Dear Parents, Students and Friends of Seaford North,
Welcome everyone to our last newsletter for the term. The term seems to have flown, but when we look back at our achievements they are many:
- Fantastic Whole School Concert
- Multicultural days
- Showcases of students work
- The continued great work of our Parents Club
- Community events – Father’s day stall
- Our children who regularly get our “Learner Profile” message across at Assemblies through our awards and the playground behavior awards.
- Many excursions and incursions
- Working Bee
- Bush Tucker Garden
- Teacher/Student Challenge
- Syked for Sport Activities Program for children to discover immediately the benefits that sport provides: friends, fun, life lessons, team work, a sense of belonging, how to play well together and play by the rules. It is their passion to instill these values in as many children as possible. Grades 1 and 2
• Guitar and Keyboard Lessons
• Sport Clinics, Lightning Premiership
• Preps In Residency Program
• Lunch time Activities, dance, computer, gardening etc
• Athletics sports
• Prep community visits
• Police visit

• And don’t forget all the wonderful activities happening in all classrooms !!!!!

Our Parents’ Club and community have also been very active. Thank you to all the teachers and parents who have contributed to all our successes.

Cup Eve Curriculum Day
School Council has scheduled our next curriculum day for Cup Eve as the general attendance on Cup Eve is usually less than 50% making it impossible for teachers to follow their normal program of instruction for that day.

All teachers will be in attendance and planning our IB Units of Inquiry and auditing our curriculum against the new Victorian Curriculum to commence in all schools in 2017.

In conclusion my thanks to all our Seaford North community; staff, students and parents for their contribution to a wonderful term. I hope that you all have the opportunity to enjoy a restful break and quality time with family and friends.

Kind Regards, Lee Murnane Principal

COMING EVENTS

SEPTEMBER
Fri 16th 5/6 V8 Supercars
Fri 16th Last day of term 4, 1.30 finish

TERM 4

OCTOBER
Mon 31st Curriculum Day
Tue 6th ACMI Exc grades 1M, 2T & ½ 1DB
Thurs 11th ACMI Exc grades 1G, 2B & ½ 1DB
Mon 17th to Grade 2 Swimming Program at
Fri 21st PARC Frankston
Sat 22nd Parents Club Market Day

NOVEMBER
Wed 9th & 10th Grade 3/4 Science Camp
Mon 14th to Grades P, 1, 3 & 4 Swimming
Fri 18th Program at PARC Frankston

Fundraising Update
Fathers’ Day Stall
Thank you to the following people who helped with Thank the set up and running of the stall, Rachel, Amanda, Kara, Katherine, Rach, Kelly, Mel, Rosie, Tonia, Jac, Tong and Natacha. Thje kids had a great time buying all the gifts and we raised $1915.40 for our school.

Fathers’ Day Raffle
Thank you to those who donated items for our raffle, and to those who bought/sold tickets, our Raffle raised $584.61 for our school.
Total of $2500.00 for our Fathers’ Day events.
Thank you

Our next fundraiser will be the footy lunch on Friday 16th September, last day of term 3, ONLY ONE STUDENT PER ORDER FORM please.

COIN COLLECTION @ 09/09
Prep P $66.95 Prep W $47.60
Prep Y $42.65 Prep T $192.05
1DP $91.80 1G $51.95
1M $31.45 2B $35.25
2T $20.05 3/4M $63.15
3/4W $110.80 3/4C $92.70
3/4H $42.30 5/6J $69.25
5/6W $2.10 5/6P $52.10
TOTAL $1,019.40. Get those coins in every Friday morning.

2017 STUDENT BOOKPACKS

CHANGES TO ORDERING PROCESS

Dear Parents / Guardians
We are stream-lining our processes for the ordering and supply of student book packs for 2017.

Next year’s book packs MUST BE ORDERED THIS YEAR AT SCHOOL BY THE DATE SPECIFIED (payment may be made at a later date, at any stage this year or on the book collection day in 2017).

The school will only be placing an order to the Book Supplier Company for those students who have ordered BOOKPACKS IN ADVANCE THIS YEAR BY THE SPECIFIED DATE.

information will be made available to you early in Term 4, together with an order form which will be sent home for you to complete and return to school.

Thank you for your support.

Frankston Libraries Spring Holiday Program

Tues 20th Sept. Star Wars Activity and Movie 12.30pm-3pm @ Frankston Library Long Room. FREE Bookings essential.

Wed 21st Sept. Bird Craft 10.30am-11.30am @ Frankston Library Cost $3 per child – Bookings essential

Thurs 22nd Sept Lego Creations 10.30am-11.30am @ Seaford Library FREE Bookings essential

Fri 23rd Sept Marine Life 10.30am – 11.30am @ Carrum Downs Library Cost $5 bookings essential

Thu 29th Sept Songs from the Little Mermaid 2pm-2.30pm @ Frankston Library FREE no bookings required.

Tue 27th Sept Origami Flowers 1.30pm-2.30pm@Carrum Downs Library Cost $3 bookings essential

Wed 28th Sept ‘Hair, Hair, Hair” – songs & stories about “Hair” 10.30am-11.30am@Seaford Library

Thurs 29th Sept. AFL Active Games 1.30pm-2.30pm @Frankston Library-Library Lounge FREE Bookings essential.

BOOKINGS ESSENTIAL from 5th September. Phone 9784 1020 or online at library.frankston.vic.gov.au/whats_on
The Taught Curriculum —
The ways we deliver to students

CONSTRUCTIVISM
The curriculum in a PYP school should emphasise the active construction of meaning so that students’ learning will be purposeful.

This sounds utopic!!
But exactly how do we do this?
This is a very important process for you to understand as a parent of an IB educated student.
PYP make a very clear differentiation between teaching knowledge and constructing meaning. Many of us were taught chunks of knowledge that we were expected to memorise. In the 21st century, students need to have the tools to seek the knowledge they require and the inquiry process provides this. They also need to have a way of leveraging their knowledge and this is where constructivism has a role to play.

You may have wondered why we have Transdisciplinary themes, central ideas, key concepts and related concepts. You may also wonder why we allow students to explore an area of interest in a personal inquiry, or summative assessment task. These are all key areas of constructivism.

Trans-disciplinary theme.
Central ideas
key concepts
related concepts
Lines of Inquiry and Teacher questions
Personal inquiry
Reflection and consolidation

The main ideas are broken into smaller statements and questions, making it easier for students to understand.

We identify the key words and ideas that are necessary for understanding.

We assign a big idea that SNPS staff believe students need to understand as a global citizen.

The 6 most important aspects all humans need to understand.

Student applies what they have learned from the unit to their own inquiry, making learning purposeful.

After students have applied their learning, they are given time to reflect on their inquiry and the inquiry of others, consolidating their understanding.
This diagram shows how teachers construct knowledge so that students can learn curriculum that is meaningful to them. The top part of this diagram is about providing knowledge that both IB and the Victorian Curriculum require. The themes are pre-determined, but as a collaborative staff, the teachers write the central ideas. These seemingly simple statements actually take a lot of thought; they need to encompass a whole lot of student outcomes both in terms of skills and knowledge. Teachers then analyse these statements by breaking them down into key concepts, usually the required process linked to the statement. These include form, function, change, causation, connection, responsibility, perspective and reflection. (These have been explained in detail in an earlier edition of the newsletter.) Teachers also identify the related concepts that connect with a traditional area of the curriculum like social studies, science, history, geography, etc.

For example, Year 5/6 are about to start a new unit under the transdisciplinary theme, How we organise ourselves. The theme’s descriptor is: “An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.” Teachers at this year level chose to focus on the area of economic activities and their impact on humankind and the environment. They wrote the central idea, “Consumers may influence the economy.” This statement also allows for students to be assessed on a set of outcomes to achieve and be assessed against from the Victorian Curriculum. Parents of Year 5/6 students will see assessment on these outcomes in their child’s end of year report.

Teachers test students for their existing understanding of the central idea and use this baseline to design a way of extending current understanding. IB says, “The starting point is students’ current understanding, and the goal is the active construction of meaning by building connections between that understanding and new information and experience, derived from the inquiry into new content.” To move towards new information and experiences, teachers direct and model inquiry. Teachers start this process by identifying the related and key concepts and in the example, they are consumers and economy. The key concepts are form and causation. Form because students need to understand what a consumer is and what an economy looks like. Causation because students will need to find out the cause and effects consumers have on the economy. IB’s research shows that “central ideas that are concept based leads to the most substantial and enduring learning.” At this stage, teachers know exactly what knowledge teachers want the students to understand and construct meaning from. Now there is a focus on how this is going to be taught. Teachers show students how to break the central idea down so that they can understand exactly what it is they will be learning about. Teachers discuss where this central idea connects to other knowledge; making its purpose more visible and making the central idea more meaningful. So that students gain a deeper understanding, exploration needs to go beyond simply defining the key words, it’s about really understanding the idea as well. PYP teachers are taught how to break the central idea into more manageable chunks, known as lines of inquiry. They are called lines of inquiry because they direct the learning and inquiry is used to investigate these lines. They also present them to the students, teachers change them into questions that provoke the necessary search for answers. Teachers have the lines of inquiry and questions on display, modelling the analysis of the central idea. Once the questions are answered and students have an understanding of the central idea while the teachers have supported students’ efforts to construct meaning from the world around them. The final stage is to provide students with opportunities to use their new knowledge to investigate a perspective of the central idea. In the example used, students will be creating a business and selling products to the school by holding a market day, making their learning purposeful and through application, they gain a deeper understanding of whether or not consumers influence the economy. Once the market day is over, the final stage of constructivism occurs. Teachers provide time and opportunity for reflection and consolidation.

This constructivist approach respects the students’ developing ideas and understandings of the social and natural world. Together, with the inquiry approach previously discussed in the newsletter, constructivism arms students with useful processes for learning. Just think of how your child might approach a question in secondary school like: “Conflict in communities can have a negative impact on the culture. True or False? Explain. They can use a process such as constructivism to write their answer and use inquiry to gather information and find out information.
SUSTAINABLE ACTION PROJECT
On Wednesday 7\textsuperscript{th} of September, the school captains and environmental captains, along with Miss Yang, went to St Louis de Monfort School for the second day of the Big Green School Conference. It was a great day where we got to present our Sustainable Action Project to 12 other schools. The children presented a short funny video to draw the audiences’ attention, along with a Power Point presentation. We also got to tour St Louis’ wonderful Veggie Garden! Although we did not win, our handmade Golden Chook Trophy was voted to be the perpetual trophy that is to be presented at future conferences!

DISTRICT ATHLETICS
We would like to congratulate all the students that competed at the District Athletics on Friday 2\textsuperscript{nd} September.