



# Burnside Primary School

Creating intellectually stretched, self-directed, powerful learners

## NEWSLETTER

Term 1 - Week 9 - 25th March, 2021

Easter Holiday  
Early dismissal  
at 2.10pm  
Thursday  
April 1st, 2021

Dear Parents and Caregivers,

### Swimming Carnival

Well done and thank you to all involved for making the Year 3-7 Swimming Carnival a great day. Congratulations to all our students for their participation and team Bradman on their well deserved win. I would like to extend gratitude to our House Leaders and the parents who supported our one parent per family guideline, to come along on the day. Thank you to the PE team, Derek, Jaime, Minnie and staff who make this day a memorable event for everyone. There are some great photos in this newsletter which highlight the day.

### Term 1 Reflection

Whilst we still have two weeks remaining of the term, it is timely to take a moment and reflect on the great things that have happened so far. Firstly, it has been wonderful to welcome parents volunteers back into classrooms and throughout the school. We missed out on many of those opportunities last year and are thrilled that this year parent volunteering can resume. Thank you to parents who have helped on excursions, in the classroom, participated in Governing Council or sub committees, and coached sporting teams. We really appreciate your support and the contribution you make is highly valued by all staff and the whole school community.

In all classes students have focused on our Positive Behaviour Agreement and established routines unique to their classroom. They have been presented with learning opportunities that have required them to think creatively and test theories, and have been asked to work collaboratively with new and familiar peers. Learning has been shared with parents at three way interviews with students taking lead roles in these learning conversations.

The new Student Voice Executive and Committee is well underway with the important work of ensuring student voice is influencing our school environment. Thank you to all the staff who work intentionally to design learning tasks that enable children to thrive and develop skills as powerful learners.

### Working Bee

Thank you to the many parents, students and staff who gave their time last Sunday morning and attended the working bee at the school. We had a terrific turn out and many tasks were attended to such as; mulching, weeding; pressure cleaning; planting new shrubs; painting; oiling the JP deck area; pruning and general tidying of the bottom playground. As a result our school is in great condition and we thank all those volunteers for their time. There are some photographs included later in the newsletter.

### External School Review

Earlier this week the External Review team from the Department spent two days in the school talking with students, staff and parents. It was a very busy time. The Review team spoke to many students asking them about their learning. Early feedback from the Review team has been very positive highlighting quality practice happening in the school such as; students having a common language for learning; students being able to articulate their learning to others and students reporting that they value formative feedback given to them by their teachers. Next term we will receive a full report which will also provide us with areas for future focus.

Thank you to the students, parents and staff for the valuable contribution you made to the school External Review.

### NAPLAN Online

NAPLAN Online is planned for next term between 11/5/21 to 18/5/21 for year 3, 5 and 7 students. All assessments apart from year 3 writing will take place online.

Students participate in tests of reading, writing and language conventions, as well as mathematics. NAPLAN tests are another way of finding out what students can and cannot do along with school based and standardised assessments undertaken through out the year.

Once reports are received, staff analyse year level and individual responses and compare these to previous performance, assess growth, and look for further improvement opportunities.

Parents/carers may withdraw their child from the NAPLAN assessments for philosophical or personal reasons. If you wish to withdraw your child, please come into the front office and complete a withdrawal form by Thursday 6th May.

Parents will receive their child's NAPLAN results later this year in August/September.

Susan Copeland ~ Principal

### Parent Workshop on Reading for Years 3 - 7

There are still a few places available for the parent workshop to be held on **Tuesday March 30 from 6pm to 7pm**.

During this workshop information will be provided on the science of reading, a large body of research explaining how the human brain learns to read. The connection between reading (decoding) and writing (encoding) and the importance of students having the ability to transfer skills between the two. The session will end with how fluency and automaticity of decoding skills supports comprehension development and a brief overview of our intervention program, MacqLit, for these year levels. Bookings are through the 'Qqr!' app.

Easter Holiday - Early dismissal at 2.10pm - Thursday April 1st, 2021

# L I T E R A C Y

Welcome to the Literacy Ledge!

## Reading IS Rocket Science!

# LEDGE

A professor in the department of psychology at the University of Wisconsin-Madison, Mark Seidenberg, explains the Science of Reading as the following:

"The "Science of Reading" is a body of basic research in developmental psychology, educational psychology, cognitive science, and cognitive neuroscience on reading, one of the most complex human behaviours, and its biological (neural, genetic) bases. This research has been conducted for decades in the US and around the world." (<https://seidenbergreading.net/science-of-reading/>)

We are not genetically wired to read. Through the process of learning to read, we are changing how our brain uses the visual information we are inputting. Dr. Stanislas Dehaene (2013) explains reading as the ability to code speech through vision via the orthographic patterns of words (<https://www.youtube.com/watch?v=MSy685vNqYk>). For this to occur we have to activate 4 different regions in the left hemisphere of our brain; visual inputs, visual word form, pronunciation and articulation and meaning.

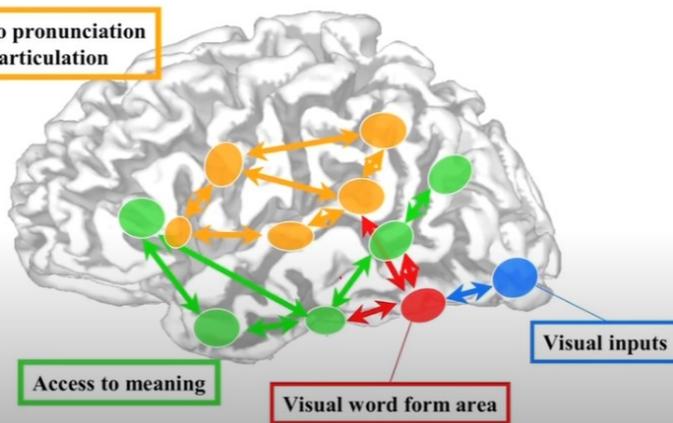
When we are learning to read, we are creating neural pathways between these four components.

### The brain architecture for reading

Before the child learns to read, the major systems for **vision** and **speech recognition** are already in place.

An **interface** must be created between vision and language

Access to pronunciation and articulation



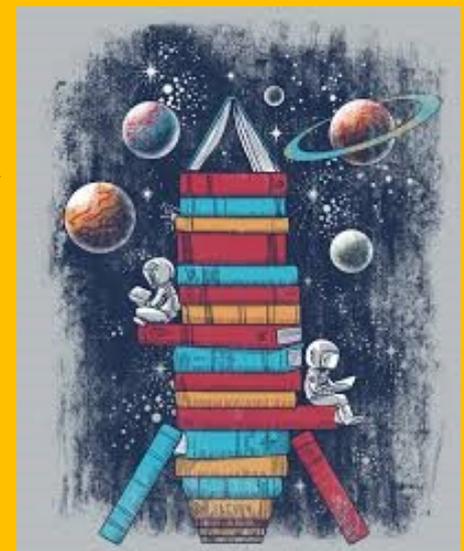
As reading provides us with the ability to communicate, without time restraints, it is essential students have a strong foundation in two areas; **oral language and phonemic awareness**. Without a strong foundation, students may find it difficult to make the connections between spoken and written language.

Through **oral language** students build their phonological awareness (as discussed last newsletter) and understanding of how the English language works. Students learn how to manipulate sounds through spoken language in order to effectively communicate to the people around them. They are also building their vocabulary knowledge and discovering that expression and prosody can change, alter or enhance the meaning of the spoken words.

**Phonemic awareness** is essentially, cracking the code of written symbols which represent words. Students learn how the sounds they speak connect with symbols on the page (letters and punctuation). They begin to identify the letters or letter combinations which represent particular sounds and when blended together they create words. This process of cracking the code is a very difficult one as there are 44 phonemes (spoken sounds) in the English language. However, these 44 phonemes can be represented by 104 main graphemes (letters or letter combinations which represent the sound). This is due to there being multiple ways to represent one phoneme. For example, the long ē sound can be represented by e, ee, ea, e\_e, y, ey, ei (these are just the main ones).

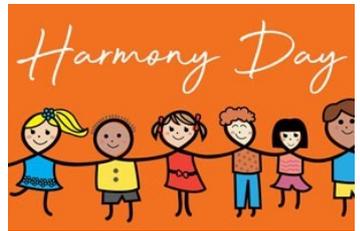
As you can see reading IS rocket science, but there are many things you can do to help fuel your child's reading rocket.

- **Read to them**, not just when they are young but when they are older too. This will expose them to new vocabulary which they may not be able to decode, and it deepens their meaning of words and how they can be used in different contexts.
- **Do not rush them** to read whole books as it is essential they become fluent in recognising the different graphemes and have the automaticity to connect the correct phoneme. This will support their segmenting and blending and give them the foundational skills to decode and encode words independently.
- **Engage in rich conversations** as this will support their comprehension when they do read. They will have a broad knowledge base to draw connections from in order to comprehend what they are reading.
- **Build their curiosity** for words and phonemes. Encourage them to play with the spoken language and explore how the phonemes in words can be manipulated to create new words, regardless if they are real or not.



Sarah Walters - Assistant Principal

# Harmony Week at Burnside!



Harmony Week is technically week 8 (15th - 21st of March). Our Harmony Day assembly will take place in Week 9 on Friday, 26th of March.

Happy Harmony Week everyone! This year, we are celebrating a week later than usual. It is set to be a fantastic week of learning about cultural diversity in our country and our school community. Here's what we have planned!

On Monday, each class will recognise the *National Day of Action Against Bullying*. Teachers will lead discussions about what bullying is and how to deal with it when it happens. Older classes will review our Bullying and Harassment Policy, which is available for parents to view, via our school website too! All students will be taken through our Student Grievance Procedure and will identify a network of people that they trust, to turn to if and when they need support with a bullying situation. These networks will be stored in classrooms, so that teachers can refer to them with students if required.

Throughout the week, 'buddy classes' will meet to talk about the cultural heritage of students in each class. Together, buddies will draw and colour their country's flag. These will be presented on a class banner and hung in the gym for a special presentation on Friday! Many classes will take their learning further this week, by perhaps gathering data to enquire into the cultural make-up of their class, or focusing on the contributions that different cultural groups make in our society.

On Friday, the Student Voice Committee will host the Harmony Week Assembly. All students are asked to dress in orange. This colour symbolises support of cultural diversity and inclusion in Australia. Alternatively, they may wear clothing, traditional to their cultural background. Our assembly will include a school film, singing and dancing and lots of colour!

Dionne Kelly – Student Wellbeing Leader



Students are invited to come dressed in traditional clothing or the colour orange to acknowledge the importance of cultural diversity in our country.

## **B** **I** **I** Kind... and flourish at BPS

Our *Flourish Awards* are given out twice a term, to recognise positive behaviours in our school community. This is our first round of acknowledgement for the year. This week, classroom teachers have recognised two students from each class, who have been showing kindness to others. Well done everyone!

**Room 3**  
Charlie P and Manuela A

**Room 4**  
Emily O and Ava T

**Room 5**  
Tom T and Laurel W and Nate M

**Room 7**  
Max A and Brody B

**Room 9**  
Edan M and Zoe Phillis

**Room 14**  
Harry W and Lily O'Brien

**Room 15**  
Varoon M and Zara M

**Room 16**  
Rocco Ricciuto and Molly Burnett

**Room 17**  
Taril R and Wajan Yasin

**Room 18**  
Aaron X and Asta R

**Room 19**  
William C and Jimmy

**Room 20**  
Olivia G and Alexander S

**Room 25**  
Addison Y and Zara S

**Room 27**  
Len Nen and Ruby O

**Room 29**  
Ryan E and Zoe D

**Room 32**  
Wolf J and Valeria W

**Room 33**  
Ollie B and Milly W

**Room 34**  
Avni K and Tyler C

Dionne Kelly – Student Wellbeing Leader



# Le Coin Français

Our Senior students have been working hard in French to develop their language and cultural skills.

Here are photos of a recent display of their cover pages in the Resource Centre. (Merci to Maria and Ziek for their help!)



## FRENCH FILM FESTIVAL

There is a special French Film Festival starting from 23rd March until 20th April (half-way through the holidays.) There are films for children as well as adults, so check out what is available by visiting the [affrenchfilmfestival.org](http://affrenchfilmfestival.org) website. Films are on at Palace Nova in the city, and also at the Prospect cinema.



## USEFUL WEBSITES FOR FRENCH EXTENSION

In class, we use a range of excellent on-line resources to help your children's language and cultural acquisition. Feel free to try any of the following at home to extend your French enthusiasts' overall knowledge, or to help with pronunciation and listening skills.

Duolingo, a marvellous FREE language app, easily downloaded.

[www.education.vic.gov.au/languagesonline](http://www.education.vic.gov.au/languagesonline)

<http://www.resourcesforfrenchteachers.com/>

[www.bbc.co.uk](http://www.bbc.co.uk)

[www.babbel.com](http://www.babbel.com)

[www.primarygamesarena.com](http://www.primarygamesarena.com)

YouTube is also a brilliant resource for anything from basic counting in French to holding more complex conversations.

Just try typing in what you want to learn!

~Sylvia Duckworth and Alexa are legendary, as is any song by Alain le Lait ~

*Amicalement, (regards),*

*Madame Marianne Aardenburg, Madame Lydia Herman et Madame Zoe Cole*

# Physical Education Update

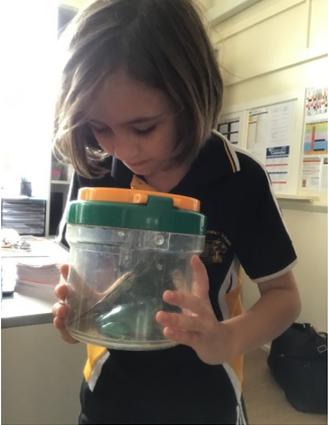
In PE, for the last three weeks, Derek and Minnie's classes have been learning about lacrosse. The sport of **lacrosse** is a **combination of** basketball, soccer and hockey. Players use the head of the *lacrosse* stick to carry, pass, catch, and shoot the ball into the goal. Students were fortunate to get a free clinic for one of those lessons by specialised coaches from Burnside lacrosse club. The club is currently recruiting players for this season.

Derek Ince - PE Teacher





# ANIMAL CAPERS



In week 7 children in Science enjoyed an Animal Capers Incursion to learn about the classification of animals, their external features and life stages through real life experience of touching, observing, and feeding animals.  
**Jaz Kaur - Junior Primary Science**

## Burnie, our resident koala is now in the safe hands of Koala Rescue



## Clean Up Australia Day 2021

On Friday the 5<sup>th</sup> of March, we gathered as a community to recognise the importance of keeping our school, and the whole of Australia free from plastic waste and pollution. At 9:00am we met in the middle yard for a whole school assembly, led by the Senior Student Voice Executive Committee. They reminded us to be 'Mindful of the Environment' by making strong choices about where our rubbish should go. It only takes a few seconds to decide which bin it belongs in! After the assembly, we all worked together to clean up our school. It looked so beautiful after we had finished! Thank you to the parents who helped us on the day.

**Dionne Kelly**

**Student Wellbeing Leader**



# Year 3 to Year 7 Swimming Carnival

Friday 19th March, 2021



Congratulations Bradman!



