

**MARYVALE STATE SCHOOL**  
**NEWSLETTER**  
**WEEK 1 TERM 2, 2021**  
**23 April 2021**

UPCOMING EVENTS

Monday 26<sup>th</sup>  
April – ANZAC  
Day holiday

Monday  
3<sup>rd</sup> May  
Labour Day  
holiday

Cultural Day  
28th May

**Dear Parents and Caregivers,**

Welcome Back to Term 2 - Welcome back to the start of what promises to be a very busy and exciting term of teaching and learning. This week the students have settled right back in to their learning – teachers have commented on how focussed they have been and how pleased they seem to be back at school. Thank you for all you have done to prepare them so well.

Term 2 is a ten week term. Please refer to our school newsletter, website and to keep abreast of events and news. As always every day counts and student attendance is very important. Please ensure that students arrive no earlier than 8.30am unless prior arrangements have been made. Your assistance with helping excellent attendance is greatly appreciated.

**ANZAC Day Ceremony – Friday 23 April at 2:00pm**

On Friday 23 April we will be conducting our Anzac Service led by our local veterans. Parents are welcome to attend, we will have a cuppa following the service.

**Playing our Part to Build a National Picture of Child Health**

In early 2021, our school, along with thousands of others across the country will begin preparations for the fifth Australian Early Development Census (AEDC). The AEDC gives us a national picture of the development, health and wellbeing of children in their first year of full-time school.

Since 2009, the census results have helped communities, schools and governments plan services and develop better policies to target support for children and families. Children don't miss any class time, and parents/carers don't need to supply schools with any new information for the census. The AEDC gives us data at a school and community level - it isn't an assessment of individual children. Participation in the AEDC is voluntary. Parents/carers don't need to take any action unless they choose not to include their children in the census. To find out more about the census and how communities are using the data to help children and families visit the AEDC website: [www.aedc.gov.au](http://www.aedc.gov.au).

**School Review**

The Department of Education regularly reviews Queensland State Schools to ensure they're delivering a quality education to students.

All Queensland State Schools are reviewed at least once every 4 years.

Community feedback is an essential part of the reviews, with parents, students and the community encouraged to have their say.

**Maryvale School will be having a school review in 2021 on the 17<sup>th</sup> and 18<sup>th</sup> of May.**

**SCHOOL CONTACTS**

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**SCHOOL HOURS**

Parents are reminded that children are not to be at school before 8:30am unless prior arrangements are made with the school.

**Late arrivals and early departures must be signed in and out at the classroom.**

**PARENT LIBRARY**

We are currently setting up a parent library that will host a range of parenting books and information. Parents are welcome to borrow these for their own reading.

## 2021 NAPLAN (11-14 May)

In week 4 of this term, our Year 3 and 5 students will be participating in the NAPLAN Testing.

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life. Students will participate in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy tests.

The assessment provides parents and schools with an understanding of how individual students are performing at the time of the tests. NAPLAN is just one aspect of a school's assessment and reporting process - it does not replace ongoing assessments made by teachers about student performance. NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are meeting important educational outcomes in literacy and numeracy.

The best way to help prepare your child for NAPLAN is by reassuring them that NAPLAN is just one part of their school program, and by reminding them on the day to simply try their best. Teachers have ensured students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

If your child is absent for any of the tests, we will arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule. Friday 14 May is a designated 'catch up day' for any tests that have not been completed due to illness etc.

The testing timetable for the Year 3 and 5 students is as follows:

Test	Date	Duration	Details
Conventions of Language	11 May	Year 3: 45 mins Year 5: 45 mins	This test includes spelling, grammar and punctuation.
Writing	11 May	Year 3: 40 mins Year 5: 40 mins	Students write a response to stimulus.
Reading	12 May	Year 3: 45 mins Year 5: 50 mins	Students read a range of informative, imaginative and persuasive texts.
Numeracy	13 May	Year 3: 45 mins Year 5: 50 mins	This test includes number and algebra; measurement and geometry; and statistics and probability.

For more information about NAPLAN visit [www.nap.edu.au](http://www.nap.edu.au)

## Why is being organised so important?

The beginning of a new term is a good opportunity to establish routines for success.

Being prepared and organised for learning is essential. There are two areas of organisation in which students gradually develop their skills. The first is in physical organisation. Being prepared with everything needed to engage with the learning task. Time is lost and focus disappears when a child has to spend 5 minutes looking for their pencil, another five minutes getting it sharpened and then finding the right page in the right book ready to start.

Some children are just starting when others are nearly finished. Frustrating for the child! Frustrating for the teacher! How do you model and scaffold the development of physical organisation skills at home? A wall planner or calendar for family activities, a specific place for important notices, a shopping list or a weekly menu, talking through plans of how to get everyone to the right place at the right time and what everyone's responsibility is to make this happen!

Children can learn about and understand all of these organisational strategies. The goal and plans can become more complex as your child matures. The second type of organisation is the organisation of thinking. Teachers teach these skills in all of the learning areas, by clearly defining a learning intention and setting out the steps for achieving success. Teachers model their thinking to students by talking aloud as they demonstrate a new concept. They scaffold students learning by ensuring that children's thinking skills develop in incremental steps, gradually releasing the responsibility to the child. They provide frameworks for thinking, whether the task is writing a persuasive text, solving a mathematical problem or finding out something about our world.

For some ideas to try at home, the following link may be useful: <http://www.essentialkids.com.au/younger-kids/kids-education/teaching-kids-to-get-organised-20090623-curp.html>

## Speaking Mathematically

Fractions at home – the concept of fractions can be a difficult one for students to understand, the home environment is the perfect place to discuss and model fractions in context of real life.

Chocolate – yes! A chocolate block is a fabulous motivator and the rows and columns are useful in the discussion of fractions (and multiplication arrays, but that is a different story). Count the rows (for example 10 rows) and eat one row. You have eaten  $\frac{1}{10}$  of the chocolate bar. Ask how many rows would be  $\frac{1}{2}$  of the chocolate bar? Then discuss the same quantity could also be shown as  $\frac{5}{10}$ . Look at the individual squares. There may be 40 squares. Eat one square you have eaten  $\frac{1}{40}$  of the chocolate bar. Discuss how the 'unit' or the 'whole' of the fraction can alter. In the first example the 'whole' amount was the 10 rows. In the second example the whole amount was 40 blocks.



Pizza – yes! Oh how many ways we can use pizza to discuss fractions! All of the ways we can EQUALLY divide the pizza into slices. If the pizza has 12 slices and you need to have one slice for 14 people, discuss how that fractional amount is  $\frac{14}{12}$  or in other words 1 whole pizza (that has been cut into 12 equal slices) and  $\frac{2}{12}$  of the second pizza – improper fractions converted to mixed number fractions.

Milk – yes! Milk poured from a bottle or used in a measuring jug in cooking. As well as the measurement aspects such as millilitres and litres that can be discussed at home, don't forget the fraction implications. Your child can estimate what fraction of the jug is filled – it could be approximately  $\frac{1}{2}$  full or maybe  $\frac{3}{4}$  full. Discuss how you divide the whole amount (ie the whole amount the jug can hold or its capacity) into equal parts to determine the fraction that is filled or unfilled.



Smarties – yes! Fractions of a collection is an important idea also to build with children. In the previous example the whole was one item, however when we talk in terms of collections, the whole is the individual items that make up a group. Grab a handful of smarties, there may be 2 red, 3 blue, 5 green. This is a perfect opportunity to demonstrate  $\frac{2}{10}$  being red,  $\frac{3}{10}$  being blue and  $\frac{5}{10}$  (or  $\frac{1}{2}$ ) being green. If  $\frac{2}{10}$  are red, what fraction of the collection must be not red? In this example it is easier for children to see the important connection between fractions and division and the inverse of multiplication. Divide the smarties into groups of 4. You have now divided the collection into quarters.

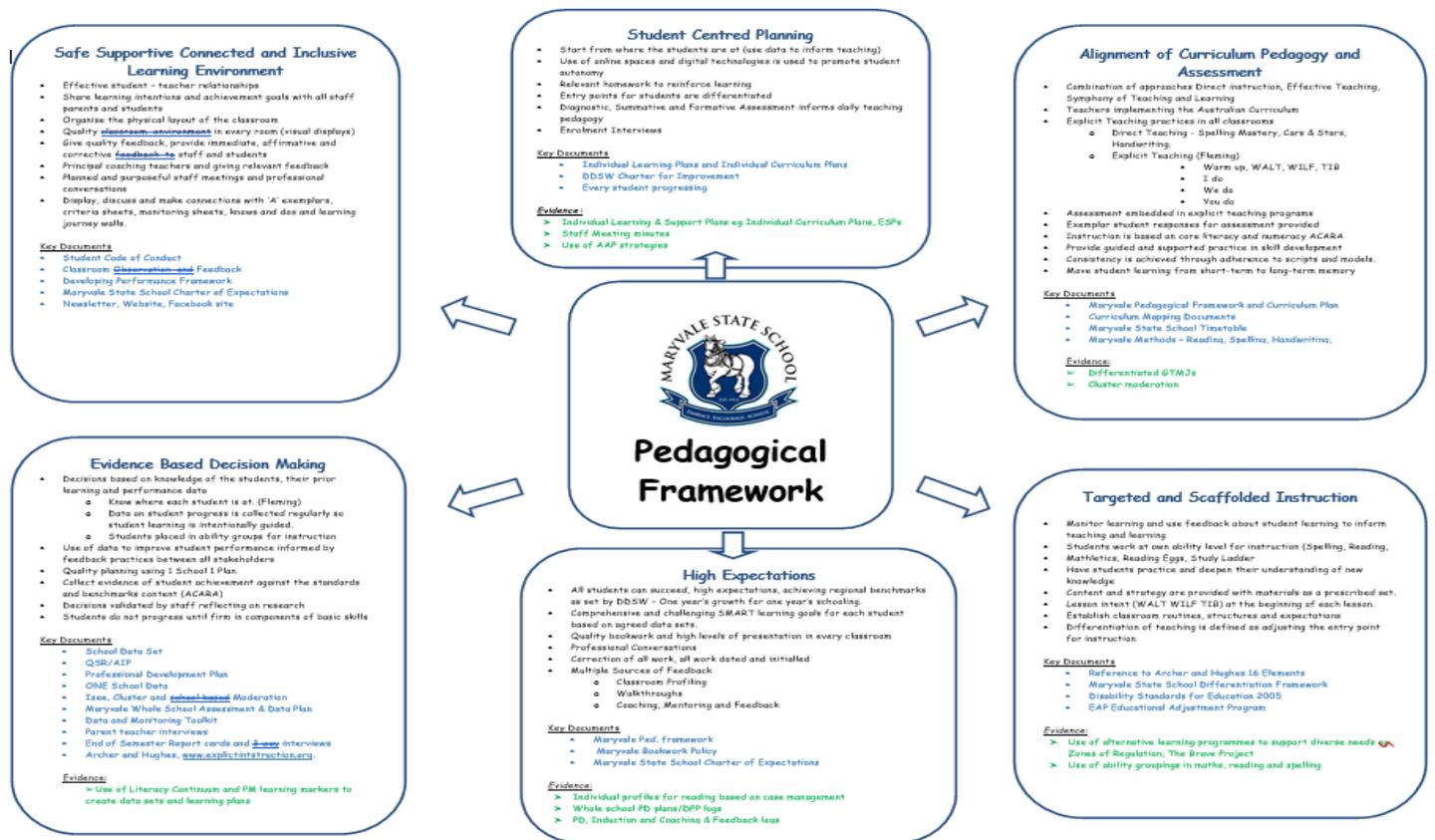


We talk in fractions a great deal – we say we are half finished something, or we are halfway across the room. We may say we are 50% sure or 100% certain. We talk about 50 – 50 and use other words with connotations to non-standard fractions – bit, smidgen, chunk, part, bite even piece. Fractions are all around the home and the home can definitely help with a child's real life understanding of where fractions fit into our world.



# Pedagogical Framework

Our Pedagogical Framework informs teaching and learning at Maryvale State School. The six dimensions of the Pedagogical Framework articulate what we teach, how we teach, assess and make judgements, and how feedback is provided.



Over the coming weeks I would like to take the opportunity to unpack the framework.

The first dimension of the Pedagogical Framework articulates the alignment of curriculum pedagogy and assessment. Maryvale State School delivers the Learning Areas of the Australian Curriculum. The classroom teacher delivers the majority of these learning areas, specialised Learning Areas such as Music, HPE, Chinese and Technology are taught by our specialist teaching staff. The curriculum and achievement standards are described in year level junctures making it easy and transparent for parents to access exactly what it is that their children need to know and do. For additional information parents can access the Australian Curriculum website: <http://www.australiancurriculum.edu.au>.

