



Pearcedale Post

A message from our Assistant Principals - Heidi McDonough & Jeff Mead



We have been busy!

It's been a very busy couple of weeks here at school for our staff and our families. Our **Parent to Teacher interview night** was a fantastic success. This meeting was essential for families to have the opportunity to meet their child's teacher, and to share any information they felt necessary. If you did not attend an interview, we strongly encourage you to make a time to visit or have a chat over the phone with your teachers. The **Community nights** have continued and have been a great opportunity for families to meet each other in a relaxed setting. There have been some great nights. Many students have had the opportunity to participate in a **Hockey Clinic** during P.E. time and we could have some Kookaburras in the making! All of our 14 new staff members had the opportunity to attend the Ranelagh Club to learn all about working in a **Professional Learning Community school**. We have also had visits from **3 different schools** who have sent their staff to come and see some of our amazing teachers and programs in action.



Carnival

Our Autumn Carnival is fast approaching and we are hoping to get support from every family to make it another huge success. There are lots of ways every family can help. If you would like to donate any goods, they can be taken to the old hall. Raffle items, vouchers etc. can be left at the school office. Our Carnival cannot possibly go ahead unless we get the support of families to donate an hour or so on the day. Imagine if we got an hour from each of our 550 families -oh the possibilities!

Sustainability

In recent times we have noticed a huge improvement in the amount of rubbish around the school. School yard litter is minimal and the amount of land fill rubbish being taken to the commercial skip bins has dropped significantly. Thanks to our united effort to reduce, reuse and recycle, the students have become more aware of ways in which we can work together to look after our precious environment. Pictured below is a Grade 5 classroom with their 2 Sustainability Representatives, Blake and Gabby showing the 3 bins we now have in each classroom (Recycle, Compost and Landfill). Students are becoming far more aware of what goes in each bin and also ways in which we can minimise the amount of waste that is being brought into the school in the first place. A huge congratulations to our staff, students and parents for helping make our school "Environmentally Friendly".



Our mission is to enrich and equip all students with knowledge, skills and strategies that empower them to be active life-long learners, productive community members and global citizens.

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 Website: www.pearcedaleschool.com.au

Issue 2 - 23rd Feb 2018

TERM 1 2018

Fri 23rd
Newsletter

Mon 26th
Prep Community Night

Tues 27th
Grade 2 Community Night

Wed 28th

- Prep Rest Day
- Grade 6 Marine Excursion

March
Fri 2nd
Assembly

Mon 5th
Grade 6 Water Safety

Tues 6th
Grade 5 Water Safety

Wed 7th
Grade 6 Water Safety

Thurs 8th
Grade 5 Water Safety

Mon 5th - 9th
Hearing Awareness week

Mon 12th
Public Holiday



For all up-to-date
Information.
Download it today!!

What Teachers Want Parents to Know About Reading Levels

One of the biggest issues that is often brought to the teacher by a parent is the concern about what reading level their child is at. Many parents worry that their child is significantly below another child in their class or not moving up levels as fast as they should. A reading level (whether it be a number, colour or letter, depending on the book) indicates to the teacher what type of reader the child is. A child could be a beginner reader, emergent (developing) reader or an independent reader. The level is usually displayed at the front or back of the book. A reading level is given by a teacher who has conducted a "running record", which is a reading assessment tool.

1. Do not look at the back of the book -At the beginning of first term, children are given reading books and are happy to read them with the teacher during a guided reading session. They take them home at the end of this session to practise reading with their family. In Term 2 it all starts to change. When children are given their new reading books, they flip their books to the back to see what level they are on. The children say comments like "yes, I am on level 3" or "My mum said I should be on a higher level than this" or "Level 3 again!" It is these comments that change the idea of what reading is about. It moves from reading for enjoyment and a chance to practise reading skills to a tool for parents to compare their child against other children. As a parent, it is important not to show your child your interest in the number, colour or letter but focus on the reading skills that your child is developing.

2. The book should be easy-The book that comes home should be easy for your child. Reading at home should be an opportunity for your child to practise a smooth clear reading voice. Reading for them at home needs to be enjoyable and not a time for struggling and arguing. Parents can ask lots of questions while their child is reading to check that they understand the story line or facts of the text.

3. Read the book many times-Many parents are concerned that their child has had the same book for a few nights or a week. They inform the teacher that they can read it easily and require a harder book. Teachers want the children to feel that reading is easy at home. Harder texts are given in the classroom under the guidance of the teacher. They do not want a child to believe that it is so difficult. Praise the child for how they read. Emphasise how smooth their voice is or congratulate them on working out an unknown word. Reading a book each time, can be a different experience. Have a different focus for each time you read it with them. You could focus on the use of punctuation one time, working out unknown words one time, the story line one time and what's in each picture another time.

4. Staying on one level for a long time-Parents voice concerns about their child staying on a level for a long time. Teachers need a child to be secure (very competent) at a level before moving on. Being secure means that their reading voice is smooth and fluent, they can read a variety of texts at that level, have a variety of reading strategies they use to work out unknown words independently and they have great comprehension of the text. Children need to be exposed to both fiction and non-fiction books at each level. Non-fiction books tend to be harder for children as the vocabulary is more demanding. Lots of exposure to non-fiction texts will help your child increase their vocabulary.

5. Reading strategies-A child needs to develop a variety of reading strategies to work out unknown words in texts. While listening to your young child read, try to encourage them to work out the word independently. Informing your child of the word straight away will not develop their reading skills. Many children cannot move to a new level as their undeveloped reading strategies will not support them at a new level.

6. Do not compare children-Everyone has their own strengths and weaknesses, children are no different. Each child develops their reading skills at their own pace. A parent's concern about a child's reading level can be due to the fact that another child in their class is at a reading level much higher than their own child. Most children when they are learning to read have times where they move up levels quickly and other times when they plateau for a while. As long as they are making progress and their teacher is happy with this progress there is nothing to worry about.

7. Do not compare teachers-Another main issue that teachers face daily is the constant comparison of classrooms. As each child is different, each teacher is different as well. A teacher has their own idea of the most effective way of teaching reading, therefore some focus on moving up levels, some want to ensure a child is really secure before moving them up and some want the child to have more exposure of different texts at that level before moving up. Your child will have to work with all different types of people in their life so it is important that your child is given that opportunity with each teacher they have. As a parent you may not be completely happy with how the classroom is run but have faith that the school ensures that all teachers are working to the best of their ability for each child. If you have a real concern about a teacher, always approach them first for some clarification.

8. Comprehension-The most important part of reading is to be able to understand what you have read. Many times a child reads aloud beautifully, works out unknown words easily and pronounces all words correctly. However, they are unable to answer questions about what they have read. Moving up levels too quickly may cause more harm than good. A lot of children's comprehension strategies are undeveloped as the focus has always been on how the child sounds. Parents need to ask lots of questions starting with "why" and "how" about the text. Having a discussion about what has come up in the text is invaluable for a student's comprehension.

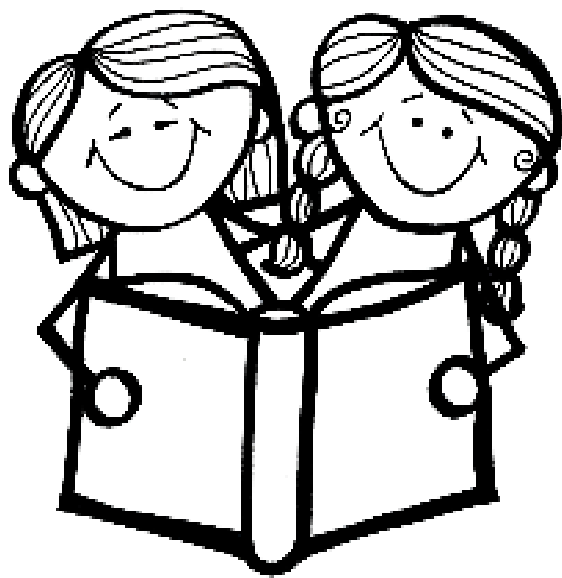
9. Children going backwards-Over the school holidays it is very common for a child to go back a few levels in reading. During the school holidays they are not having their targeted reading sessions at school, getting new readers and working on new strategies. Give your child a few weeks to get back into the routine of school before approaching their teacher about reading levels.

10. Assessing Reading levels-Teachers are constantly assessing reading levels of each child in their class. They observe how the child reads each guided reading session and writes notes about that child for the next reading session. They conduct "running records" regularly to give the appropriate levelled text. A running record is when a child reads a text at a particular level and the teacher records all the mistakes and self corrections the child makes. Using a few calculations, the teacher will know whether the text is too easy, correct or too hard for the child.

Teachers want parents to focus more on how a child is reading than what the reading level is. The more focus a parent places on a reading level the more focus a child places on it. Encourage reading for enjoyment and open their eyes to a whole new world inside books.

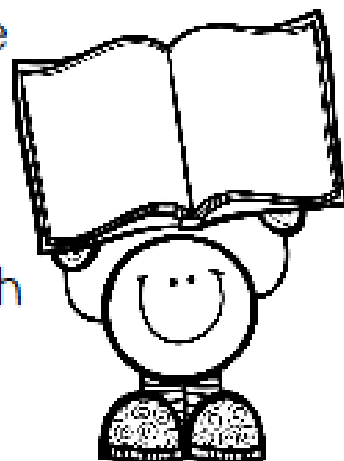
Reading At Home...

Can Make A HUGE Difference!



Choose Books That Are At An Appropriate Reading Level For Your Child

- ☐ Use the five finger rule. Open the book to any page and ask your child to read. Put up a finger every time your child does not know a word. If you have put up more than five fingers before the end of the page, this book is too hard for your child.
- ☐ Choose books that match your child's likes and interests.



Keep plenty of reading materials in your home: books, magazines, newspapers, and comic books. Children enjoy having a variety of reading materials!

WHAT ARE WE LEARNING IN PHYSICAL SCIENCE?



Foundation

We are looking at the way things move and how this can depend on a variety of factors, including their size and shape.
ie: What shapes can roll? What ways can people move? What special features do animals have that make them move the way they do.

Year One

We are exploring how light and sound are produced by a range of sources and how light and sound can be detected.
ie: What can we hear and see? What allows us to do this? How does light and sound travel?

Year Two

We are looking at how a push or a pull force can affect how an object moves or changes shape.
ie: How do toys move? What happens when we hold a ball under water and let go of it? What items in our homes do we push or pull?

Year Three

We are discovering how heat can be produced in a variety of ways and how it can be transferred from one object to another.
ie: What feels warm? Is it being warmed by something else or is it a heat source? How can friction cause things to become warm?

Year Four

We are exploring a variety of means that forces can be exerted by one object on another, through direct contact or from a distance.
ie: Pushing and pulling tin cans using a strong or weak force. Looking at the how friction affects the movement of an object.

Year Five

We are learning how light can travel and how light from a variety of sources can form shadows and can be absorbed, reflected and refracted.
ie: Why can an object in water look bent? Why can't we see in the dark?

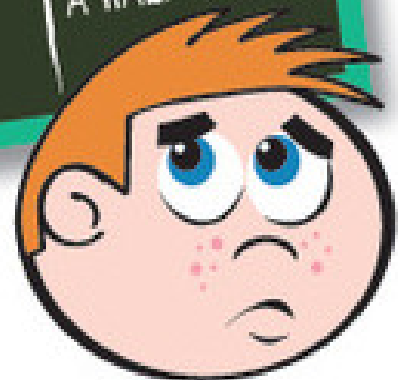
Year Six

We are exploring how a variety electrical circuits can provide a means of transferring and transforming electricity.
ie: What do we know about batteries? How does a light globe work? How can we make a variety of circuits?

EVERY MINUTE COUNTS

Just a little bit late doesn't seem much but.....

He/She is only missing just....	That equals....	Which is....	over 13 years of schooling. that's....
10 minutes per day	50 minutes per week	Nearly 1.5 weeks per year	Nearly HALF A YEAR
20 minutes per day	1 hour 40 minutes per week	Nearly 2.5 weeks per year	Nearly 1 YEAR
Half an hour per day	Half a day per week	4 weeks per year	Nearly 1 AND A HALF YEARS
1 hour per day	1 day per week	8 weeks per year	Nearly 2 AND A HALF YEARS



Did you know your child's best learning time is the start of the school day?

That's when every minute counts the most!





Sport /P.E

So far this term, the Year 4, 5 and 6 students have been working hard to improve their Athletic skills.

On the 21st of March, all of these skills will be on show as we hold (for the first time) our Senior School Athletics Carnival at Ballam Park, Frankston.

It will be an amazing experience for all students to compete on a professional Athletics track. The day will be run in a similar fashion to previous years that were held at the school. Students will move from event to event in their age group throughout the day.

At each event, students will earn points for their house when they participate. For the students that are successful in their events, they will have the opportunity to train with the PPS Athletics team and potentially represent the school at the District level in term 3.

Details:

When – Wednesday 21st March

Time – Events start at 10.00 and finish by 2.30

Where – Ballam Park Athletics Track, Frankston

Grade 4 – 6

Cost \$10

Attire – Athletics attire that also represents their house colour

Drinks, snack and lunch required. No canteen open.

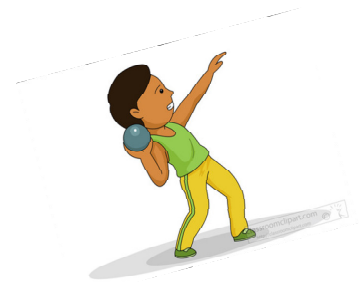
Please ensure all children have hats, sunscreen, warm clothes if cool and Asthma medications if required.

Parents are more than welcome to help on the day, if you are interested, can you please see Mrs Peney or Mr Simpson.

Also, a reminder for all students in Year 5 and 6 that Water Safety week is quickly approaching. On the 5th – 8th of March, Water Safety will take place at Mornington Life Saving Club. Please remember to return your notes so we can start to sort your groups, also, keeps those fingers crossed for some warm weather!

Thank you!

Mrs Rhonda Peney & Mr Josh Simpson



CONVEYANCE ALLOWANCE 2018

Students who meet the Department of Education and Early Childhood Development's criteria are able to claim a conveyance allowance to assist with their travel costs to school by private car.

The main criteria for student eligibility are:

- You must live more than 4.8km from Pearcedale Primary School and
- Pearcedale Primary School is the closest government school to your residential address.

If you believe that you may be eligible and would like an application form, please contact the office.
Applications close Thursday 8th March, 2018.

IMPORTANT INFORMATION

DO YOU HAVE A CURRENT CONCESSION CARD?

CAMPS, SPORT & EXCURSION FUND

The CSEF is provided by the Victorian Government to assist eligible families to help cover the cost of school excursions, camps and sporting activities.

If you hold a valid concession card or are a temporary foster parent, you may be eligible for this CSEF payment.

The allowance will be paid to the school to use towards expenses relating to camps, excursions or sporting activities.

The annual CSEF amount per student is \$125 for Primary School students.

How to apply: Contact the school administration office to obtain a CSEF application form or print one from the school website.

If you received CSEF in 2017, you are NOT required to complete a new application form, unless you have a PREP student starting this year.



FINANCIAL ASSISTANCE INFORMATION FOR PARENTS

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government's commitment to breaking the link between a student's background and their outcomes.

CAMPS, SPORTS & EXCURSIONS FUND (CSEF)

School camps provide children with inspiring experiences in the great outdoors, excursions encourage a deeper understanding of how the world works and sports teach teamwork, discipline and leadership. All are part of a healthy curriculum.

CSEF will be provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is:

- \$125 for primary school students
- \$225 for secondary school students.

HOW TO APPLY

Contact the school office to obtain a CSEF application form or download from www.education.vic.gov.au/csef

MORE INFORMATION

For the CSEF application closing dates and more information about the fund visit www.education.vic.gov.au/csef



School Crossing Safety



There are over 70 Schools in the City of Casey, serviced by over 240 school crossing supervisors. Over 35,000 students attend these schools each day, travelling by foot, private vehicles and public transport.

The City of Casey encourages drivers, parents and others responsible for children, to carefully read the information below to minimise the risk of accident or injury at and around school crossings.

Why are school crossings important?

Children do not have a well developed sense of danger. They also do not have well developed peripheral (side) vision or spatial sense. This makes it difficult for them to properly judge the safe time to cross a road. Supervised school crossings were formally introduced in the 1970s to protect children from this risk.

Why do we need parking and traffic controls around school crossings?

Crossing supervisors need to have a clear field of vision in all directions around their crossing, so that they can spot approaching children and vehicles as soon as possible.

Because children are often very small, cars parked or stopped too close to crossings can completely obscure them from the view of supervisors and drivers. Coupled with children's limited ability to identify danger, this can create a very hazardous situation.

Parents and other people who are dropping off/picking up children also need reasonable access to parking for that purpose.

What sorts of controls can I expect to find around schools?

A range of restrictions may apply according to the needs of the particular area. The following restrictions may apply at and around your school:

No stopping



What does no stopping mean?

No stopping means you cannot stop your vehicle for any purposes, no matter how short the time.

No parking



What does no parking mean?

No parking means that the area is a pick up/drop off zone and that you cannot leave your vehicle un-attended and you cannot be parked for more than 2 minutes.

Bus Zone



What does bus zone mean?

Bus zone means that this area is for buses only. You cannot stop there at all.

Disabled Parking



What does disabled parking mean?

Disabled parking means that only vehicles displaying a valid Disabled Person's parking permit may park in these spaces.

As a driver what am I required to do around school crossings?

When approaching school crossings, slow down to 40km/h or less, watch for children and remember not to stop too close to the crossing. You **MUST** stop before the STOP LINE marked on the road once the stop sign is displayed to you.

The crossing must be completely vacated of all pedestrians before proceeding, including the supervisor.

Also watch for, and obey, the instructions of the School Crossing Supervisor.

Look for parking restriction signs and make sure to obey them or you may be fined.

For further details call 9705 5200, log onto www.casey.vic.gov.au or visit one of our customer service centres at Bunjil Place Narre Warren, or Centro Cranbourne.

Accident Insurance

Parents are reminded that the school or Department **does not** hold personal accident insurance for students.

There are a number of affordable Student Personal Accident Insurance packages available. Many are designed solely for students to help protect their family financially in the case of an accident or serious injury.

Parents are encouraged to research available options.

I would also like to remind parents that in the event of a serious incident, the school will make the decision to call an ambulance for a student without regard to parent membership of Ambulance Victoria.

I encourage parents to consider taking out ambulance membership to ensure that they are covered for the cost of the ambulance services.

The school is not responsible for the cost of this service.



Student Banking Program

Bendigo Bank Pearcedale provide a student banking program whereby the students can bring their banking pouch in on a Wednesday. This will be sent up to the office via your class cash bag and collected and processed by the bank staff.

If you would like to participate, visit the Pearcedale Bendigo Bank to open an account and then remember to bring your savings in on a Wednesday.

Catch the
savings bug

Bendigo Student Banking

At Bendigo Bank we've introduced our Student Banking Program and Bendigo PiggySaver Account – perfect for primary school aged savers to catch the saving bug.

Drop into your nearest branch at Pearcedale Village Shopping Centre, Baxter Tooradin Road, Pearcedale or phone 5978 7566.

Bendigo and Adelaide Bank Limited. ABN 11 068 049 178. AFSL 237879. SCH18 (155851_v1) (28/04/2015)





Sunday 25th March | 9 - 3pm



Kids grown out of their uniforms?



Donate them to the **carnival pre loved uniform stall** and the school will benefit!

We are accepting donations now. Please ensure clothing is clean and wearable.

Call or text **Kate 0407 513 209** or **Carmen 0418 394 181** with any enquiries.

Find us on 



CLEAN UP AUSTRALIA DAY IS ON SUNDAY 4TH MARCH 2018.

PLEASE JOIN US TO HELP CLEAN UP PEARCE-DALE.

MEET AT 10 AM AT THE PEARCEDALE VILLAGE SHOPPING CENTRE, BEHIND THE SUPERMARKET.

FREE BBQ LUNCH AT 12 NOON FOR ALL VOLUNTEERS.

FOR MORE INFORMATION PHONE HELEN BEAVER ON 59 786 083

Frankston's Good Friday FAMILY DAY

Friday 30th March 2018

AMUSEMENT RIDES

LIVE MUSIC

LIVE STAGE SHOWS

MARKET STALLS

EASTER BONNET

PARADE

FREE EASTER EGGS

ALL PROFITS RAISED SUPPORT CHILDREN IN NEED

FREE ENTRY 10AM-4PM

135 Golf Links Rd Frankston

Proudly supporting





Sunday 25th March 2018

WRISTBAND ORDER FORM

Pearcedale Primary School's BIGGEST annual fundraiser is on again and this is your chance to get behind the school and PRE-PURCHASE your ride wristbands which entitles the holder to
UNLIMITED RIDES ALL DAY! 10AM - 3PM

JUNIOR WRISTBAND Recommended age 2-6 \$20 per person (non-refundable) and includes

CHAIR-O-PLANE

INFLATABLE
CHALLENGE

CUP & SAUCER

GIANT SLIDE

SENIOR WRISTBAND

Recommended age 7+ \$30 per person (non-refundable) MINIMUM
HEIGHT 130CM TO RIDE ALONE and includes all of the above PLUS

HURRICANE

CHA CHA

DODGEM CARS

Individual junior and senior ride tickets will be available on the day for \$5 and \$8 each respectively.
Wristbands will also be available for purchase on the day for an extra \$10 per wristband

ORDER ONLINE VIA THIS LINK - <https://www.trybooking.com/UGOY>

If you do NOT wish to order online, please put the **CORRECT MONEY** and order form into an envelope marked 'Wristbands' and return to the Pearcedale Primary School office no later than **THURSDAY 22nd March 9AM**
Pre-purchased wristband collection days are Friday 23rd March 3:45pm - 5pm and Saturday 24th March 2pm - 4pm.

Students are not required to attend collection.

If you have any queries please contact the Pearcedale Primary School Office on 5978 6250.

CONTACT NAME _____ PH NUMBER _____

Please circle which wristband you are purchasing for each child.

Additional order forms can be obtained on the school website or at the Pearcedale Primary School office

Child's Name _____	Class _____	Junior / Senior
Child's Name _____	Class _____	Junior / Senior
Child's Name _____	Class _____	Junior / Senior
Child's Name _____	Class _____	Junior / Senior
Child's Name _____	Class _____	Junior / Senior
Child's Name _____	Class _____	Junior / Senior

Total Junior wristbands required @ \$20 _____ Total Senior wristbands required @ \$30 _____

Total enclosed \$ _____