



## This Issue:

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## Executive Functioning Skills

Executive functions are the crucial self-regulating skills we all use daily to achieve goals by planning, organising, making decisions, and learning from our mistakes. Kids depend on their executive functions for everything, from deciding what to have for breakfast, packing a school bag, what to do at lunchtime or what they will be doing in their learning.

At Fisk, we are working on teaching our students the executive functioning skills that they need to be successful lifelong learners. We focus on seven essential skills: planning, organisation, time management, self-monitoring, working memory, self-control and flexible or adaptive thinking. Teachers are teaching this by explicitly modelling these skills throughout our lessons and within our student's individual learning goals.

How can you help your child develop these skills?

There are many ways to help your child learn these essential skills. Setting up morning, homework and night-time routines with checklists, marking important dates on calendars or in school diaries and creating shopping lists will help children develop their planning, time management and organisation. Playing card and board games can teach students about self-control and regulation. Being willing to give new things a go, making mistakes and then trying again teaches children to be flexible thinkers and problem solvers.

When doing these things with your child, explain the reasoning behind it. Kids are more likely to commit to something if they understand why it might help them. Set up a reward system with them to help with motivation and the importance of these skills.

Simon Trezise, Engagement Coordinator

### UPCOMING EVENTS

20th-21st Whyalla Show

23rd August  
Book Week Parade

24th-25th August  
Room 11 Camp

31st August-2nd September  
Room 10 Camp

1st September  
Room 6 & 7 Sleepover

9th September Whyalla Wide  
School Closure for the  
Adelaide Show

5th-11th September  
National Superhero Week

13th September  
School Photos

12th-15th September  
Swimming

16th September  
Sports Day

# Feedback to Move Learning Forward

Amber Cabban—Senior Leader

Seeking, receiving and responding to feedback is a key element in our learning design process.

Our teachers and support staff actively check for understanding, knowledge and skills and use this information to plan the next steps for student learning.

This allows educators to know what to look for in student learning and how to provide the most appropriate feedback to progress learning.

The feedback that is provided to students relates to the learning intention, success criteria, gaps in learning or individual student learning goals.

After feedback is provided, students are given time to act on the feedback before the next check in.

Feedback is such an embedded practice in each classroom, that students are not only receptive to feedback, but also actively seek feedback from their teachers and peers.

Here is a quick snapshot detailing the current feedback practices that are being implemented in each classroom:

## Room 6—Reception & Year 1

Students are using tools such as checklists to assess themselves against the success criteria for the lesson. They are beginning to use these tools to give feedback to themselves.

## Room 7—Year 1 & Year 2

Students are using success criteria checklists to assess their learning. They use this time to provide feedback to themselves and their peers.

## Room 11—Year 3 & Year 4

Students are self-assessing their learning using different checklists. They use these checklists to provide “two stars and a wish” feedback to their peers.

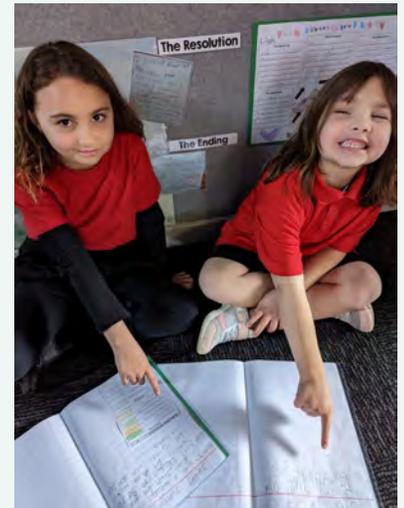
## Room 10—Year 5 & Year 6

Students are providing feedback to their peers based on the identified criteria. They are given time to act on their feedback to improve their work.

If you would like to further support your child when reading at home, please make a time to speak to their classroom teacher about what feedback you could provide.



Room 7



Room 11





## Room 10 - Jill Allcock

### Literacy

During Literacy, we have been looking at the structure and language features in an information report.

Students gathered information from the internet and placed it in the correct order and structure.

Furthermore, students have been looking and learning about the language used in an information report.

### Mathematics

Through our focus on the Big Ideas in Number, students are progressing with their ability to manipulate and solve problems.

During our measurement lessons, students used their knowledge to solve measuring lines that were zig zag, curly and wavy.

We also took a walk to Woolworths to measure the quickest way.

### HASS

Students have been putting their art skills to work where they were asked to sketch and draw a map of Australia.

Their map was used to show and pinpoint characteristics of Australia.

### Hand drawn maps of Australia



### Celebrating pseudo spelling score



### Students working on measuring lines



### Measuring their way to Woolworths





## FISK AWARDS—Doing Your Best

**WHYALLA PUBLIC LIBRARY**  
**LEGO CLUB**

THURSDAY AFTERNOONS AT 4 O'CLOCK  
A GREAT FAMILY ACTIVITY FOR CHILDREN 5-11 YEARS  
(CHILDREN MUST BE ACCOMPANIED BY AN ADULT CAREGIVER)

BOOKINGS CAN BE MADE THROUGH EVENTBRITE  
OR CALL THE LIBRARY ON 0645 7891 FOR FURTHER INFORMATION



### Room 6

The Doing Your Best Award this week for Room 6 goes to Harley Adams, who has tried to do new and challenging things lately, giving lots of things his best go. He has improved in this area so much. Well done!



### Room 7

The Doing Your Best Award this week for Room 7 goes to Seth Wollaston who has done a fantastic job at reading. He participates in the daily review, always tries his best with his guided reading activities and has been persistent when he is in the Learning Pit. He has also gone up two reading levels this term!



### Room 10

The Doing Your Best Award this week for Room 10 goes to Katherine O'Brien, who has been showing how she has been doing her best by keeping on task, having a go at any learning she may not know or understand clearly and discussing and asking peers or the teacher for help.



### Room 11

The Doing Your Best Award this week for Room 11 goes to Chelsea Ditton for always trying her best during our maths lessons and working hard to achieve her learning goals.



### Science/Arts

The Doing Your Best Award this week for Science/Arts goes to Eli Belamarie for consistently applying maximum effort. He engages with the content and uses questioning to understand our world.

## Contact Details



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