Dear Parents, Students and Friends of Seaford North,

ICT Update
Thank you to the many families who have supported our ICT Levy this year. As a result of these funds we will be able to lease new devices for student use.

Our School Council elected not to become a “Bring Your Own Device” (BYOD) school or include an iPad or laptop on our booklist. It is our current policy to encourage families to support our ICT Levy with the proceeds of this levy being used to lease devices.

It is our school based policy that our students have access to both iPads and laptops managed and paid for by school based funds.

Our ICT devices are renewed on a cyclical program. We have adopted this approach due to the rapidly changing platform of all technologies.

Year 6 – Year 7 Transition
Parents will receive a letter from Mr Petrie on Wednesday 10 August notifying them of the outcome of their Government Secondary College placement applications for 2017.

2016 School Concert
As our concert draws nearer all classes are in the midst of rehearsals. When the weather permits you can hear the voices of young children singing in our school grounds, very cute. Frankston Arts Centre are managing the ticket sales for our 2016 School Concert. Make sure you have your tickets. SNPS students do not need tickets.

The tickets are allocated corresponding to the time of purchase. No refunds are available.

School Disco – Winter Wonderland
What a great night! Thank you to Ms Yang for organising the event and all our staff for setting up and supervising on the night, also to our wonderful parents who helped with the food and lots of other things. And to our fantastic children who looked great and had a ball.

Prep Grandparents and Special Friends
On Friday the 22nd of July, the Prep grandparents were invited to come along and share an item from the past with their grandchild and the Prep children. There were many grandparents who brought along very interesting items that showed how things have changed over time. A light morning tea was also provided. It was an enjoyable experience for the grandparents and the Preps.

Kind Regards, Lee Murnane  Principal
COMING EVENTS

AUGUST
Thurs 11th After school athletics training
Tues 16th After school athletics training
Wed 17th After school athletics training
Thurs 18th After school athletics training
Fri 19th Prep Community Walk
Tues 23rd After school athletics training
Wed 24th After school athletics training
Thurs 25th After school athletics training
Fri 26th Fizzics Education Incursion 3/4
Tues 30th After school athletics training
Wed 31st After school athletics training

SEPTEMBER
Thurs 1st After school athletics training
Mon 5th Concert Dress Rehearsal 9-3.15
School Concert 7pm – 9pm

OCTOBER
Mon 31st Curriculum Day (to be confirmed)

Permission Slip Return Dates

Prep Community Walk
Friday 19th August permission forms to be returned by Thursday 18th August.

UTOPIA full dress rehearsal
Permission forms to attend the Concert full dress rehearsal are due back to the classroom teacher by Thursday 1st September.

Fizzics Education ‘Geology Rocks’ Friday 26th August, permission notes and money if levies not paid are due in by Wednesday 24th August

After school athletics training sessions
Permission slips to be returned if you wish your child to participate.

PARENTS CLUB NEWS

Fundraising Update

COIN COLLECTION @ 04/08
Prep P $53.40 Prep W $37.35
Prep Y $32.25 Prep T $126.10
1DP $72.35 1G $40.75
1M $30.20 2B $28.50
2T $20.05 3/4M $34.20
3/4W $98.60 3/4C $86.15
3/4H $42.30 5/6J $20.55
5/6W $1.55 5/6P $52.10
TOTAL $795.55. Get those coins in every Friday morning.

SEAFORD NORTH PRIMARY SCHOOL CONCERT
UTOPIA
Monday 5th September, 2016
7.00pm – 9.00pm
Tickets on sale at the Frankston Arts Centre
Telephone: (03) 9784-1060 or online at http://artscentre.frankston.vic.gov.au
Navigate to What’s on-Buy Tickets; Event Type-School Production and follow the prompts to purchase your tickets.
The Taught Curriculum — The ways we deliver to students

The PYP curriculum is defined broadly to include what is to be taught, the written curriculum, as well as an approach to teaching and learning, the taught curriculum. This is in recognition of the fact that, in practice, the two are inextricably linked; the taught curriculum is the written curriculum in action. The PYP developers have set out to strengthen these links by developing a curriculum in which classroom practice is a direct reflection of the written curriculum. Therefore, in the written curriculum the essential elements of learning—knowledge, concepts, skills, attitudes and action—are identified.

There are two methodologies used in all IB schools; inquiry and constructivism. This article will be about the inquiry approach to teaching and learning.
INQUIRY
Before starting, it is important to note that inquiry is not a subject your student learns, but rather the way he/she learns. It is a common mistake to ask what did you do for Inquiry today? Your question needs to be what have you been inquiring into at school? The answer could be: how to add 2 fractions; the purpose of metaphors; the way sound is produced; the different rules we have in our families; or, how laws are made. Inquiry is an approach we use when investigating or exploring to find answers.

Since its inception, the PYP has been infused with a spirit of inquiry. Here is a quote directly from IB PYP document, Making the PYP Happen in the Classroom.

An extensive study of the literature, when combined with practical experience, has led the PYP to the position it now holds, which is one of commitment to structured, purposeful inquiry that engages students actively in their own learning. In the PYP it is believed that this is the way in which students learn best—that students should be invited to investigate significant issues by formulating their own questions, designing their own inquiries, assessing the various means available to support their inquiries, and proceeding with research, experimentation, observation and analysis that will help them in finding their own responses to the issues.

Inquiry, as the leading pedagogical approach of the PYP, is recognized as allowing students to be actively involved in their own learning and to take responsibility for that learning. Inquiry allows each student’s understanding of the world to develop in a manner and at a rate that is unique to that student.

This can mean:
- exploring,
- wondering and questioning
- experimenting and playing with possibilities
- making connections between previous learning and current learning
- making predictions and acting purposefully to see what happens
- collecting data and reporting findings
- clarifying existing ideas and reappraising perceptions of events
- deepening understanding through the application of a concept
- making and testing theories
- researching and seeking information
- taking and defending a position
- solving problems in a variety of ways.

Inquiry, interpreted in the broadest sense, is the process initiated by the students or the teacher that moves the students from their current level of understanding to a new and deeper level of understanding.

Furthermore, It is recognized that there is a role for explicit teaching, drill and practice in the classroom. There are many things that students just simply need to learn.....like how to structure an explanation text or how to make an informed choice or how to enhance presentation or the order we solve problems with many processes. Inquiry is seen as the main style used for teaching and learning.....not the only style. The next few articles will highlight bot constructivism and explicit teaching styles.
SCHOOL MISSION STATEMENT

To become an authorised IB PYP school we have a set of standards and practices that we need to meet. One of the objectives states: The school’s published statement of mission and philosophy aligns with those of IB. Below I have published IB’s Mission Statement and our current Mission Statement. To initiate the process, I have mocked up a starting point for a new statement that aligns with IB’s. We would like your input!

Please read all three statements. Our new Mission statement needs to encapsulate Seaford North. Please use the tear off slip below to write any ideas you have and return it by Friday 12th August. We have presented this to all staff and the school council as well. I will then publish a modified version for your consideration.

Thank you
Lisa Coates

IB Mission statement:
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Current Mission Statement:

Our mission is to provide a high quality, supportive and engaging learning program which builds the academic, social and emotional capacity of every student at Seaford North Primary School. We provide opportunities for our students to develop understandings of essential concepts, skills, knowledge and attitudes that will enable them to be lifelong learners in our ever-changing world.

……..FOR YOUR THOUGHTS:

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Draft of new mission statement:  my ideas....

Our mission is to provide all Seaford North Primary School students with a high quality, challenging, global education which develops compassion and respect.

We provide engaging learning opportunities that includes essential knowledge, concepts, skill and attitudes, enabling students to transfer these to new situations necessary in a rapidly changing world.

We are committed to differentiation so that students work at their level and are able to make decisions about their learning in line with the curriculum.

We encourage students to take responsibility with their learning so that they can be purposeful and make a difference to themselves and their world.