Student Learning @ PVSPS

Connecting home and school

2016 Term 1 Week 5 - Inquiry Learning & Social & Emotional Learning
Welcome to our first student learning newsletter for 2016. All of the learning teams have contributed photos and accounts of the great learning that has been happening at PVSPS over the last few weeks. We have been very pleased to see the students settling into their new routines and learning teams, making new friends and re-establishing old friendships. We hope you enjoy reading all about it and seeing the photos in this edition which is focusing on their Inquiry Learning and Social and Emotional Learning.

New in 2016!!

This year we will be trialling some Friday afternoon assemblies. The intention is to offer an alternative day for assemblies so that families who may not be able to come on a Monday morning might be able to get to a Friday afternoon assembly occasionally. Our first Friday afternoon assembly will be next Friday, 4th March at 3.15 pm.

Please remember also that Monday 29th February is a pupil fee day.
Designing Australian Flags

4/5M have been designing new Australian flags representing the union between Indigenous Australians and European culture. We discussed how we could lay out our flags with Indigenous Australian symbols. Here are a few examples (Sofia Pisano and Katja Ayoubi).

Monique Rogerson

Amy Faulds

Paige Pennisi

Harry Ryan
During Term One, the Year 3 students have been participating in activities to help them develop their social and emotional skills, both in the learning spaces and in the playground. They have set some personal goals to help them focus on behaviour to support positive emotions.

Police Visit

Sergeant Jo and Sergeant Rupe came to visit and spoke to the students about their role in the community. The students even got to see inside a real police car and look closely at a police badge.
As part of our Connected Communities inquiry unit, we had a very special visit from Amanda, a paramedic.

She brought along lots of things to show us such as the spine board and stretcher and told us all about how paramedics can help people in the community.

We had some very brave volunteers to help with the demonstrations.

Left: Kristian getting his blood pressure checked
Middle: Tristan showing us how paramedics use the spine board to transport patients
Right: Amanda and Hunter showing us how paramedics can test the oxygen levels in a person’s blood.

We even got to explore the inside of the ambulance. Lucky us!

A VERY BIG Thank You to Amanda Thornton for a very engaging and informative presentation. We learnt a lot!
MORE ART NEWS

Prep
The prep children have been designing, arranging, cutting and pasting paper to create a person.

Year 1 / 2 / 3 have been working on pattern/line and drawing. We have also started our unit of work on Our Community. We are designing our community in 2D and 3D. Watch out for our display!

Year 4 / 5 have been drawing self portraits and creating a collage about themselves. The children have also been looking at pattern and line for their Aboriginal inspired art work.

Year 6 have designed their own Mandala! We have been revising pattern and line.
Inquiry learning

Our Inquiry Learning unit Classroom Communities Care is off to a great start. Our big questions are ‘How can I get the most out of being a member of my classroom community?’ and ‘How can I make my classroom community the best it can be?’

Canny Cricket

Canny Cricket helps us to be happy by solving problems! Canny Cricket is our personal mind reader, he sits on our shoulder and he can help us to think about our own thoughts and to solve problems!

Here are some pictures of problems at school the Canny Cricket has helped us to solve, such as finding more friends.
We have been looking at emotions and learning how to read other people's feelings by looking at their body language.

We have been creating a ‘YES’ community, understanding the body language we need to present to say yes to learning, friendship and life.

Social and Emotional Learning and Every Day Values

We have been exploring how people learn and what kinds of learners we want to be.
The Inquiry learning unit for students in the Year 4/5 neighborhood focuses on the concept of community. As part of this study they are finding out about Indigenous Australians. They have been reading and reflecting on Dreamtime stories which were handed down as oral histories over many years.

Students participated in a mock campfire where stories were told as a way stimulate the age old tradition of storytelling that has been a big part of indigenous culture.

Towards the end of their story students mentioned a moral or message about their story.

When asked what was the moral or message of their story, some students said:

- Pay attention at all times because accidents happen everyone - Elizabeth W
- Try not to skip steps because you can really hurt yourself - Kayley K
- Don’t touch sharp objects unless your parents are with you - Athina A
- Look at something before you purchase it because it may not be what you want - Jimmy K
- Don’t play with a ball inside the house because you can brake things - Hassan Y
- Know your home address because you may get lost - James W
- When driving always pay attention to the road because accidents can happen - Will T

I researched a dreamtime story and shared it with the class – Helen G
I bought in some percussions to share with the class. Elizabeth W
I bought in a hand painted boomerang to share with the class - Erin S
4/5A have been exploring feelings and emotions in **Social and Emotional Learning**. We have been practising to identify different feelings, widen our vocabulary and attach different emotions to everyday situations.

Students demonstrated some ‘freeze frames’ of different emotions:

Angry

Lonely

In Our Inquiry unit on Community and The Indigenous, we have read many Dreamtime stories as well as making our own. The students did a mind map about 2 Stories: Lizard Rock and Tiddalick the Frog!
This term the year Prep to year 3 students are learning about communities, including the services that help us. Last Friday, Amanda the paramedic came to visit us. We learnt about how paramedics help the people in our community. We asked Amanda a LOT of questions and we are so grateful she answered every one of them. Lucy H. She even let us walk through her ambulance!

All the students walked through and saw the inside of Amanda’s ambulance. There was a lot to see. We discussed what we learnt and wrote about why we think paramedics and the ambulance service is important for communities. Lucy H.

Paramedics are important because they keep you and others safe unless they are not sick or hurt. Indi C.

We discussed what we learnt and wrote about why we think paramedics and the ambulance service is important for communities.

Sam: the paramedics go to the sick to make them well first.

Alexis: Paramedics put a thing on your finger to check your oxygen.

Lucy: the roof in the ambulance is low.

Xanthi: they don’t always need to figure things out in the hospital; they can sit in the ambulance.

Maisy: ambulances don’t go fast but they can go through red lights.

Archie: the paramedics make people safe.

Justin: Paramedics don’t go to you if you’re not very sick, they only go to you if you are very, very sick.

Connor: Paramedics are a special machine to tell you a person needs to breathe.
Two Police Officers Visited Our School

It was great to observe how students in Grades 1, 2 & 3 showed interest, asked questions and politely asked questions when the Local Police visited our Learning Neighbourhood.

Going outside to look at the police car and learn about the equipment that the police can use while travelling, was just the icing on the cake!

Sergeant Jo was only too happy to answer questions, especially to such a captive audience.
Social and Emotional Learning:

Every week this term we have spent 1-2 sessions on social and emotional learning. The topics include defining the school values, especially Caring, as well as exploring emotions.

The children have been developing their emotional literacy. This includes learning that emotions can be mixed, that we will all have days when we move from positive to negative emotions and learning that there are degrees of emotions. For example, we spent one session role playing the different degrees of anger and frustration, from mildly “cheesed off” to “cross” to “livid” and “exploding”. The role playing was amusing. But it was also important for the children to recognise emotions and what causes them so that they can develop strategies for coping (including help-seeking). We have learned that the English language is rich with synonyms for “anger”... and “annoyance”, “embarrassment”, “humiliation” and so on.

The children have been developing their emotional resilience. Again, we are using role play and discussions to recognise the strengths in ourselves that help us to bounce back from difficult situations. We have used drawing, with the children showing themselves doing something positive for or with someone else. The sketches of “kindness” are to help us reflect on what it takes for people to show kindness, fairness, courage and caring.

Our next step in emotional learning is to focus the problem solving and stress management strategies that we all need to be resilient.
Year 6 Inquiry Learning

Government – Get it? Got it? Good!

Our Inquiry unit this term is ‘Government – Get it? Got it? Good!’ The students have looked at ideas such as community, Federation and women’s rights.

During the first week the students spent two lessons looking at different kinds of governments and comparing them. The students received cards with letters on them and were required to search for others in the room with the same word, eventually spelling a form of government. The lesson focused on five very different types of government; democracy, communism, monarchy, dictatorship and totalitarian state. The students then used the classroom MacBook’s to research the five types of government and attempt to explain the differences between them. The lesson ended with the students sharing their findings in a class forum.

During the third week of our Inquiry unit the students looked at Federation. The students looked at a video on the children’s news program ‘Behind the News’ that discussed how the idea of Federation was brought about, the catalysts for the idea and the people responsible. The students learned the roles of important figures such as the ‘Father of Federation’ Henry Parkes and Sir Edmund Barton, Australia’s first Prime Minister. They were required to focus on the wants and needs of the individual colonies before Federation and the key arguments for and against the idea.

Weeks four and five have seen us look at the voting rights of women and the steps that women have had to take to bring about such radical social change. The students put themselves into the shoes of pre-Federation parliamentarians and debated whether they thought women should be allowed to vote. Especially interesting was the requirement of some of the grade 6 girls to argue against their own voting rights! What followed was a lively debate which then formed the basis of a persuasive piece that the students are about to begin work on.

Over the next five weeks we will be looking at issues such as the Stolen Generation, how laws are made and changed and the overall structure of Australia’s Federal Parliament.
PUPIL OF THE WEEK - Week 5 (these awards will be presented at assembly on Friday 4 March)

PREP Liliana G for showing respect by listening carefully. Alexander C for showing respect by listening carefully to his teachers.

YEAR 1/2 Olivia L and Indiana C for their focus during maths when ordering three digit numbers. Noah L and Archie P for answering questions and completing work intelligently. Fawaz H for working cooperatively with his partner during writing. Johnny P for his effort when listening in class and during learning tasks.

YEAR 3 Amelia H for her creative thinking and effort when creating her values board game. Niamh W for always using her manners and listening well to others.

YEAR 4/5 Maddison S for her fabulous design of a new Australian flag. Chanelle D and Scarlett L for a great discussion in social and Emotional Learning sessions, Zoe E for listening attentively and offering contributions to our inquiry unit. Mai N for always being so alert and a caring friend.

Year 6 Daniel N for learning: working extra hard at maths. Lucas R for an excellent effort in maths.

ART Wilhem C for his excellent design of his mandala and wonderful participation in art.

Assistant Principal Havana F in Prep E for becoming more resilient each day.

Principal Isaiah S in 45A for helping to keep our playground safe by letting us know when he found a brick on the oval.

Congratulations!