If you have information or ads for the newsletter, need to contact the school or want an email forwarded on to a teacher, please email it to northcote.ps@edumail.vic.gov.au

### Important School Diary Dates

**May**
- 20 Fri   Walk Safely to School Day
- 25 Wed   District Cross Country
- 26 Thursday   Sexual & Reproduction Health Session No. 2

**June**
- 13 Mon   Queen’s Birthday Public Holiday – No School
- 18 Sat   Working Bee – 1.00 to 4.00 p.m. – See you there!!!!!!
- 21 Tues   Parent/Teacher Interviews & Three Way Conferences
- 24 Fri   Last Day of Term 2 – 2.30 p.m. finish

### Pupil of the Week

*(Assembly item by Grades 3/4)*

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Greetings …

All students across the school during Open Day

I would like to acknowledge all the students for their powers of concentration and engagement on Tuesday as we held our annual open day. Not only were their own parents and friends parents in attendance but also a number of prospective parent tours were held before the lunch break.

I was impressed by how well the students remained engaged in their learning despite being observed by many adults and asked questions by myself, Ross and the parents on the tours. As usual, our students expressed themselves in a respectful and articulate manner when called upon to explain to parents from their point of view, their learning or aspects of the school programs. It is never rehearsed, and I am always interested and indeed I value, their perspective. Their pride in their school is always evident. Well done Northcote Primary students, we are proud of you.

Thank you parents, grandparents and friends

Our open day was so well attended. My thanks go to all of the parents and family members who were able to take the time to come along to the school to see their children in action, your children loved it! They waited excitedly and you made their day to see you watching and joining in their learning activities. In fact, one class I tried to take a tour group through, we could barely get in the door, there were so many parents, but not standing back watching, they were happily joining in the activities. There was such a buzz of excitement in the rooms. We quietly detoured into another class!

Healthy Relations Program years 3 - 6 Parent Information Evening

Last Tuesday evening, about 30 or so parents attended our Healthy Relations Parent Information night facilitated by Kate, from Family Planning Victoria. Why would you do that you might ask? Well, we know you know everything there is to know about Healthy Relations, right? You’re parents after all, but how do you know when to talk to your children about ‘everything’ and exactly what should the range of ‘everything’ be? Is it just about the mechanics of how babies are made?

Well, it turns out that there is a lot more to the Healthy Relations Program than that. Katie talked to us about the content that would be covered by the program and how as parents and teachers, we could build trust to talk to our children about the range of questions they might have.

We worked in groups to discuss and explode some of ‘the myths’ around why you shouldn’t teach children about Healthy Relations. All in all, it was a very informative and enjoyable evening with much positive feedback from parents who said they felt more confident than before, on how they might handle the content of the conversations with their children.

As Katie said, it is a privilege as a parent, that your child feels safe enough to come to you to engage in a conversation about life and growing up and the changes they will encounter, and that the conversations will be accurate and informative as opposed to what children may hear in the playground or see on the internet.

The program for the children in years 3 to 6 commenced this week and will be for one hour (one and a half hours for the 5/6’s) per week for the next 3 weeks. Teachers reported that the children were highly engaged in yesterday’s sessions and the educators commented that they were very impressed on the extent of the children’s knowledge and values held around gender stereotypes. When presented with scenarios, children were asked to indicate if they agreed or disagreed with statements such as ‘Only girls should cry’ to which many children protested ‘That’s just sexist!’ Great to hear their values coming through.

Welcome to our school – 2 new students

We warmly welcome David M, year 3, from Cairns and Mihir D, year 6, from Adelaide who started last week and this week respectively. Both boys settled in well with the support of other students in their classes, thank you year 3’s and 6’s. We look forward to getting to know both boys and their families throughout the year.

Warm regards,

Kerrie
The Victorian Curriculum

The Victorian Curriculum Foundation – 10 (F-10) incorporates the Australian Curriculum and reflects Victorian priorities and standards. It differs in some important aspects, most notably the representation of the curriculum as a continuum of learning.

Below are extracts from an overview of the Victorian Curriculum outlining some of the changes and new understandings for educators and parents/caregivers.

Curriculum Design

The Victorian Curriculum F-10 includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across the curriculum. For example, where skills and knowledge such as asking questions, evaluating evidence and drawing a conclusion are defined in Critical Thinking, these are not duplicated in other learning areas such as History or Health and Physical Education. It is expected that the skills and knowledge defined in the Capabilities will be developed, practised deployed and demonstrated by students in and through their learning across the curriculum.

Curriculum as a developmental continuum

The Victorian Curriculum is not set out according to nominal year levels that equate to particular school grades but to developmental levels that point to current levels of achievement. In this the curriculum design facilitates the increased focus in schools to develop a greater degree of differentiated learning for all students where the curriculum delivery is planned in relation to the actual learning level of each student rather than their assumed level of learning. There is considerable research that identifies the importance of the teaching of literacy and numeracy and ICT in the context of the different curriculum areas. It is both appropriate and necessary that the literacy, numeracy and ICT requirements be embedded in the curriculum areas.

Literacy

While much of the explicit teaching of literacy occurs in the English learning area, it is strengthened, made specific and extended in other learning areas as students engage in a range of learning activities with significant learning demands.

Numeracy

In the Victorian Curriculum, the knowledge and skills that underpin numeracy are explicitly taught in the Mathematics strands Number and Algebra, Measurement and Geometry and Statistics and Probability and reinforced and further exemplified in and across other curriculum areas. Through this process, students recognise that mathematics is widely used both in and outside school and
learn to apply mathematical knowledge and skills in a wide range of familiar and unfamiliar situations.

As teachers have read, understood and implemented aspects of the new curriculum they have been developing their understandings of how to teach and assess the learning areas and capabilities. The following Learning areas and capabilities are taught over a 2 year band; The Arts, Health and Physical Education, Humanities, Languages, Science, Technology and the Capabilities; Critical and Creative Thinking, Ethical, Intercultural and Personal and Social.

The following link provides information about The Victorian Curriculum

Hello families and friends,
The 1/2 students are collecting plastic lids for an art project they will be working on this term. By collecting the lids and reusing them we are also minimising waste! Please help us! We need as many plastic lids from milk bottles, juice bottles, etc., as we can collect.

It will be very helpful if the lids can have a small hole drilled in the centre as this will save us a lot of time drilling the lids ourselves!

We would also like any colourful beads or any decorating item that could be threaded as well. Please send all lids and beads to Niki Skoullos and 1/2DN. Thank you!

P.S. If anyone would like to donate any stickers that look like gems or mirrors that would be great too.

School Banking Day Reminder

Don’t forget that Monday is School Banking day and students should bring in their weekly deposit.

For every deposit made at school, no matter how big or small, students will receive a silver Dollarmites token. Once students have individually collected 10 tokens they can redeem them for an exclusive School Banking reward item in recognition of their regular savings habits.

Thank you for supporting the School Banking program at Northcote Primary School.

LOST

Abigail’s [Prep Laura] very precious jumper which was lost at school this week. So far all our searches have been unsuccessful. If you see it, could you return it to Abigail or one of the prep teachers. Thank you.

Clear labelling of children’s garments/belongings helps us to give items back to children when they are found. Please label everything as young children are often unable to identify their own belongings.

ART

Hi everyone. The Art Room needs donations of metal tins (soup can size) for our next project. It would be much appreciated if they were clean and without labels. The cans can be left in the tub outside the Art Room. Thanks, Lisa.
**State-Wide Italian Competitions:**

Sì, Sì, Sì! The annual competition is here! Our students have been waiting with anticipation on the announcement of this year’s Dante topic. Last year, our school received two state-wide winners (Year 1-George 3rd Placing and Jonathan 3rd Placing- our first sibling winners) and many Finalists and High Distinctions. Such a high level of achievement! We hope to do well again this year!

I am pleased to announce the topics and the criteria for this year. Students are asked to think about the topic and to start jotting down ideas. We will commence work on this topic for Years 3-6 next week.

**DANTE ALIGHIERI SOCIETY MELBOURNE Inc.**

**Victorian Primary Schools Poster Competition 2016 for Years Prep – 6**

We are very pleased to be launching the ‘Dante Alighieri Poster Competition 2016’. This year, the topic for all year levels is “Il Mago di Oz... e altri spaventapassi”– ‘The Wizard of Oz......and other scarecrows’.

Once again, we encourage as much creativity and relevant use of Italian as appropriate to student year level. In preparing your students, you may like to commence the topic by examining the construction and the practical purpose of “lo spaventapassero” as used in agriculture/gardening etc. However, it is highly recommended that the students also hear about/discuss/explore the other types of “spaventapassi” in stories, fairytales and films: one example being the highly recognisable character from the book and film, “Il mago di Oz”.

### Years Prep to Grade 2

**Lo spaventapassero più felice si chiama...** (The happiest scarecrow is called....)

Students are to create a poster, and write five (5) interesting words in Italian, about their favourite “spaventapassi” (from their own experience; their imagination or from a film, fairy tale or story). The heading on the poster must have the words “Lo spaventapassero più felice si chiama...” followed by the name. The picture should contain lots of colourful detail that supports the 5 Italian words showing exactly why their “spaventapassi” is “felice”. For example: “Lo spaventapassero più ‘felice si chiama Pagliaforte. Lui è nuovo, bello, alto, robusto e solido.” The illustration may be in the form of a drawing; painting or collage no larger than A3 size, on one side of the sheet ONLY.

### Grades 3 and 4

**Ecco lo spaventapassero più felice del mondo...** (Here is the happiest scarecrow in the world...)

Students are to create a poster, and describe in five (5) short but interesting sentences in Italian, something about their favourite “spaventapassi” (from their own experience; their imagination or from a film, fairy tale or story). The heading on the poster must have the words “Ecco lo spaventapassero più felice del mondo...” The short sentences could explain what the “spaventapassi” may be in charge of, and what he ‘sees/does’ during the day that renders him “felice”. Alternatively, perhaps the “spaventapassi” is “felice” because of a new item of clothing it is wearing. The illustration may be in the form of a drawing; painting or collage no larger than A3 size, on one side of the sheet ONLY.

### Years 5 and 6

**Questo spaventapassero è il più felice del mondo perché...**

(This scarecrow is the happiest in the world because...)

Students are to create a poster, and describe in five (5) detailed sentences in Italian, something about their favourite “spaventapassi” (from their own experience; their imagination or from a film, fairy tale or story). In addition to the heading/first sentence, the next four sentences could mention a particular “felice” sort of setting (such as a scene from a film/story) in which the “spaventapassi” features. Further sentences could talk about other characters that appear in the scene; the plot of the story; or indeed anything else which shows why the “spaventapassi” is happy. Some students may elect to choose a real-life situation, and write of the positive aspects of having a “spaventapassi” in a garden or a farm (i.e. it is a natural form of...
bird control; it is traditional etc.). The illustration may be in the form of a drawing; painting or collage no larger than A3 size, on one side of the sheet ONLY, traditional etc.). The illustration may be in the form of a drawing; painting or collage no larger than A3 size, on one side of the sheet ONLY.

Each entry must be:
Clearly labelled with entrant’s name, year level, school and school address
No larger than one A3 sheet (posters larger than A3, models or 3D presentations will NOT be accepted.)
The work of an individual student (group entries will not be considered for prizes)
The above criteria forms part of the Judges’ criteria for selection of the winning posters as well as:
Neat & colourful presentation (laminating is not part of the criteria)
Original & creative interpretation – encourage students to think about how their poster will stand out from the others.
Completed in correct Italian

PLEASE NOTE: The selected judges are not affiliated with any Primary School. The Judges’ decision will be final and no communication with respect to results will be entered into.

From everyone at the ‘DAS’ Melbourne: “BUON LAVORO!”

Competition closes Tuesday 31st May 2016 and any winners will be required to attend the Presentation afternoon in September at the University of Melbourne-date to be confirmed.

There will be a $5 entry fee for those students who decide to enter this competition.

If you wish your child to enter this competition, please enclose $5 together with the slip below in an envelope and send this to the office before Tuesday 31st May 2016 -NO LATER.

Grazie for your continuing support and stay tuned for more news soon.
Saluti (cheers),
Signorina Rosa- Italian Teacher and Co-ordinator (Mon/Tues)

THE DANTE ALIGHIERI SOCIETY JUNIOR POSTER COMPETITION 2016.

Final day to enter is Tuesday, 31st May 2016 with a COMPLETED POSTER- earlier would be preferred! ☐ All completed posters received by this date will be sent on this day. Entry Fee = $5

Yes, I wish my child to enter The Dante Alighieri Poster Competition.

Student’s name: ____________________________________________

Grade: _________ Please find enclosed: $5.00

Thank you.

I give permission for _________________________________________(child’s name) to have his/her photo, full name, grade and school name to be published in The Italian Newspaper ‘Il Globo’.

Parent/Guardian Signature: __________________________________________
SCHOOL SPECTACULAR DANCERS

Congratulations on your recent big rehearsal with eight other schools in Essendon. It was a bit squishy, but this was good preparation for the thousands of students we will be dancing with anyway. Your commitment to our rehearsals at school, and at home, clearly made our day an enjoyable one - you demonstrated good stage-presence and worked collaboratively to make our performances sharp and exciting. The choreographers gave us heaps of thumbs up and recognition.

Your ability to be flexible, patient and persistent stood out amongst all those attending. We even had to deal with the cutting of one of our favourite dances, Under Pressure, and mash the moves together into a new song. Luckily, we all loved the new song! (we’ll unveil it at an assembly soon!). You were great ambassadors for our school. I’m so proud of you all.

Tracy Bee (the Dancing Queen)
Join Michael Grose for a 3-week online parenting course

**Raising Well-behaved Kids**

*Teaching kids to be safe, savvy and social*

The **Raising Well-behaved Kids** course will teach you real-life strategies to help you safely raise sociable kids so that they can fulfil their potential.

You’ll learn how to:

- Move **beyond** ‘time out’ and ‘time in’ to develop a **broad range** of responses to children’s poor or unacceptable behaviour.
- Recognise the purpose of behaviour and importantly, how to **respond** so you put an end to annoying, frustrating behaviours.
- Get more cooperation from your child without always raising your voice, repeating yourself or offering endless bribes and rewards.
- Plan your approach to children’s behaviours so that you can achieve lasting **change**.
- Better manage tough nuts, teens and sensitive types that don’t fit into usual discipline techniques.

**How will it work?**

- You receive a short video with a follow-up activity each weekday – 15 sessions across 3 weeks.
- Each session (including the follow-up) should only take **15 minutes** of your time. Alternatively, you can complete all your sessions on the weekend if you are busy mid-week.
- Participate in a live Facebook Q&A each week where you can ask Michael Grose questions.

Join now for only $67. When you enrol you’ll start your learning straight away through the online resources in ParentingIdeas Club, including articles, e-Guides, posters and videos.