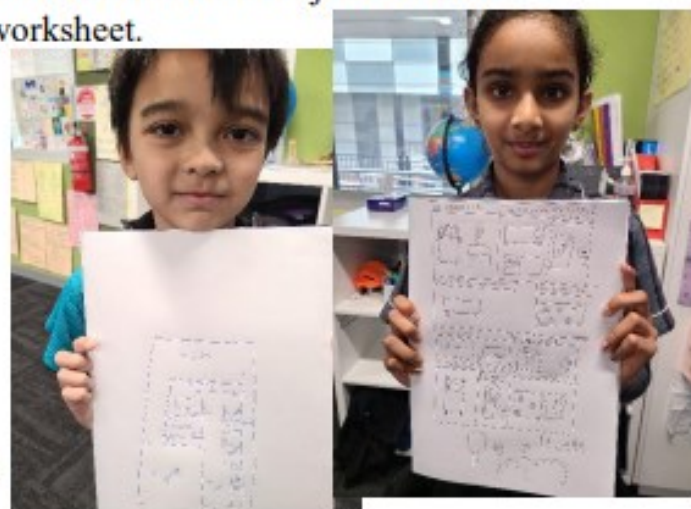
Our grade 1 students tackled the challenging topic of French definite articles with smiles on their faces. They continue to impress us with their perseverance with such a tough topic in the French language.



Grade 2 students focused on understanding classroom objects, they worked with a partner to practice saying "I need + a classroom object" in French. From their understanding, they were able to draw different classroom objects on their worksheet.

Grade 3 and 4 students learned the different rooms of a house in French and were so creative in designing and labeling their very own house plans!

Our grade 5 and 6 students learned lots of information about the French language and Francophone countries.



We are so looking forward to seeing all the wonderful work that our French students will do this term! Merci (thanks) for reading!

-The French Specialist Team



School Hats, Beanies & Scarfs

We have school hats available to purchase from the office for \$17 each. School hats must be worn in the playground in Term 1 and 4. We also have school beanies and scarfs available to purchase from the office for \$25 each.

Student absence

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

- Call the school on (03) 7002 6580 and press option 2 to leave a message. Clearly state your child's name, class and reason for absence.
- Call the school on (03) 7002 6580 and speak to a member of the office staff
- Email the school at tarneit.rise.ps@education.vic.gov.au and provide reason for absence

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.

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

Lost Property

Outside of the school office you will find 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.

Early Leavers

Sometimes due to medical appointments or other reasons children need to be collected early. Please advise the office as early as possible on the day to arrange this. Due to our double timetable or assembly it might take some extra time to bring the children to the office.



Playsteps in the West

Term 4

Playsteps in the West is a free parent and child group where families have fun, share parenting experiences and learn together.

What is Playsteps?

Playsteps in the West is a free parent and child group where families have fun, share parenting experiences and learn together.

Playsteps runs for 8 weeks and has a focus on having fun and strengthening parent-child attachment. The group is facilitated by Play and Early Parenting Practitioners. A weekly group and one-on-one play sessions are offered to parents and carers.

What will I get out of Playsteps?

- An opportunity to build positive bonding times with your baby or toddler, through play, stories and music
- Time to develop an understanding of baby and toddler cues and ways to respond
- Build confidence and enjoyment in the parenting role.
- Make friends
- Share parenting experiences
- Learn practical parenting skills while having fun

For further information or to book into the program, please contact Tweddle on 9689 1577 or email Playstep@tweddle.org.au



Who is Playsteps for?

Playsteps is for parents and carers with a baby aged up to 12 months.

Time

9.30am – 11.30am (Wednesdays)

Term 4 dates

- October 19th, 26th
- November 2nd, 9th, 16th, 23rd, 30th
- December 7th

Location:

Bembit Bag-rook Community Centre
61 Polly Parade, Tarneit.

This program is delivered with thanks to the William Angliss Charitable Fund (Vic)

THE WILLIAM ANGLISS
CHARITABLE FUND

Secure babies | Strong families | Safe communities

Tweddle Child & Family Health Service 53 Adelaide Street Footscray VIC Australia 3011

T + 61 3 9689 1577 F + 61 3 9689 1922 www.tweddle.org.au

connect
with us



TRPS Walking School Bus

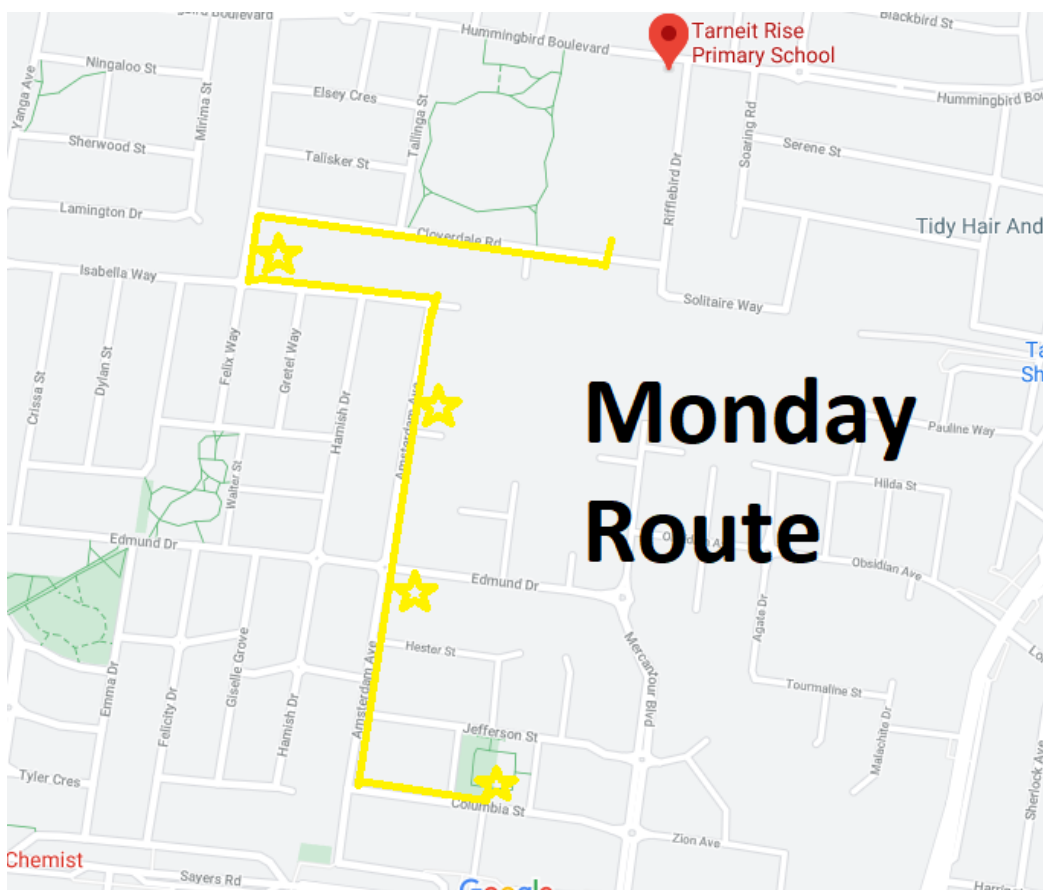
Our Walking School Bus continues even in this winter weather. We did cancel a couple of days last week due to staff illness or very bad weather.

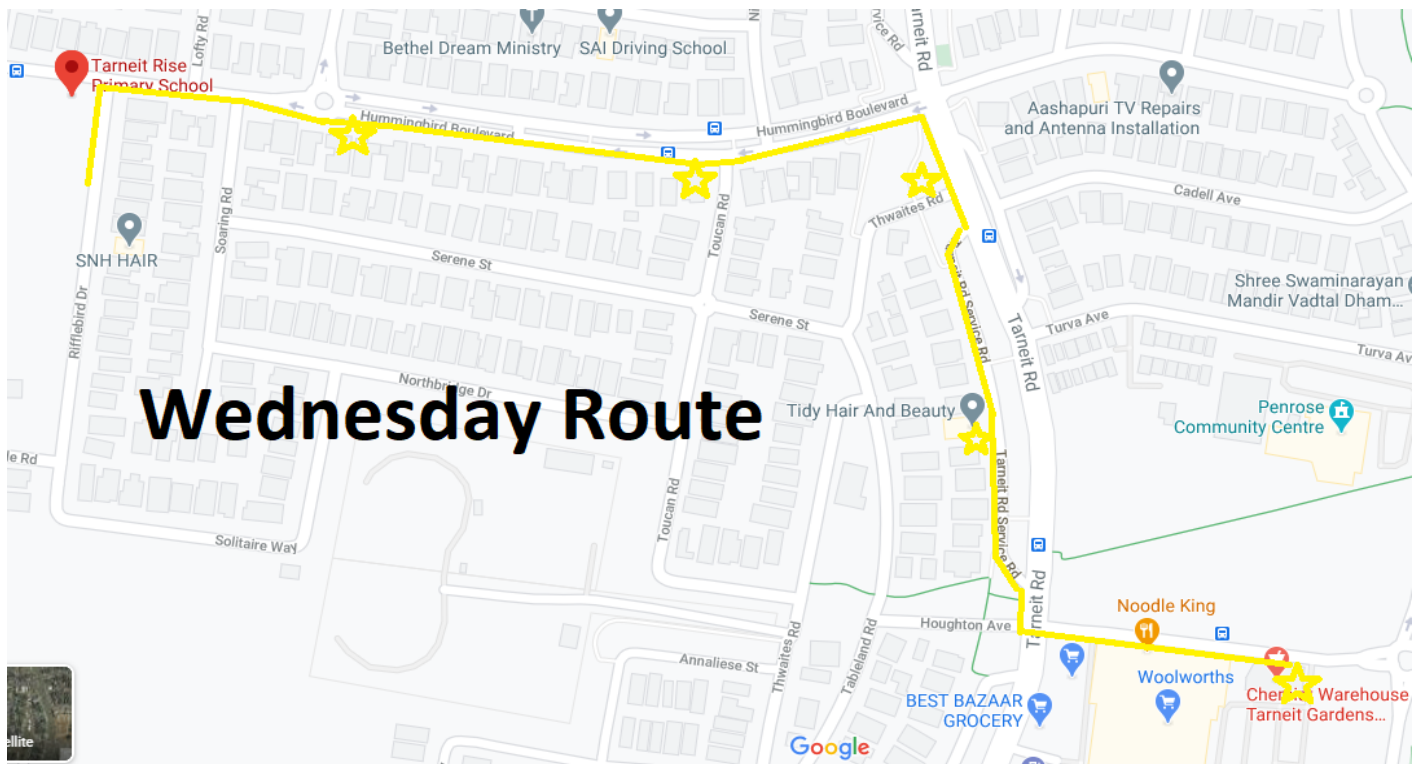
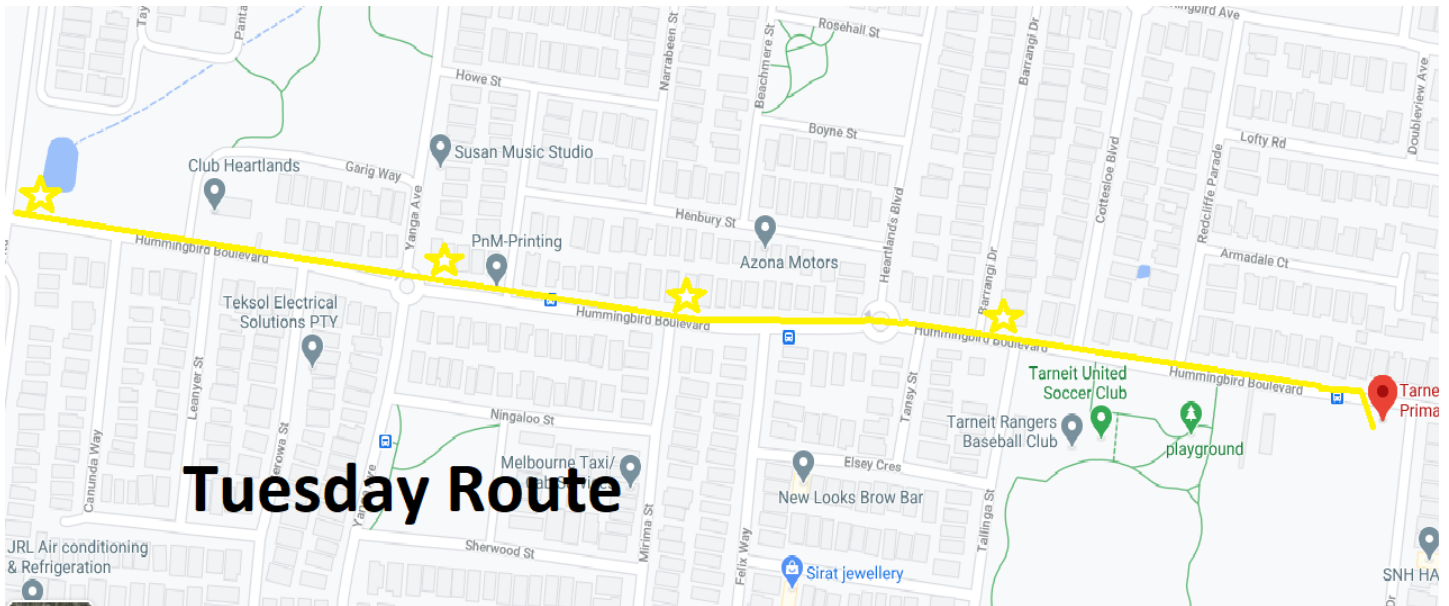
We are trying very hard to promote active travel to school and reduce traffic congestion at TRPS.

Please feel free to join us Monday, Tuesday or Wednesday on our Walking School Bus.

- Monday – Columbia Street Park—leaving at 8:10 am
- Tuesday – Corner of Davis Road and Hummingbird Blvd, Tarneit (the traffic lights at the Coles) – leaving at 8.10am.
- Wednesday – Tarneit Gardens (Woolworths) leaving at 8.10am from outside Chemist Warehouse.

Staff will be at the starting points from 8.00am and we will also be picking up children along each route.





LUNCH ITEM ONE

SALADS

Greek Style Salad with Feta and Olives (V, GF)
 Pic(k)nic Box – Vegetarian (V, GF)
 Pic(k)nic Box with Ham (GF)
 Mexican Inspired Salad (V, GF)
 Tuna Mix with Brown Rice & Quinoa Cakes (V, GF)

SUSHI

Teriyaki Chicken Hand Rolls (2)
 Cooked Tuna Hand Rolls (2)
 Avocado Hand Rolls (2)
 Cucumber Hand Rolls (2)
 Vegetarian Hand Rolls (2)

BAKERY

Cheese and Bacon Roll
 Cheese and Vegemite Scroll (w/m)
 SCROLL with Ham & Cheese
 Semi Dried Tomato and Olive ROLL
 Topped with Only Cheese Roll

BAKED FRESH PIZZAS

(Thin & Crisp, Served at room temp)

Margherita Pizza
 Ham and Pineapple Pizza
 Fresh Tomato, with Italian Herbs Pizza
 Spinach and Feta Pizza

SANDWICHES, ROLLS & WRAPS

Turkey, Cranberry, Lettuce and Cheese Sandwich
 Gluten Free Ham & Cheese Sandwich (GF)
 Simple Salad Roll (V)
 Cucumber & Ham Sandwich (GF)
 Vegemite Sandwich (2)
 Mild Salami and Salad Roll
 Plain Cheese Sandwich (2)
 Roast Beef, Fruit Chutney, Cheese and Lettuce Roll
 Cheese and Salad Roll
 Wholegrain Cheese and Tomato Sandwich
 WRAP (GF, DF) Ham and Salad
 Wholegrain Ham and Cheese Sandwich
 Chicken and Salad Roll
 Garden Salad Wrap (GF,DF,V)

LUNCH ITEM TWO/THREE

FRESH FRUIT & VEG

Fresh Fruit Combo
 Freshly chopped Strawberries & Grapes
 Lightly Steamed Corn wheels & Broccoli pieces
 Celery & Carrot Sticks with Sultanas
 Chopped Carrot, Cucumber, Red & Yellow Capsicum
 Apple pieces with Lemon Juice, Cinnamon & Brown Sugar
 Chia Bowl with Banana, Coconut & Strawberries
 Sugar Snap Peas, Beans & Cherry Tomatoes
 Cantaloupe & Honeydew pieces
 Edamame (Lightly Salted)
 Cherry Tomatoes with Tasty Cheese & Rice Crackers
 Freshly chopped Orange Segments
 Whole Fruit – Banana OR Mandarin

YOGHURT

Strawberry Chobani Yoghurt
 Blueberry Chobani Yoghurt
 Passionfruit Chobani Yoghurt
 Plain Chobani Yoghurt

BAKED GOODS

Choc Chip Cookie
 Cornflake Cookie
 Finger Bun with Sprinkles
 Hedgehog Slice
 Choc Cup Cake (GF,DF)
 Blueberry Muffin

DIPS & CRACKERS

Tzatziki Dip with Rice Crackers
 Avocado Dip with Rice Crackers
 Spring Onion Dip with Rice Crackers

POPCORN/SNACKS

Dried Fruit Medley with a Yoghurt Frog
 Popcorn - Lightly Salted
 Popcorn - Slightly Sweet, Lightly Salted
 Lightly salted Fav'va Beans
 Chickpeas with Lime & Black Pepper
 Balsamic & Sea Salt Fav'va Beans

DRINKS

Apple Juice / Orange Juice
 Full Cream Milk
 Nippy's Chocolate Milk
 So Good Soy Milk
 Strawberry Milk – Lactose Free

Healthy, Interesting & Affordable Lunches Delivered to School!

**More information about Our Offering including
 Pricing, Ingredients and Portion Size is available on the Our Menu Page at**

www.classroomcuisine.com.au

