



# MEDINA MATTERS

At Medina PS we C.A.R.E.

Thursday 31st  
October 2019

Dear Parents, Carers and Community Members,

Welcome back to Term 4. What a fantastic start we have had! Term 4 is an incredibly busy term for us at Medina Primary School. I encourage parents to check our Term Planner and Facebook Page to ensure you keep up to date with all that is happening across the school. Please also check your child's bag as notes are also sent home on a regular basis in order to keep our families informed.

This term we have our Athletics Carnival, our Interschool Carnival, swimming lessons, Graduation Ceremony, Graduation Lunch, school photos, Year 6 Transition Days, Kindergarten Transition Day, ECHO performance, WASO performance, just to name a few.

## Medina Primary School Athletics Carnival

I am looking forward to our annual Athletics Carnival on Friday the 1<sup>st</sup> of November. A day of sportsmanship, competition and physical activity, including running races and team events. On Friday our students will need to remember the following-

- Wear a faction coloured shirt (Wells – green, Edwards yellow/gold)
- Wear joggers/sneakers that are suitable for running
- Wear a hat
- Bring a large water bottle which can be refilled throughout the day
- Put on and bring sun cream
- Bring recess and lunch (if they have not ordered a sausage sizzle).

Students **do not need** drinks such as Powerade, Gatorade, cordials etc. or lollies, sweet treats. Please do not send these in with your child. We value and thank you for your support in relation to this. Mr Gonnella has organised fruit for the students to have over the break periods. I hope to see many of our wonderful families joining us for this special event.

Selected students will represent Medina Primary school at the **Interschool Athletics Carnival on Friday the 8<sup>th</sup> of November**. We wish all of our competitors the best of luck.

## NAPLAN

Last term the Year 3 & 5 students received their NAPLAN reports. This term, teachers have been undertaking professional learning to work together to ensure we are able to analyse the NAPLAN data effectively. This is to ensure we have planning programs and strategies to meet the needs of our students to make progress across all year levels.

## WASO Fundraiser

Thank you to everyone who participated in our WASO Fundraiser on Tuesday. This proved to be a very successful event. With your support, we were able to raise \$490. Now at the end of its fifth full year at Medina Primary School, the WASO Crescendo provides weekly music lessons to all students from Pre-primary to Year 5. These lessons are provided for free. Our fundraiser provides an opportunity to give back, and to acknowledge how incredibly fortunate we are to be one of only two schools in the state to have this wonderful music program.

## School Photos

Just a reminder, school photos will be taken by Kapture Photos on Monday 4<sup>th</sup> November. Students are required to be in school uniform. We look forward to all students being in attendance on Monday so they can be included in all the photos.

## ECHO Performance

WASO will present ECHO in Schools at Medina Primary School today. Professor Stanley's Symphonic Spinfest is a brand new program that will be premiered at our school. The program features a famous repertoire across a variety of orchestral genres as well as information on the composers behind the music. There will also be a chocolate wheel! The program is interactive for our students, is full of information and will be lots of fun!

Karen Davey  
Principal

## Our Vision

Our shared vision for the Medina Primary School community is to develop an understanding and commitment to the promotion of a "Strong and Smart" ethos, incorporating strength of mind, body and soul. We aim to establish an inclusive community that encourages acceptance, respect and compassion. We would like our students to be happy at school and in life.

## ART NEWS

### WEAVING PROJECT



Congratulations to Jane, Matt, Soul and Erin from Room 13 on their completed weaving projects. Their Miniature Mats turned out super cute and the children were happy with their work. Aren't they colourful!

### PAPER MOSAIC

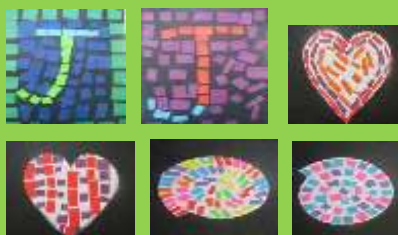
Medina Art Students have been working hard on creating colourful Paper Mosaic pieces to help release their inner creativity. Cutting, arranging, and gluing small pieces of paper into a pattern requires a good deal of concentration, coordination and hand and finger strength. Art activities like these also teach little Artists to be patient, to be delicate, and even problem solvers.

You must agree they all look fabulous!!!

#### ROOM 10 Pre-Primary



#### ROOM 11 Year ½



#### ROOM 15 Year 2/3



### ARTIST OF THE WEEK

Congratulations to Meah Morrison, Room 15 . Riley Whitmore, Room 11 . And Daniel Dech, Room 17 . These people have won the Artist of the week so far this term. They won because they always listen, look, and respond.

### HANG ON. JUST ONE MORE THING....

As the term speeds on by we are still in need of some resources to produce amazing Art. In the coming weeks the Koolingkas of Medina will be using beans, corn, shells, beads, tiles, stones and even recycled items to create a one of a kind individual piece. If you can donate any of the following would be great. We need tiles, stones, beads, shells, tiling cement small wooden items like spoons, door stops, pot plants terracotta or even good thick plastic ones, wooden objects, old keys, old plates, cutlery, small wooden pickets, chopping boards, an old door, fishing nets and basically anything we can use in Mosaic or collage Art. Phew I think that's it. Anyway, have a great few weeks and keep an eye out around Medina Primary for some fabulous Art!!

## Technologies

### STEM LEARNING...LATEST EDUCATION FAD OR VITAL TEACHING PROCESS?

I think we can all agree that teaching changes over time. Sometimes it changes by necessity and other times it changes as a result of 'fashionable' trends. Currently, the word of the day is STEM which stands for Science, Technologies, Engineering and Mathematics. When applied effectively, and STEM learning has the potential to create students who are creative, inquisitive, communicative, show initiative and can use digital technologies effectively. So, is this the latest craze in education or are we moving into a new dawn of teaching?

Recently I had the privilege of taking eight Year 5 students to a STEM challenge at Scitech. The students were asked to design a prototype that would improve life at school. Their idea also had to fit into the Circular Economic Model. I was so proud of our students who worked through this very challenging process, came up with some great ideas and worked cooperatively to finish their models, all in a very short amount of time. I believe that many adults would have found this challenge difficult. I myself, found the task daunting at times. These tasks and design processes are not uncommon in classrooms these days. Students are asked to define a problem, consider solutions, design their plans and then create a model or prototype to finalise the project. This is basically STEM learning and the new look classroom model. The global economy is quickly changing and therefore education needs to change as well. STEM empowers individuals with the skills to succeed and adapt to this changing world. We want our children to be competitive when entering the workforce which means we need our students to be critical and creative thinkers. With all this in mind, I personally believe that STEM is a vital teaching process that is here to stay. But I guess, time will tell.



# Health and Wellbeing

Students in Years 5 & 6 have been discussing and engaging in activities that explore 'bullying' during our 'Friendly Schools' lessons this semester.

## What is bullying?

Bullying is hurtful, aggressive and **repeated** behaviour that aims to embarrass, threaten or intimidate another person. Bullying can be carried out by an individual or group towards one or more persons and it is a complex social problem, which can occur in a range of different offline and online environments.

Researchers agree that there are **five** key features of bullying behaviour:

1. The bully intends to inflict harm or fear upon the target.
2. Aggression towards the target occurs repeatedly.
3. The target doesn't provoke bullying behaviour by using verbal or physical aggression.
4. Bullying occurs in familiar social groups.
5. The bully is more powerful (either in reality or perception) than their targets, who are usually not able to effectively resist.
- 6.

## What bullying isn't

Behaviours that don't constitute bullying include:

- mutual arguments and disagreements (where there's no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.



## Types of bullying

Face-to-face (or direct) bullying may include kicking, hitting and punching, or verbal acts such as threats, name-calling and insults.

## Covert

Covert bullying is generally non-physical and occurs out of sight of others. It can include: hand gestures, threatening looks, whispering, excluding, blackmailing, spreading rumours, threatening and stealing friends. Some other behaviours that can damage social relationships are: playing practical jokes, breaking secrets, gossiping, criticising clothes and personalities, abusive notes, facial expressions, and turning your back on a person.

## Cyberbullying

Cyberbullying occurs via technologies such as; email, social media, text messages, or instant messaging.

Cyberbullying differs from offline bullying in that the perpetrators can remain anonymous, content can reach a large audience and material can be difficult to remove.

## Bystanders

Many students may witness traditional bullying and they can either assist the bully or reinforce the bullying. Children who witness bullying can have feelings of anger, fear, guilt and sadness. Seeing repeated bullying of their peers can result in negative effects similar to the victimised children themselves.

## Some recent statistics on bullying:

- approximately one in four Australian students are affected by bullying.
  - approximately one in seven young people have been cyberbullied, with research suggesting this number may be increasing.
  - more than three-quarters of students who were bullied online were also bullied offline.
  - peers are present as onlookers in most bullying interactions and play a central role in the bullying process.
- bullying is the fourth-most common reason young people seek help from children's help services.

## What can adults do to help?

Bullying is everyone's concern, however, we can all work together to prevent and stop it from occurring. The relationships and social behaviour we model as adults in the community can have a significant influence on children who are continuing to develop relationship skills. When we model positive, respectful and inclusive behaviours, students are more likely to act in these ways.





# CHAPLAIN'S CORNER

Welcome to another term and the last for this year!

With 2019 winding down I have been thinking a lot about my year, my expectations and goals, some I reached and others I didn't.

Although the year might be over soon, there is always opportunity to re-evaluate goals and expectations, make some changes and try a different approach.

Goal setting enables us to measure our growth and models to your child that if they want to achieve something they can through hard work and determination because you yourself have done so. In short, setting a goal gives hope and a sense of purpose.



Here are some tips on goal setting.

**Write it down.** I personally have a goal journal. In this journal I write down long term and short term goals. Long term goals may include a dream job, future holiday you want to go on, habits you want to change and more. Long term goals are important because they help you plan and look forward to the future.

Just as important as short term goals. When long term goals seem far fetched or almost unreachable, short term goals (when accomplished) teach us we can do the thing we set our mind to. This then boosts our self-confidence and perseverance. Personally I have daily goals that I write down. It could be as simple as walk the dog this afternoon. Writing them down and then checking them off after will give you a sense of accomplishment. This feeling is important when you want to be able to reach more complex long term goals.

**Planning leads to success.** This is why writing it down is so important. Thinking of a goal and actually seeing it on paper will have a very different effect on your motivation.

Breaking your long term goal into smaller short term goals will help a lot. Let's say you want a specific job. There might be a few steps you have to take before you can even apply. This may include having your resume up to date or getting the proper clearances for the application. Some jobs may ask that you get training or complete a course. Making these your short term goals and checking them off makes it more achievable and therefore attainable.

**It is normal to feel anxious.** As soon as you set yourself a goal this then means you have to start taking steps to achieve them which could be daunting and cause anxiety, remind yourself that this feeling is normal and take control over your self-doubt. When you get side tracked take a step back and re-evaluate. This way you don't burn out and completely forgo of your goals.

In this term I am setting some personal goals and I challenge you to use the last 2 months left in this year to do the same. This might be the first step into what will be a long term goal achieved.

"All who have accomplished great things have had a great aim, have fixed their gaze on a goal which was high, one which sometimes seemed impossible." – Orison Swett Marden

## NUMERACY

### Mental Math Challenge

Mental math refers to doing math calculations in your head without the use of tools such as calculators, pen and paper, or abacus.

Mental math helps us function in our daily lives in situations such as:

Shopping - adding tax or figuring out a sale price

Cooking - using proportional thinking to alter a recipe

Calculating a tip

Building something

Using a foreign currency

Investing

Figuring out a score or a grade

Comparing values of products or services



Mental math actually keeps our brains quick and sharp. The brain, like the muscles, gets stronger and more efficient with use.

Mental math also greatly improves a person's number sense - the ability to understand the relationships between quantities.

At MPS we are completing simple mental maths challenges weekly in our classrooms to build our mental math capacity. Students receive feedback from their teachers and work hard on beating their scores.

# LITERACY

## Key Area: Oral Language

Speech and Language Developmental Milestones

**Now that I am 6 years old...  
I should be able to;**



Promoting Literacy  
Development



### Tips for Home

- Encourage your child to retell you their school reader without reading the words, but remembering what happened.
- Ask your child to tell you what they did at school.
- Encourage your child to ask you when they don't know the meaning of a word.
- Talk a lot about events that have happened, giving detail and emphasise the sequence of events.

### Causes for Concern

- Your child uses very short sentences.
- Your child makes regular grammatical errors such as when talking about he/she, things that have already happened eg. I runned...
- Difficulty expressing themselves so that others understand their story.
- Child's speech is difficult to understand.
- Does not sit and happily listen to a story.
- Has trouble following instructions and regularly forgets what they were asked to do.

Should you have any concerns about your child's development, consult a Speech Pathologist.

### Understanding/Listening

- Listen to lengthy picture books
- Sit and focus in a class-based mat discussion
- Follow a series of instructions independently
- Listen to a story without a visual aid



### Speaking

- Speak with no articulation or speech sound errors
- Use language which contains few or no grammatical errors
- Ask complex questions to find out information
- Provide detailed answers to questions about things I have done
- Explain reasons for things happening
- Retell a story without the need for someone to prompt me along the way
- Independently generate ideas and sentences for assigned written tasks
- Tell news without assistance

### Play and Social Skills

- Keep myself occupied alone on a task or activity for 20 - 30 minutes
- Play fairly in complex games with rules
- Talk easily with familiar people
- Be able to maintain a conversation with someone about a topic for at least 5 turns in the conversation
- Use words to explain emotions such as anger, sadness, worry rather than physical actions

PLD's programs that develop the above skills can be viewed by searching the codes: M66, M68, CC68, CC61, CC62 on [www.pld-literacy.org](http://www.pld-literacy.org) mail@pld-literacy.org Phone: +61 (08) 9227 0846

This information sheet can be downloaded and distributed providing PLD's logo and contact details are not removed.

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## Dates to remember

**Friday 1st November**

Athletics Carnival

*In Term Swimming Lesson money is due*

**Monday 4th November**

School Photos

**Tuesday 5th November**

Year 6 Gilmore Transition Day

8:45am-2:15pm

**Wednesday 6th November**

Perth Wildcats Clinic (Rm 16&17)

1:45pm-2:45pm

**Thursday 7th November**

Interschool Athletics Carnival (Field)

**Friday 8th November**

Interschool Athletics Carnival (track)

**Monday 11th November**

In term Swimming Lessons Begin

School Board Meeting

1:30pm-2:30pm

**Friday 22nd November**

In Term Swimming Lessons end.





Child and Parent Centre  
Calista



GOVERNMENT OF  
WESTERN AUSTRALIA



## **Developing good bedtime routines** **suitable for children from 2.5 years old**

This session explores different problems parents commonly face at bedtime and some of the reasons why they happen. The skills children need to get into a good bedtime routine are discussed and parents are introduced to positive parenting strategies to help prevent problems.

The approaches to encouraging children to stay in their own bed throughout the night are discussed; the gentle, the gradual and the direct approach. All approaches are evidence-based and parents choose which approach suits them best.

**Date:** Monday 4 November 2019

**Time:** 12.00pm to 2.00pm

**Venue:** Child and Parent Centre Calista

Bookings for the workshop and FREE crèche are essential.

Please email: [calista@ngala.com.au](mailto:calista@ngala.com.au) or phone 9367 0960.

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*Raising happiness*



# Educational Scholarship Program

Are you heading into  
in High School, in High  
School or planning to go  
onto further study?

Applications are available online  
[www.kwinana.wa.gov.au/scholarships](http://www.kwinana.wa.gov.au/scholarships)

Apply for an Educational Scholarship  
to help with school fees and the  
purchase of books and supplies\*

**APPLICATIONS  
CLOSE**

**5pm Sunday  
3 November**

For more information contact 9236 4552 or visit: Zone Youth Space,  
City of Kwinana Administration Office or your school administration office.



\*Terms and conditions apply [www.kwinana.wa.gov.au/scholarships](http://www.kwinana.wa.gov.au/scholarships)





**Early Childhood Australia**  
A voice for young children

You are invited to join  
**Early Childhood Australia, WA Branch for a  
Play Strategy Information Session**

7<sup>th</sup> November 2019

6:30pm – 8pm

Child and Parent Centre – East Waikiki,  
South Cnr Carnegie Loop and Murchison Rd, Cooloongup WA

**This session for professionals will provide an opportunity to:**

- Discuss play-based learning and its importance
- Acknowledge that play is essential in the foundation for children's holistic development
- Provide your opinion on the development of a WA Play Strategy

Early Childhood Australia WA is a key advocacy organisation for children from birth to eight years and is currently leading a campaign to raise public awareness on the importance of play in children's lives.

As a focus to grow young children's right to learn through play in their early years, at school and in the wider community, ECA WA is advocating for a State Government-led **WA Play Strategy**.

**Presenters**

Sandra Hesterman - Murdoch University  
Marcelle Saratsis - Early Childhood Australia

To reserve your seat please contact the Child and Parent Centre – East Waikiki on 9367 0967 or [eastwaikiki@ngala.com.au](mailto:eastwaikiki@ngala.com.au) before the 30<sup>th</sup> October 2019

Light refreshments will be provided.

The Koorliny Arts Centre and Kwinana Industries Council Presents

# THE LION THE WITCH AND THE WARDROBE

By C.S. Lewis

8-23 NOV 2019  
[www.koorliny.com.au](http://www.koorliny.com.au)

Adapted by Glyn Robbins  
Directed by Craig Griffen

By arrangement with ORiGiN Theatrical  
on behalf of Samuel French LTD.

