

GAAYIP-YAGILA PRIMARY SCHOOL NEWSLETTER

THE LATEST EVENTS AND ANNOUNCEMENTS FOR
OUR SCHOOL COMMUNITY

LETTER FROM THE PRINCIPAL

Diwali

The Hindu religious day of Diwali, also called Deepavali or the “Festival of Lights” is one of the most popular dates on the Hindu calendar.

Diwali symbolises the spiritual victory of light over darkness, and takes place each year after the harvest and to coincide with the new moon. This year Diwali takes place on Sunday 12th November. Diwali can occur anywhere from mid-October to mid-November. The date changes every year because it is based on the Hindu lunar calendar.

Diwali occurs on the darkest day of the lunar month, which is the day of the new moon.

The celebration has long been a cultural holiday where people get together for parties, gift giving, and pray for a prosperous future. However, it is observed differently by Hindus, Jains, Sikhs and Buddhists, creating diverse traditions and customs.



Coming Together To Learn

Remembrance Day – 11th November, 2023

On 11 November 1918, the guns of the Western Front fell silent after four years of continuous warfare. With their armies retreating and close to collapse, German leaders signed an Armistice, bringing to an end the First World War.

Remembrance Day is commemorated primarily in Commonwealth countries that formed the Allied forces during WWI, such as Australia, New Zealand, the United Kingdom, South Africa, and Canada. The United States, which was also an Allied country during WWI, also commemorates its Veterans Day on 11 November. Like Australia, other commemorating nations usually observe at least one minute of silence at 11am to pay respect to those who have served and sacrificed for their country.

The primary Remembrance Day tradition observed in Australia is holding one minute silent reflection at 11am to remember those who gave their lives in service. Remembrance Day services are held across Australia for communities to commemorate together. Other traditions include playing the Last Post and reciting the Ode of Remembrance.

During WWI, red poppies were among the first flowers to bloom on the battlefields of the Western Front, making them a powerful symbol representing the bloodshed of the war. The red poppy has since grown in recognition as the official symbol of Remembrance Day worldwide. The community is encouraged to wear a red poppy on Remembrance Day in memory of those who served and sacrificed for our nation.

Kind Regards

Cassy Hoggins



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2023 CALENDAR OF EVENTS

Tuesday 14th November	Year 5 - GTAC Incursion
Thursday 16th Novmeber	Year 5/6 - Geography Open Hour
Friday 17th November	Year 1 Melbourne Zoo Excursion
Monday 20th November	Whole School Assembly
Wednesday 22nd November - Friday 24th November	Year 2 Swimming Program
Wednesday 29th November	Foundation Animal Land Children's Farm - Diggers Rest Excursion (FB, FE, FF, FH, FJ) Year 2 Swimming Program
Thursday 30th November	Foundation Animal Land Children's Farm - Diggers Rest Excursion (FA, FD, FG, FI, FC) Year 2 Swimming Program
Friday 1st December	Year 2 Swimming Program
Tuesday 12th December	State Wide Transition Day
Wednesday 13th December	Year 6 Graduation
Friday 15th December	Year 5/6 Amazing Race
Wednesday 20th December	Last Day of Term 4 - 1:00pm Finish

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ASSISTANT PRINCIPAL REPORT

CURRICULUM UPDATE

ASSESSMENT AND READING

As we move towards the end of the year, teachers are busy completing assessments to support them to make judgements about student learning in reading. This information will be used to provide accurate information to parents about student achievement in reading through our formal reporting system.

Reading is the cornerstone of academic success and lifelong learning. It forms the foundation for comprehension, communication, and critical thinking skills. However, not all students develop reading proficiency at the same pace. To ensure every child reaches their full potential, our teachers employ reading assessments that evaluate key components known as the "Big Six in Reading." These components of reading are taught explicitly to all students and are assessed through a variety of one-to-one assessments, teaching observations, book work, work samples, and online assessments.

These components of reading are:

- 1. Oral language:

Oral language is the foundation of all literacy skills. If young children experience rich oral language by talking with and listening to adults and other children, they will have a large 'bank' of spoken vocabulary, words they understand when used in spoken communication.

- 2. Phonological Awareness

Phonological awareness involves the ability to recognize and manipulate the sounds of spoken language. It lays the groundwork for learning to read and spell.

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- 3. Phonics:

Phonics involves the connection between letters and their corresponding sounds, enabling children to decode words. Assessing phonics skills enables teachers to pinpoint gaps in students' understanding and cater instruction to suit individual learning needs. A strong foundation in phonics enhances reading fluency and comprehension as students progress.

- 4. Fluency:

Reading fluency is the ability to read with accuracy, speed, and prosody (expression). It impacts reading comprehension and aids in creating a seamless reading experience.

- 5. Vocabulary:

Vocabulary is the set of words known and understood by an individual. A robust vocabulary enhances reading comprehension and writing skills.

- 6. Comprehension:

Comprehension is the ability to understand and extract meaning from a text. A student may be fluent and have a strong vocabulary but still struggle with comprehension. Assessing comprehension provides insights into students' understanding of various texts and guides educators in employing effective comprehension strategies to enhance reading comprehension abilities.

Assessing the Big Six in Reading is a fundamental practice for educators committed to nurturing literate and confident readers. By addressing each aspect of reading through comprehensive assessments, teachers can tailor their instruction, implement targeted interventions, and cultivate a culture of reading within their classrooms. Ultimately, prioritizing reading assessment empowers students with the essential skills needed to become proficient readers and, consequently, lifelong learners.

Over the January break, families can support students to continue to develop their reading skills by continuing to encourage reading at home.

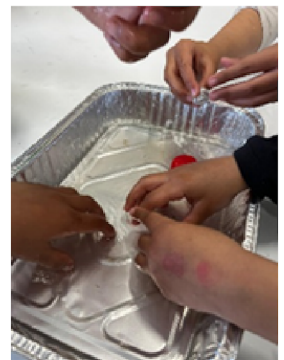
Katrina Lamers

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SCIENCE NEWS

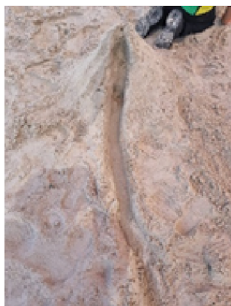
Foundation

Our fabulous Foundation Scientists have been continuing their investigations about materials for hats. In Week 5, they used their sense of touch to see how materials feel, then added water to these materials to identify any change in these materials. They then thoughts about whether these materials would be useful for a rainy day party. In Week 6, students thought about how they can made their hat Sun Smart, so their hat can shade them if it is a sunny day. They focused on whether these materials provide a shadow to shield them from the sun.



Year 1 and 2

Our fantastic Year 1 and 2 scientists have been investigating water. In Week 4, students learnt about how beavers make dams through the use of barriers in rivers. Students recreated this in the sandpit, by creating a mountain with a river and then blocking off the flow of the river to create a dam. In Week 5, students learnt about how water is used in our school. They used a map of Gaayip-Yagila and marked the places where we can find water including water taps, toilets, kitchens and fire hydrants. In Week 6, students looked at how water is used in our homes and how we can conserve water. Coming up at the end of November, students will be participating in an incursion at school run by Yarra Valley Water.



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SCIENCE NEWS

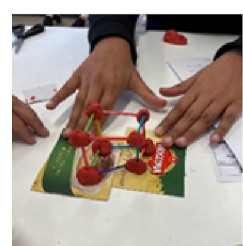
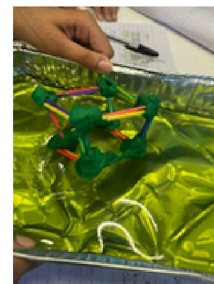
Year 3 and 4

Our inquisitive Year 3 and 4 scientists have been learning about different types of natural disasters. In Week 4, students learn about what a bushfire is, how they start and developed their own bushfire safety plan. They investigated data about bushfires and noticed how bushfires have been occurring more often in recent years. In Week 5, students learnt about floods. They completed a quiz where they showed their learning about floods in Australia. In Week 6, students learned about Earthquakes and tectonic plates. They created a tectonic plate map to show where the plates are on Earth and compared different sized Earthquakes that have occurred in Melbourne over time.



Year 5 and 6

Our brilliant Year 5 and 6 scientists have been learning about different types of natural disasters. In Week 4, students learnt about floods, bushfires and drought focusing on the ways these disasters impact the environment. They drew before, during and after pictures to show this change on the landscape. In Week 5, students learnt about earthquakes. They created their own house out of matchsticks and used jelly to see if their house could withstand an earthquake. In Week 6, students made their own volcanos that we made erupt! Coming up at the end of November, students will be going on an excursion to learn more about the MARS space expeditions.



Science Team

Amy Hicks, Sally Hill, Nicole Marshall, Melissa Pongrac, Lauren Hogg

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VISUAL ARTS NEWS

As we are now halfway through Term 4 here in Visual Arts, we're looking at consolidating the learning we have done throughout the year and focusing on the Elements of Art such as line, shape, colour and form.

Foundation and Year 1 students have started the base for three-dimensional line sculptures by practicing naming lines and drawing them with paint slicks. Next week we will learn how to fold and twist paper to create different types of three-dimensional lines.

Year 2, 3 and 4 students are practicing naming, drawing and cutting different types of lines, as well as using line, shape and tone to create patterns. They're creating patterned paper this week to cut out and turn into 3D sculptures next week.

The Year 5/6 students are combining their understanding of line, shape, form and balance, to create three-dimensional relief sculptures. Students are creating origami pieces which they are assembling into forms which show their understanding of radial symmetry.



The Visual Arts Team
Marni Harris and Ilkay Yagcioglu

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2024 CLASSES

Our classes for next year will be formed with the following priorities:

- Students with at least one peer from their nominated 'who you work well with' list.
- Classes with a balance of;
 - Students working 'above', 'at' and 'working towards' academic level.
 - Gender.

Our classes for next year, including teachers, will be announced on the state-wide transition day, Tuesday 12th December. All students will have an opportunity to spend time with their new class and teacher on this day.

In my experience, this process is comprehensive, considerate and best prepares our students for a positive start to the following school year. Of course, on occasion, there might be some disappointment for a few of our students. They might miss a particular friend or be anxious about leaving a favourite teacher. As the adults, it is our responsibility to support them through this. I am aware of occasions at other settings where families have made requests regarding their child's class following the 'orientation day'. To be clear, that will not happen at our school. Instead, if there is some initial disappointment, we will enact our school values and work collaboratively with kindness and respect to ensure our students and families feel supported and prepared for the transition into 2024.

As you can appreciate class placement is a very complex undertaking, especially in light of our total school enrolment in excess of 1000 students for 2024. At Gaayip-Yagila Primary School, we strongly believe it is essential for children to have the opportunity to make new friends, as this experience often leads to wonderful new friendships and stronger social skills.

If anything I have outlined is unclear, please do not hesitate to contact me for further clarity. I look forward to working through this process together with the intention of providing our students with the best possible learning platform to begin 2024.

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ASTHMA AND HAY FEVER

Thunderstorm Asthma - Be prepared this pollen season

Grass pollen season, which typically runs from October to December each year in Victoria, brings an increase in asthma and hay fever symptoms. It also increases the risk of thunderstorm asthma. For people with asthma or hay fever, especially those who experience wheezing or coughing with their hay fever, thunderstorm asthma can be sudden, serious and even life threatening.

Gaayip-Yagila Primary School will implement a range of measures to keep our school community safe as the risk of thunderstorm asthma increases.

Many of our staff are trained in asthma first aid, and we will monitor the VicEmergency app to receive thunderstorm warnings, and, where appropriate, keep students indoors when weather forecasts identify greater risk. We had students remain inside at the first break on Wednesday 24th October due to the strong winds.

During the season, there are some things you can do to prepare and protect yourself and your family:

- If your child has ever had asthma, talk to your doctor about what you can do to help protect them from the risk of thunderstorm asthma this pollen season, including updating your asthma action plan. Taking an asthma preventer properly and regularly is key to preventing asthma, including thunderstorm asthma.
- If your child has hay fever, see your pharmacist or doctor for a hay fever treatment plan and check if you should have an asthma reliever puffer. These are available from a pharmacy without a prescription.
- If your child has hay fever and experiences wheezing and coughing, it is important to make sure they don't also have asthma. Speak to your doctor about an asthma action plan.
- Where possible, avoid being outside during thunderstorms from October to December, especially during the wind gusts that come before the storm. Go inside and close your doors and windows. If you have your air conditioning on, turn it to 'recirculate'.

Protect yourself this pollen season – managing asthma and allergies matters.

For more information, speak to your doctor. You can also visit the [Better Health Channel](#) website.

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12 MONTHS FREE INTERNET AT HOME

Support your child's education

The Australian Government has established the School Student Broadband Initiative to provide free home internet for one year for up to 30,000 eligible families with school-aged students.

The initiative aims to boost education opportunities. NBN Co is leading the rollout of this initiative across the country.

How the School Student Broadband Initiative can help your child

Children who can access online learning at home as part of their education are more likely to engage in classroom activities.

Access to fast internet at home can also support children to build their digital skills, learn how to safely use the internet and take part in a world that is more reliant on digital technology.

Eligibility

To be eligible, families must:

- have a child living at home enrolled in an Australian school in 2023
- not have an active National Broadband Network internet service at their home* (having a mobile internet service does not affect eligibility)
- live in a premises that can access the National Broadband Network through a standard connection. NBN Co will check this for you after you apply
- register interest with your school and complete a consent form to be assessed for eligibility.

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*If an address has been disconnected within 14 days prior to an eligibility check – the address will be classified as ineligible. There may be cases where exceptions can be made, please contact the School Student Broadband Initiative team at SSBI@education.vic.gov.au to discuss further.

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12 MONTHS FREE INTERNET AT HOME

Support your child's education

How the School Student Broadband Initiative works

If you are eligible, your home internet service will be provided at no cost for one year with a participating internet provider over the National Broadband Network. Each internet provider has its own step-by-step process to get you connected, which may involve you providing identification.

Once you sign up, the internet provider will help you set up your connection. The initiative does not include devices such as a computer or tablet. Other members of your household can use the internet service provided through this initiative.

The one-year period will start from the day your service is activated with your chosen provider. At the end of the one-year period, you will not be placed onto a paid service by your internet provider without your consent. The Australian Government is considering options beyond the one-year free period.

How to apply

- Ask your school for a copy of the School Student Broadband Initiative consent form.
- Complete the consent form and return to the school.
- NBN Co will use student address details on the consent form to confirm eligibility.
- If you are eligible, NBN Co will issue a voucher for your family to use to sign up with a participating internet provider. This will be provided to you by your school.

Please note: NBN Co will review the home address for eligibility. No personal information other than your main home address will be shared with NBN Co. Please see the consent form for details about how personal information will be used.

Find out more

For more information about the School Student Broadband Initiative, visit <https://www.infrastructure.gov.au>

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