Dear Parents, Students, Teachers and Friends,
Welcome back to what will be a busy third term. It has certainly been a chilly start with some wild weather keeping us on our toes. We have had a smooth start and the children appear very excited to return to school. I hope you all enjoyed your holidays as much as I did mine.

Concert Dance sessions with a professional choreographer
All Children need to attend these classes. They are heaps of fun and captivated even the most reluctant students last time we employed this company. “I Can Dance” is a not for profit educational theatre working with over 15,000 primary school students a year. It offers programs that help develop social skills, self-esteem, resilience and physical well-being.
The choreography is pitched perfectly at the level and interest of the children. It is also in line with positive messages relayed at school – confidence, persistence, getting along with others, follow dreams etc. The dancing is great – varied (traditional, multi-cultural, contemporary) and appealing to children.
The students enjoy every aspect. They are totally engaged throughout. They respond enthusiastically to story and music – spontaneous clapping and enthusiasm in answering questions-offering ideas-indicating understanding and appreciation. All for only $2.30 a dance class.

IT’S COOL TO BE AT SCHOOL - And on time!
Another important aspect contained in midyear reports was a summary of student attendance. Persistent lateness has been a problem for some of our students, as has too many unnecessary absences. On the 14/07/2016 33 children came to the office for late passes. This is so disruptive to classes with teachers having to repeat learning instructions and then repeat and repeat again, a real waste of valuable learning time. You can imagine the queue at the office for late passes, again a waste of time for all involved.
Valuable learning time is missed and the habit of being late can be hard to break.

It is important that students are at school every day unless sick or have other valid reasons, as twenty days absent per year can add up to a year of absence over 13 years of basic education. Set attendance goals for this term if needed (and please see myself or Anthy at the school office if you need any strategy assistance).

Congratulations
I am extremely pleased to announce the appointment of Natacha Gawthorpe as a teacher’s aide to assist in the grade 1 area. Her appointment comes after advertising through the Department’s Recruitment-on-line.
Congratulations Natacha!

DET design awards
Pro Arc (the architects who refurbished the admin area, classrooms and toilets in our old building) have formally submitted our project for this year’s DET design awards for projects under 1 Million. Their description of our project is

*The final design has successfully incorporated an open plan pedagogy learning environment for several classrooms, providing the school with both large and small flexible teaching spaces that can be either isolated via mobile partitions or interactive, always offering easy supervision by the teachers.
The low curved and free flowing pods created a functional and playful space that allows for casual seating, reading and small group work for the students.
There is now an abundance of natural light that freely flows from the newly raised central highlight windows along the full length of the classrooms and work spaces. The new design has addressed the requirement to provide a new school image by providing a new and easily identifiable entry and reception that are easily accessible by the general public. The relocation of the general administrative area and rationalisation of the various work spaces allows for better staff interaction and provides a degree of privacy from the students during recess and lunch times. All internal and external materials selected on this project offer both longevity and minimal maintenance.

Big Thankyous
To all the parents who helped on the Election Day BBQ and who baked some amazing creations. You raised so much money to help our children – well done

To all the parents and kids creating our “Bush Tucker Garden,” looks fabulous!!!

Lee Murnane
Principal

COMING EVENTS

**JULY**
- Monday 18th: First Aid Incursion P to 6
- Tuesday 19th: First Aid Incursion P to 6
- Thurs 21st: Taskworks Exc Grades 1 & 2
- Friday 22nd: Polly Woodside 3/4 M & W
- Tuesday 26th: Sumatran Tigers Day
- Thurs 14th & 21st: Grade 1 & 2 Football

**SEPTEMBER**
- Monday 5th: School Concert

**OCTOBER**
- Monday 31st: Curriculum Day (To be confirmed)

Grade 3/4M & W Polly Woodside
Permission form and payment if levies NOT paid to be returned by Thursday 15th July, 2016

ELECTION DAY BBQ
Thank you to the following people who volunteered their time, Stuart, Mat, Natacha, Melanie, Donna, Katie, Josie, Kelly, Sammy, Pip, Guy, Cath, Mike, Kara, Amanda, Chris, Em, Fiona and to those who provided baked goods. We raised $1285.70 for our school!!!!

POPCORN FRIDAY
Thank you to the following Term 2 helpers, Kara, Katie, Renee, Louise and Natacha. We are currently organising a roster for Term 3, if you are able to help out on a Friday from 12pm – 1pm please leave your name and phone number at the office.

Permission Slip Return Dates
Concert Dance Sessions
Permission forms and $14.00 payment due by Thursday 14th July, if you haven’t already paid and put in your permission slip please do so ASAP.
SEAFORD NORTH PRIMARY SCHOOL CONCERT

Seaford North Primary School Presents

UTOPIA

An adventure to discover Utopia.
Monday 5th September, 2016
7.00pm – 9.00pm

Tickets on sale
From 9am Thursday 23rd June, 2016
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.

SNPS students do not require a ticket.

5C & 10C COLLECTION @10/06
Prep P $52.00 Prep W $24.35
Prep Y $24.90 Prep T $88.3596.15
1DP $57.75 1G $6.45
1M $27.50 2B $27.80
2T $14.55 3/4M $27.20
3/4W $64.40 3/4C $50.65
3/4H $20.75 5/6J $18.50
5/6W $1.55 5/6P $33.75

TOTAL $548.15. Get those loose coins in every
Friday morning.
The Transdisciplinary Skills

Transdisciplinary means across the disciplines, and in SNPS’s case, they are the learning areas of Numeracy, Literacy, Humanities, the Arts, Chinese and Physical Education.

Skills are capabilities. Students need to use these capabilities to succeed in this changing, challenging world.

With the fast pace of change in our world, we cannot even contemplate what we need to learn in preparation for the future. Ten years sees a lot of advancement in technology and that impacts enormously on knowledge, allowing us to observe aspects previously unavailable.

If teachers remained the fountain of knowledge and taught students everything they know, how limited would that be? We cannot pretend to know what each student needs for their direction in life…..How do we manage this? We teach research skills. These skills empower the learner to find out what they need to know, process the information and then apply it to their situation.

Watch this video as a mind blower! Shift Happens
….and let me just say, that was the 2009 version. Look at the 2016 version for a complete blow away!!!

The IB PYP Research skills are a comprehensive set of skills that provides students with not only skills but also a procedure to work through from the decision about exactly what it is they want to find out, right through to how to share their information effectively with others.

Please read through the descriptors of each skill and, by using an example, I will walk you through how they are applied.

<table>
<thead>
<tr>
<th>Research skills</th>
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<tbody>
<tr>
<td><strong>Formulating questions</strong></td>
<td>Identifying something one wants or needs to know and asking compelling and relevant questions that can be researched.</td>
</tr>
<tr>
<td><strong>Observing</strong></td>
<td>Using all the senses to notice relevant details.</td>
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<tr>
<td><strong>Planning</strong></td>
<td>Developing a course of action; writing an outline; devising ways of finding out necessary information.</td>
</tr>
<tr>
<td><strong>Collecting data</strong></td>
<td>Gathering information from a variety of first- and second-hand sources such as maps, surveys, direct observation, books, films, people, museums and ICT.</td>
</tr>
<tr>
<td><strong>Recording data</strong></td>
<td>Describing and recording observations by drawing, note taking, making charts, tallying, writing statements.</td>
</tr>
<tr>
<td><strong>Organizing data</strong></td>
<td>Sorting and categorizing information; arranging into understandable forms such as narrative descriptions, tables, timelines, graphs and diagrams.</td>
</tr>
<tr>
<td><strong>Interpreting data</strong></td>
<td>Drawing conclusions from relationships and patterns that emerge from organized data.</td>
</tr>
<tr>
<td><strong>Presenting research findings</strong></td>
<td>Effectively communicating what has been learned; choosing appropriate media.</td>
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Let us firstly consider what is seen to be information that all students, wherever they are in the world, need to understand. As previously discussed, IB identify 6 transdisciplinary themes to encompass this. Given this, let’s consider an example using the transdisciplinary theme, How the world works. The descriptor provides us with extra details is: An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

Each levels of the school hones into one aspect of this descriptor so that over the 7 years at primary school, all has been covered. We will consider years 3 and 4’s central idea. They have focused on the natural world and its laws and teachers have written the central idea, Earth’s surface changes over time as a result of natural processes. The classroom teachers work together to plan how to break this big statement down so that the students can better understand its meaning. They will lead students to inquire into how the Earth’s surface change and what natural processes occur. Once students understand the scope of this statement, they are then able to follow their area of interest in this field. One student might be particularly interested in tsunamis and another in continental drift. If a student was to follow the tsunami interest, they need to identify exactly what it is they want to find out- there are books written about tsunamis!! This is where the research process begins….

**Formulating questions:** When students formulate a question, it directs their research and helps them to focus on answering it. What is a tsunami? has a very different answer to How does a Tsunami happen? For this central idea, the type of question we really want the students to consider is How do tsunamis change the earth’s surface? because it relates very closely with the central idea. Now consider this question as their inquiry question…..Students will need to break this down into mini questions to help them understand their inquiry better. They may indeed start with finding out what is and what isn’t a tsunami? And how do they occur? As this will help them write an answer to their inquiry question.

**Observing:** This is a stage of research that allows the students to note their observations about the questions written. They consider information they already know and work out what they need to know. They start looking around for resources they could use such as books, experts they might be able to talk to such a scientist, websites they could contemplate and so forth. As we promote students having integrity, we expect students to acknowledge the resources they use. This is an important stage because, as we know, just because you have found a book or a website about tsunamis, it might be directed at scientist, not 9 year old students! This is when students are taught to be discerning and selective with the appropriateness of resources.

**Collecting data:**
This is quite a difficult task for students because it is easy to get side tracked. As parents and as teachers, we can assist our students with this by referring to the questions they have written. Students can collect information in a number of ways such as highlighting, interviewing, browsing, selecting articles from the internet or even using their senses to observe.

**Recording data:**
Traditionally we have thought of this as taking notes can also be cutting and pasting sentences from articles on line, filming, using photography, taking voice recordings, tallying from questionnaires, drawing pictures etc.

**Organising data:**
This is when students process the information they have collected into easy-to-understand formats for the reader or viewer. This could be charting and graphing, sorting and ordering, sequencing, labelling, writing data using their own words. Students need to be shown the range of accessible tools to assist them with
this and so we teach them how to use graphic organisers and thinking tools and tools available using Microsoft Office or other online tools.

**Interpreting data:**
This stage helps students to make sense of their findings and also is an important feature for sharing and presenting information, making sense to other people. They also form generalisations and conclusions from their information, succinctly being able to answer their initial inquiry in a knowledgeable way.

**Presenting Research Findings:**
This is a time when students share their personal inquiries and have the opportunity to validate themselves as a learner. They are presented with other students' inquiries so that while they may have become a specialist on how tectonic plates, they will still learn about tsunamis, deforestation and maybe even how plagues can cause soil erosion and consequently a change of earth’s surface. All inquiries connect to the same central idea so through students doing personal inquiries, multi perspectives of the same central idea provide them with a deeper understanding. There are many ways to present information and this provides us with an opportunity to teach students about effective methods of presenting. Skills like engaging an audience become important and this can happen by being creative or ensuring class participation – all great things to know for their secondary schooling and onwards through life.

These research skills do support the whole methodology of inquiry where students learn how to become learners and make sense of the world around them. It means that regardless of what direction a student heads with their learning, with the assistance of sound research skills, they can access what they need to know. This is becoming incredibly important in today's life.

**PHOTOS OF PREP T AT THEIR MUSEUM EXCURSION**
Most recently, 1M have been exploring the central idea, ‘Personal relationships may contribute to emotional and physical well being’. This is an inquiry into the nature of personal, physical, mental, social and spiritual health.

Having spent our last unit focusing on ‘emotions’, the students began identifying the aspects of physical health. They enjoyed communicating, thinking and researching the human body, reflecting on their prior knowledge and what they had learnt.

In this particular activity, the students separated into groups and traced around each other, labeling different body parts and explaining what they do in the human body and why they are important. It was a very engaging lesson that produced some excellent life size posters!
Our bush tucker garden is well and truly underway! You may have noticed the work that has been done by our wonderful parents and teachers near the top basketball court. A HUGE thankyou to Mr Millward, all of our parents and students who volunteered their time to construct the garden beds after school. They are looking fantastic!