



# FISK GAZETTE

Fisk Street Primary School Newsletter

Term 1 Week 8

## Message from the Principal ...

Dear Parents and Caregivers

We hope you have been enjoying the school year so far as much as we have. Last week we celebrated Harmony/Bullying No Way Day. It was extremely successful with classroom activities for students, a whole school assembly and BBQ lunch. We were lucky enough to have students from Whyalla High School attend to help teach us about Bullying. The event will be shown in the Whyalla News and is also on Twitter on the DECD page.

Our parent teacher interviews are coming up in week 10 of this term. We encourage you to either book in a time to come in and talk to your child's teacher or get the teacher to ring you. This is very important in clarifying your child's current learning outcomes and any concerns with their education.

If you are going away over Easter, we hope you enjoy your time away and that you stay safe in your travels. We will see you back here on Tuesday the 29th of March.

Mitchell Ollington

Principal

### Upcoming Dates:

- Good Friday Public Holiday 25/3/16
- Easter Monday Public Holiday 28/3/16
- Boys Basketball 1/4/16
- School Photos 4/4/16
- Parent Teacher Interviews 5/4/16-7/4/16

0407 619 351



Please contact us via the school phone for any of your child's absences.

### Award winners: Respect

Room 4	Room 7	Room 6	Health/PE
	Clayton Waye	Elliott Ruff	Jordan Atkinson
Room 10	Room 11	Wellbeing	The Arts
Candice Reid		Maleki	Randon

# What's been Happening in Room 4

## Geography & Science

For science and geography we have been working our way through a Place & Liveability program. This has involved students researching and exploring what makes a place liveable and comparing different places around the world to each other. They have created maps of a city and country with liveable features and had to report on the liveability of their country and city. They are now doing an inquiry study on two different streets in Whyalla to determine which is more liveable for certain life-styles.



## Literacy

**Spelling:** Students are working their way through a phonetic and spelling rules program called Sound Waves.

**Reading:** We have been working on our comprehension skills by exploring how to identify details in a text. We do this by asking how, when, where, who, what questions based on subjects in the text.

**Writing:** We have been juggling two types of text types this term by exploring persuasive texts and narratives. We have been looking focusing on subjective and objective points of views and bias in persuasive texts. In narratives we have been creating texts based on a sequence of pictures for ideas and focusing on adding good description to our texts by using adverbial phrases and noun groups.

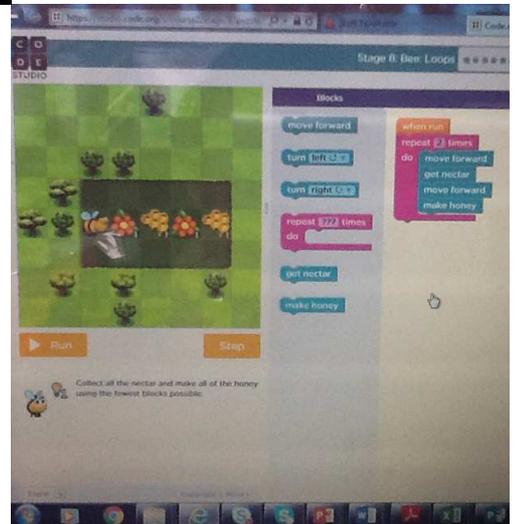
**Grammar:** We have learnt about making our sentences more complex by adding conjunctions to them and also using modal verbs to strengthen our writing.

## Numeracy

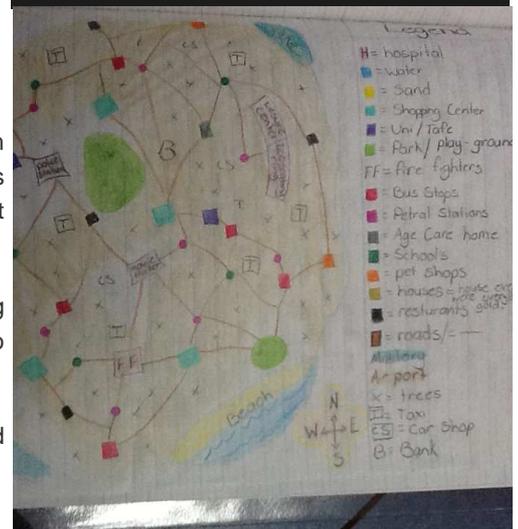
So far this term we have had a number and algebra focus with a big push on problem solving. We have learnt different types of strategies when problem solving such as just having a go with a number and then adjusting the number till we find the correct one, drawing a picture to help and looking for patterns.

We have focused on place value and reading, writing and ordering numbers, using their factors and multiples to relate numbers to each other which helps us to manipulate numbers and calculate them mentally more easily.

Currently we are working on fractions. This has involved us adding, subtracting and multiplying them as well as working out a fraction of a whole.



Our Digital Technology work on code.org



Chloe's map of Rainbow City

## **Relationships and Optimism Character Strength – Love**

When students enjoy transparent, honest and caring relationships with their parents, friends and teachers they are happy in themselves and approach their learning with enthusiasm. Having trusting, clear and open communication lines between their parents and teachers provides a fertile and supportive environment in which students can flourish.

We all need feedback in order to make necessary adjustments in our lives and our students are no different. To build students' mindfulness and ownership of their attitudes and behaviours, they need regular developmental, non-judgemental feedback.

As students approach adolescence their brains are turbulent places with the good decision making centre, the Pre-frontal Cortex, not completely wired up as yet. This often leads to any advice or feedback to be seen by students as criticism and put downs.

Building relationships is a two way street which is sometimes quite a challenge with many emerging adolescents preferring a one way street; my way or the highway. To encourage them to think beyond me, myself and I, a beneficial exercise is to encourage them to reflect on their emotional intelligence. In completing this they will have to reflect on their input into relationships with others.

Encouraging students to adopt growth mindsets to all their pursuits including health, friendships, leisure, hobbies, sport and their learning will see their social and emotional development flourish. When parents and teachers put an extra emphasis on school, the turbulence of their brains kicks in and defiance and/or indifference arise.

When a "Team" approach is fostered both at school and in the home, students tend to see parents' and teachers' advice more as positives to adopt rather than something to resent and rebel against.

*Noeline Gapp*

*School Counsellor FSPS*

# REMINDER

School Photographs

Monday,

4 April 2016

HAPPY  
EASTER

