

NEWSLETTER

2nd September 2021

Principal's Report

Yesterday we were again given the news we would be continuing with our remote learning program for the remainder of term three. For many reasons, including social and wellbeing aspects, it would be preferable to have our students back at school.

The ongoing efforts of staff, students and parents at PLPS over the past eighteen months has enabled our students to continue to grow and develop in their learning. As reported at our last School Council meeting, the standardized assessments conducted each semester has indicated the trajectory of our students' learning has continued to increase as expected for the majority of our students. This is testament to the programs provided, together with the belief, support and encouragement from our parents and staff at PLPS, well done to everyone.

The *Google Meets* that are timetabled each day have emerged as a very important component of the program. Primarily the *Meets* were set up so students and teachers had the opportunity to discuss the learning program, ask questions and share their learning. However it has become so much more. They are allowing an opportunity for our students to see and hear each other and their home group teacher every day. The sense of community, belonging and connectedness brings the students and staff together. This is providing an outlet for our students as well as a degree of predictability, stability and security, knowing we are all here, working together. It has been great to see so many students and their smiling faces on the *Google Meets* each day. We urge everyone to continue to make the effort to attend these meetings each day.

Book week was celebrated in a variety of ways last week. Thank you to our year six student leaders, who developed a set of videos, reading a variety of stories to share with our junior school students. The videos named, "Leaders as Readers" were posted in *Google Classrooms* for our year Prep, One and Two students to access.

Students in year three explored all the shortlisted picture story books throughout the week and then celebrated the 2021 Winner 'How to make a bird' by creating their own birds.

Year four students enjoyed a whole year level *Google Meet*, many coming dressed up for the occasion. The book shared by staff was "The Day the Crayons Quit". Activities included

designing a poster for the Book Week theme of 'Old Worlds, New Worlds & Other Worlds', literature word search and scavenger hunt.

Our year five students participated in a Kahootz quiz involving many children's books and students shared their favorite book with their class mates.

Incorporating STEAM and Literacy, our Prep students have been exploring materials and their different uses. They experimented with which materials would be best suited for different purposes by completing a challenge of making a house for one of the Three Little Pigs that would be able to withstand the huffs and puffs of the Big Bad Wolf. Preps then continued with STEAM, learning about force and motion, focusing on exploring the forces of push and pull. This week they have combined their knowledge of materials, along with their knowledge of forces, to make cars out of recyclable materials.

In reading, our year three students have been applying their monitoring and questioning skills, exploring a range of texts about indigenous culture. In the last two weeks they have learnt about the significance of possum skin cloaks and why indigenous people are called the world's oldest bakers – some students even tried to make damper at home!

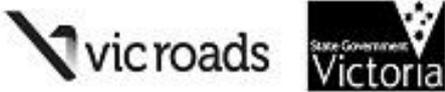
Examples of other literacy learning from some of year five and six students has been showcased further in the newsletter.

Next Thursday, September 9th is "R U OK?" day. This day is to promote awareness and encourage people to stay connected and have conversations that can help others through difficult times in their lives. Wearing a splash of yellow highlights this day and aims to reinforce the power of a conversation and to have "R U OK?" part of your everyday conversations.

We would like to wish all our Dads a Happy Father's Day on Sunday. Although we are unable to do all the things we may normally do on this day, I hope your day is a lovely one.

Kerrie Kingston-Gains
Principal

If you need to drive to school, get your child into the habit of using the kerbside doors, away from traffic.

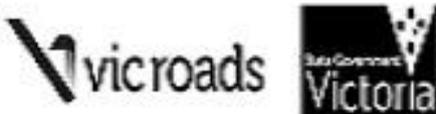


Most children haven't developed the skills to be safe in traffic.

They may:

- not notice objects directly in front of them
- have trouble judging the speed of cars
- not behave safely.

If you drive or park near the school take extra care and keep on the lookout for children.



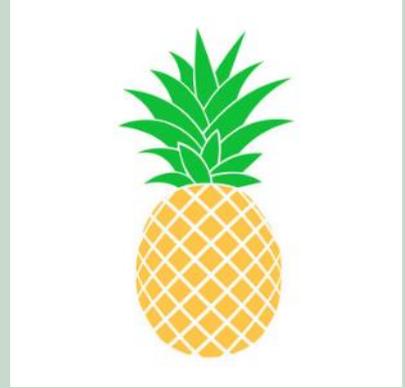
If you park near the school please follow the parking restriction signs. These are designed to improve safety for everyone, especially our children.



Poems

Ode to pineapple by Tiahna - 5A

To pineapple
The sweetest fruit
As sweet as a lollie
Sugar in disguise
You make my mouth dance
Oh, pineapple how I adore you!



Cinquain Poem by Leila 5K & Tahlia 5K

flowers
colourful fragrant
swaying, growing, blooming
make me feel happy
blossoms



Haiku poems by Jessica - 5W

Haiku 1:
The fire crackles,
The warmth heats up my body,
I love the fire.

Haiku 2:
I watch the raindrops,
The raindrops race on windows,
I love the raindrops.

Haiku 3:
It's windy outside,
I hear the wind in my ears,
The wind can scare me.

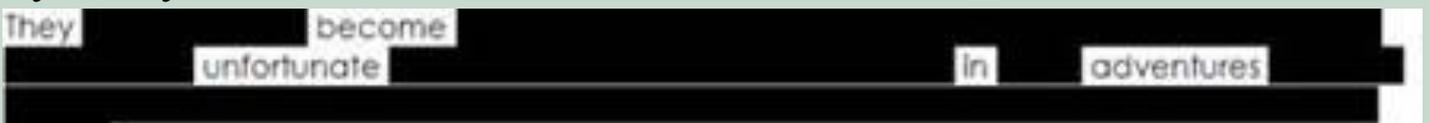


Blackout Poems

By Alexa—5D



By Riley - 5D



Writing

DESCRIPTIVE WRITING YEAR 6

THE VISION I SEE ALL WAS PRETEND BUT NOT NOW THIS WAS REAL...

The never-ending darkness covering thick trunks of what seems like oak trees hidden beneath all its leaves. The only light shining was the moon that was glistening along the water's edge making trees into somewhat imaginable beasts, even stars were dim that night a little boy turned his head and saw folded eyes and a dark grizzly scold that flew onto a face of what seemed like an evil version of Santa a big, jiggly stomach covered what seemed to be his chest and he had a hat that was pointy and ears like an elf. Soon the moon shined down in the path of the beast and the beast's eyes shined as if they were diamonds and his hair looked fluffy but greasy. A girl who had brown hair stood beside the beast and took a glimpse of the little boy shocked she turned back around pretending it never happened, then after he knew this wasn't his imagination it was real. Paralyzed in fear he tried to move and follow the not so bright light of the stars shining they had looked just as if they were making a pathway for the moon to enter. He tried to move, run even, but he couldn't wherever he wanted to step his body told him don't move. But there now was no time to think as the diamond eyes of the beast quickly turned red while spotting the boy. RUN that was all he told his mind as sweat ran down his face and soon enough he body was covered in it. It felt like he had just been in a storm and had no umbrella with him, but there was no time to think. A putrid smell was following on behind him the scent of the beast, footsteps so loud making the earth's surface quake as if in an earthquake had followed the scent. The beast had caught up to him and his luck now dead as the claws of the beast held his hand and the beast's claws digging into what had been pink flesh now red with blood. It was now so quiet you could hear a in drop as the boy was...

By Katherine 6W

DESCRIPTIVE WRITING YEAR 6

I look around, expecting to see the unexpected. Nothing is there. It feels like someone or something is watching me. I close my eyes and then I'm all of a sudden on my computer playing Call of Duty. I remember how when you get shot the blood squirts everywhere, and how I would get a shock but always continue. I think it is like Minecraft. Where you are playing on hard mode and then all of a sudden your character twitches from an arrow being shot at it. I open my eyes and continue walking through the unknown. The black forest felt like it would go on forever and the trees looked menacing, but I edged on. I looked behind again, feeling the presence of another but when I looked around I saw nothing. I turned forwards again and saw a shadow standing there. I rubbed my eyes and it was gone. All of a sudden I noticed that my breathing was rushed so I calmed down and picked up a dangerous-looking branch. *Just in case*, I thought. Then I hear a crash and a curse. I quickly move towards the noise by a large tree, raise my stick ready to defend, and find a medium sized creature. It reminds me of Gollum from the Lord of the Rings video game. It was skinny and walked on all fours except it was tall and tan and it was covered in spikes. It lunges at me and I find myself struggling on the ground as it wrestles me. Luckily, being stronger, I have the upper hand and shove him away from me. I stand up and somehow become menacing to the creature as it squeals and bolts away. I rush after him, stick in hand, passing thickets and end up stopping. "Where am I?" I mutter to myself. I see I am amidst a circle of trees. They look different somehow. I examine the one to my left and the one to my right, that they have been carved like pillars guarding something... or someone. *What have I stumbled upon?* I look downwards and almost faint. Instead of the beaten ground, I see a transparent substance and beyond that is an empty darkness beyond imaginable. No, not empty. Something is moving down there. I look back upwards and see the filthy creature running away screaming to me as well for some reason. "It'll see you! Hide!" Says its croaky voice. I don't what is happening but a sudden fear swept through me and I went following the wretch, uncontrollably. He hides in a little aperture and I follow. He doesn't seem bothered hiding with me, the one he tried to strangle to death. I seem relaxful with the ugly creature until when a sudden roar is heard. My very insides start aching and I find myself wet. *Oh come on.* I think in frustration. I then realize it wasn't me but the cold barren earth. I find that it isn't wet but cold, extremely cold. It seems the creature thinks so to because he couldn't bare it anymore and he left the cleft daringly. Before I could blink, A monstrous creature flies in from the substance and munches upon the Gollum-like creature. I can feel red liquid dripping down my face. *That isn't my blood.* I tell myself. As the monster descends, I hear a sigh of relief coming from me then fear and pity for the poor creature. I hear a sort of mechanism and then quiet. I cautiously step out and run quietly to where I entered the forest and exited, I ran to my families single story house and jump in bed. *So that is why my father never came back from the forest. He was eaten.*

By Joshua 6W

Reading

By Thanmay 6G

READING - EXPLORING LANGUAGE IN TEXTS

Euphemism	What it means	Why do you think they use this euphemism? What does it show about the community? Explain your thinking.
NEWCHILDREN	Newchildren is used to describe children in the Community that have recently been born, by Birthmothers. If a 'Newchild' is qualified, they are presented to their assigned parents and given their names at the Naming Ceremony.	We see Newchildren are treated with tenderness and affection in the community and are 'nurtured' into the community. Although close, lasting relationships with friends and family might not exist, one of the positive qualities of Jonas's community is the entire community's willingness to take care of children.
ELSEWHERE	Elsewhere is an expression used to indicate a place other than were the obvious answer would be. Eg "I don't know, look elsewhere!". However in the context of Jonas' society, elsewhere could also reference another community.	I think they used this term to simplify the variable of "where exactly is the other community" to just somewhere similar to this society but different in a way. No one actually knows, or has experienced this sort of life but people just reference it as elsewhere. It's not like someone is going to return from being released!
RELEASE	The word release is used as a verb describing a person leaving the community. The citizens are taught the believe about the release as an option to continue life for the old or disrespect and shame the people who endangered their people in a severe way. Newchildren are also released if they are under developing, but people are not encouraged to be happy about it.	The whole point of the release system is to filtrate all the citizens who are not worthy enough to participate and help the community. We still don't know the true meaning of release, but we are encouraged to believe that there is another community that will always accept people who are not eligible for Jonas' community. I think that is word is used because they want to simplify a big concept of filtrating and remove and adding in a believable system were any questions seem a bit silly to one another. However to Jonas this system is yet another thing to crack down using his curious, memory-filled mind.
THE STIRRINGS	The Stirrings is a verb that describes the thought of someone loving someone else (at least what I think!). Obviously, in Jonas' community they have assigned partners and these are selected by professionals who deeply consider both peoples abilities and pair them up. Love will deeply disorientate this process and they are eliminated by taking pills.	The stirrings is just a placeholder so that any misunderstandings or confusions go on. I think this work is chosen because the phycology behind it is to complicated or just to vile to mention it to the community, so instead they made a simple concept to eliminate any confusions for the people who choose a spouse for you. If a person loves someone and wants to marry them but they don't fit together with their occupations, they will have a hard time coping with the environment, so they design a pill to eliminate that feeling and let the people who choose spouses do their job.
ASSIGNMENT	This word assignment if a term used instead of what we refer today as jobs. Assignments are given in the age if 12 to children who have attend the ceremony of the 12's, in which all children are giving his or her jobs that they will do for the rest of their lives (or turn old enough to go to the house of the old).	I think that they used the word "assignment" instead of job because they want this occupation to be mandatory and choiceless. "Assign" - "ment" these are two phrases that clearly show the difference between assignment and a job. "Assign" in assignment is to give someone or something a thinking to do while a job is more like an optional favor you can do to someone. This is just my thought process but the actual reasoning might be pure random or something to do with the communities culture.

By Aaliyah 6G

READING - MAKING CONNECTIONS

Making Connections

TYPE OF CONNECTION	EVIDENCE AND EXPLANATION	HOW DOES IT HELP ME UNDERSTAND THE TEXT?
Text to Self	In the text, Lily goes on and on about a weird story she wants to share with her family. This reminds me when I was little, I used to share really weird stories or thoughts at the dinner table like Lily did. I would go on forever and my family would have a slight smile on their face but also look annoyed. I would go on and on explaining everything even if my family got the point.	This helps me understand the text further because it helps me visualize what everyone's reaction would look like and how things would go in that situation.
Text to Text	In the text, Jonas' family tries to get Gabriel to say his name or learn new things. This bit of the text reminds me of Fuller house, when DJ and Kimmy try to teach the baby, Tommy, how to say their names. Instead, Tommy says Steps name instead.	This helps me understand the text better because I know exactly what this situation looks like because Fuller house is a tv show. I can use this similar image to help me visualize what it looks like in the book, The Giver.
Text to World	In the book, the Giver, if someone in the community disobeys one of the rules, they can get released (meaning they will die). In the real world, and in the past, people would get sentenced death if they broke one of the rules or did something horribly wrong.	This helps me understand the book better because I know how that might look in real life. Because it is not really explained a lot in the text, I can use my knowledge on what happens in real life to help me understand the book further.

History

By Justin GW

HISTORY - INDIGENOUS LAND RIGHTS

Indigenous Land Rights

How long have Aboriginal people lived in Australia?	Aboriginals have lived in Australia for over 65,000 years.
When did the British people arrive?	The British people arrived in 1788.
What does the Latin phrase terra nullius mean?	Terra Nullius means "no one's land".
Why do Aboriginal and Torres Strait Islander peoples want land rights?	Aboriginal and Torres Strait Islander people want land rights because they felt like they were treated like outsiders in their own land.
List some ways Aboriginal peoples were affected during the early years of colonisation?	<ol style="list-style-type: none">1. Aboriginals/Torres Strait Islanders lost their way of life, because the British built land over their existing landmarks and sites.2. Some Aboriginal/Torres Strait Islanders' culture was lost after a generation of Aboriginals/Torres Strait Islander children were taken and raised as if they were British.

Newsletter



OSH cooking corner Corn & veggie fritters

Ingredients

- 1X440g creamed corn
- 1X440g tin of corn (put 1 cup aside for later)
- 1 large carrot, grated
- 1 medium zucchini grated (put zucchini in a clean tea towel and apply pressure to wring out excess moisture)
- 3 beaten eggs
- 1 ½ cups of self raising flour
- 2X spring onions chopped
- Handful of herbs, mint, basil, parsley & thyme
- Salt & pepper
- A splash of milk
- Oil for the pan

Method

In a large bowl put eggs, flour, herbs, spring onions, corn (leaving 1 cup aside for later) zucchini, carrot, salt & pepper

Process together until well combined

Use a stick mixer or beat very well with a wooden spoon

Add a amount of milk to make a thick batter consistency

Add the corn you put aside earlier & mix well

Lightly grease a fry pan with oil, heat to medium high

Drop dessertspoon size dollops of batter onto the pan & cook

Flip over & cook the other side until golden brown

Serve warm



Parent & community update

If you have a child with an allergy or medical need who attends OSH please ensure you let the service coordinator know please, as you need to complete medical plan prior to starting at OSHClub.



Friendly reminder

Please ensure if your child is absent, you text or call the service phone to let the educators know please.



Special upcoming dates

September 5th 2021
Father's day 2021

10th September
2021
R U OK day

17th September
2021
Australia citizen
day

20th September
2021
Vacation care
starts

4th October 2021
First day of term 4



Newsletter



SPECIAL NOTICE: OSHCLUB'S

Our OSH team wanted to share some exciting news regarding our OSH Clubs. Over the last few weeks so have been working extra hard to establish the OSHClub's and it's working! We have had many children every excited to participate in the clubs. What are the clubs? On Tuesday's Andrea & Danica run art club every afternoon & on Thursday's James & Julienne run sports club every morning & afternoon.

How do you join?

Joining is simple, simply book your child into OSHClub on the selected days you & your child wish to attend, remember what days and sessions our clubs run. The club is free of charge (excluding standard OSHClub session fees) Ensure you talk to your child about what club they wish to attend, and don't forget to let Charlotte know so she can sign your child up to the club to ensure they don't miss out on the opportunity of OSH Clubs.

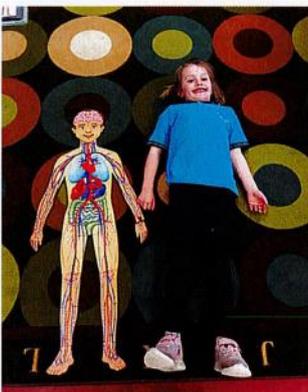


Vacation care

At OSH we have some fun activities planned for these holidays. We are encouraging families to go online to secure your child's bookings. Some of the activities planned include constructing the tallest & sturdiest tower, designing your own passport, puffy painting, drawing your favorite native animal in their habitat, participating in a friendship quiz, drawing your parents as children, drawing yourself as a carton character, wand making, a Pyjama fashion show and much more. Stop by our OSH room to learn more about what we have planned for these holidays.



Our Snapshots:





Splash's
learn to swim

**SCHOOL
HOLIDAY
ACCELERATE
PROGRAM**

www.splashs.com.au

**20-23 Sept.
2021**

**4-7 Jan.
2022**

It is a well researched fact
that a short burst of intensive
learning accelerates
motor skill development

