



NEWSLETTER

Term 2 Week 2 Wednesday 9 May 2018

35a Macpherson St, O'Connor ACT 2602 PO Box 6231, O'Connor ACT 2602

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Principal: Jenny Loudon
Business Manager: Michelle Lorkovic

Board Chair: Marianne Cullen
P&C President: Angela Corin

DATES TO REMEMBER

Thurs 10 May Year 2 Cross Country @ Turner School
Mon 14 May Aboriginal Story telling
Wed 16 May School Photos
Wed 23 May Assembly hosted by Year 1
Thur 24 May School Board Meeting 7.45am
Fri 25 May P&C General Meeting 3.15pm
Mon 28 May Reconciliation Day ACT Public Holiday
Wed 30 May Assembly Reconciliation sharing

NOTES SENT HOME

School Photo envelope
Year 2 Turner School information
Kindergarten - AEDC Information - Email

Community Singing Friday 2.30pm in Redgum - All welcome



To all the significant women in the lives of our children, I hope you enjoy extra special family time this weekend.

Building Services Officer (BSO)

I would like to let you all know that Phil is taking leave to look after his own health. This week we have introduced Milad to the children. Milad will be taking on the BSO role for the immediate future. I'm sure you will all make Milad feel welcome in our caring school community.

School Photos reminder

School photos will be taken by The School Photographer next Wednesday 16 May from 9.00am. All children are asked to wear a school shirt or polar fleece and dark pants, skirt or leggings on the day. Last week a school photo envelope outlining the available packages was sent home with your child.

Please ensure you access [The School Photographer](#) online to order and pay for your child's photos using the unique code on your child's envelope. Please record your payment receipt on the envelope in the box provided and return it to the Front Office.

Assembly dates for Term 2

Our timetable for assemblies for term 2 is as follows

Week 1	Monday 30 April	Anzac Commemoration
Week 4	Wednesday 23 May	Year 1
Week 5	Wednesday 30 May	All classes Reconciliation
Week 6	Wednesday 6 June	Preschool
Week 8	Wednesday 20 June	Year 2
Week 10	Wednesday 4 July	Kindergarten

School Improvement

During term 3 our school will be undergoing an external School Review as part of our ongoing school improvement process. Through the School Board, P&C, staff meetings and discussions with students and parents, we regularly review aspects of our school which are working well and areas for further improvement.

This term we will be providing information about the process and in particular highlighting aspects of our practice so that families know and understand elements of our work. Last week, as a staff, we discussed how we as a school provide **'A Culture That Promotes Learning'**. The descriptor in the National School Improvement Tool is

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

Our school motto at the Coop is *Together We Learn - Together We Grow*. We strive to make the school environment a place that caters for the children's needs and interests, a supportive environment for families and a cohesive and enjoyable workplace for our staff. This is done so children feel they belong, enjoy their school experience and feel safe and comfortable to learn and grow.

We achieve this by:

- Building strong and respectful relationships
- Positively welcoming and acknowledging our children each day
- Providing children with meaningful learning programs that reflect their needs
- Valuing the children's ideas and developing them in their learning
- Encouraging parents to be part of the classroom learning
- Teachers making time to meet with parents to discuss their child's learning
- Providing a supportive and safe environment to encourage children to 'have a go and take risks' with their learning, including their play
- Varying teaching methods to cater for different learning styles
- Providing incursions and excursions to add to children's learning and experiences
- Maintaining a happy and optimistic feel across the school.

The staff at our school continually aims to provide a learning environment that stimulates children's minds and ignites their interests. We are always open to finding out more about ways to engage your child in their learning and create an environment that your child enjoys attending. We ask that parents and carers work together with the school to develop strategies to make sure there is every chance for this to occur.

If you have any comments about this please see your child's teacher or school executive.

Lost Property

Every day we have clothing left around the school in various places. Please talk with your child about taking care of their personal belongings. Could you please check your child's jumpers. If you have a jumper with another name on the label please return it to school. On that note - please remember to label EVERYTHING your child brings to school.

Kindergarten: Term 2 Learning Overview

<p>Routines</p>	<p>Fruit/vegetables – Children share a platter during the morning session. A basket is set up on the table outside the classroom door for fruit and vegetables to be collected. When your child arrives, please place a piece of fruit/vegetable in the basket. We need more fruit and vegetables as our daily supplies are sometimes low and the majority of children participate in eating it. This term, we have a designated table for eating the fruit/vegetables (which seats six at a time). Sitting around a table and sharing a healthy plate is an important part of the day for the children. It encourages healthy eating and socialisation. Already this term, I have seen more children eating at the table which is fantastic!</p> <p>Library – Kindergarten visit the Co-op library to select books for home borrowing. Children are allowed to borrow up to four picture books at a time. Our library day is still Tuesdays at 2.30pm. Children can only borrow books if they have a library bag and return their previously borrowed books</p> <p>Parent helpers – All volunteers are required to sign in at the front office. Regular parent volunteers need to be registered for a Working with Vulnerable People card. If you require this, please see Michelle in the front office. For our literacy learning rotations, which are held from 9.00am for an hour every day (except Wednesdays), we would love parent helpers to assist with a rotation. We will show you what to do on the day and it is a great way to observe your child in the classroom. There is a sign-up sheet on the wall outside our classroom.</p> <p>Late arrivals – If your child arrives at school after 9.00am, you are required to sign them in at the front office. It would be beneficial for your child to be on time as our literacy block starts at 9.00am, straight after the roll. I understand that sometimes it is unavoidable.</p> <p>Absences – If your child will not be attending school, please let us know by speaking or emailing the teacher or phoning/emailing Michelle in the front office.</p>
<p>Investigations</p>	<p>Investigations run as a core part of the Kindergarten program and will run from 10 -11am each morning (except Wed). This opportunity allows children engagement in open-ended play experiences that supports their development in social, emotional, fine motor, creative and cognitive skills. This term Science, Geography and The Arts are used to guide experiences. English and Math are always drawn upon during this time. Investigations is a wonderful time for building on social skills, problem solving, creative thinking, negotiation, accountability and self-regulation. Over the course of the term each child will have several opportunities to take on the role of reporter and focus child. Every week, each student’s participation is noted and recorded.</p>
<p>English</p>	<p>Reading - A weekly focus text is selected for shared viewing and reading (a big book). This text is used to explicitly teach print, grammar and reading concepts, as well as provide a meaningful context for writing, as this text will guide the weekly writing tasks. High frequency words and letter sounds are introduced through the use of the focus text and used during reading and writing sessions. Sight words will be going out over the next few weeks.</p> <p>Literacy Rotations – Takes place four days a week for an hour beginning at 9.00am. During this time the teacher will target specific needs of each child in a small group. At this stage, areas of focus include; letter and sound knowledge, high frequency word recognition, reading the pictures, maintaining one to one correspondence between words printed on the page and spoken word. Blending and segmenting activities are used daily.</p> <p>Writing - Children are provided with opportunities to write for a range of purposes across the curriculum. Children’s writing will be related to their own experiences and interests. Writing will also be integrated with the teaching of Science and Geography.</p> <p>Handwriting – Handwriting skills will be taught explicitly on a weekly basis. During this time, the teacher will focus on letters and sounds explored in the weekly focus texts, and work towards achieving accurate letter formation. The students have been put into ‘Good Writers’ groups and they have their own individual goal that they need to work towards during writing sessions.</p> <p>Oral language – Children are supported to share ideas during classroom discussions, reflections of learning, circle time and within cooperative learning groups. Focus skills include turn taking, using active listening behaviours, and speaking clearly using appropriate annunciation volume and pace. Children will still be bringing home Chloe the Cow and Sammy the Sloth. So far, in Chloe’s and Sammy’s books, the children (that have had a turn) have engaged in wonderful writing, illustrating and page decoration. Just like last term, the children will share back to the class their adventures. We are focussing on facing our audience and speaking clearly with appropriate volume.</p>
<p>Humanities & Social Sciences</p>	<p>This term, Kindergarten will participate in a Geography inquiry unit – ‘<i>What is my Place Like?</i>’ Students describe their features of familiar places and recognise why some places are special to people. Children will recognise that places can be represented on maps and a globe and why places are important to people. Students observe familiar features of places and represent these features and locations on pictorial maps and models. They will share and compare observations in a range of texts, digital media and the use of everyday language to describe direction and location.</p>
<p>Math</p>	<p>Mathematics sessions are structured to incorporate explicit teaching giving opportunities to implement new learning. During math lessons, children will have opportunities to work independently, as well as in small groups, using a range of different materials in order to build an understanding of a range of concepts. Children will be encouraged to make connections through their learning and reflect on their work. This term we will focus on the following:</p> <ul style="list-style-type: none"> • Understand and connect names, numerals and quantities – correct number formation, correct number sequencing, recognising correspondence between numbers, numerals, and different ways of representing numbers

	<ul style="list-style-type: none"> • Compare, order and make correspondence – positional language of 1st, 2nd 3rd and so forth. Language such as ‘first and last’ • Practical addition and sharing – represent practical situations to show ‘how many altogether’, and represent story problems (such as Humpty Dumpty) • Sort and classify familiar objects – sort and classify patterns in the environment, patterns with our bodies (clapping etc.), number patterns and weaving patterns • Direct and indirect comparisons length – ‘who is tall, who is the tallest’, comparing length of everyday objects to compare size • Connecting days of the week – Days of the week diary, language to show time such as ‘today is, yesterday was, tomorrow will be’ • 2D shapes – rectangles, circles, squares and triangles (in drawings, digital media and the environment) • Position (and movement) – describe position and movement (left and right, between, in front, behind, above etc.) • Collect and represent data (using displays) – yes or no answers to questions and different ways that we can represent data such as bar graphs
Science	<p>‘Weather in my world’ - Earth Sciences - This term the Kindergarten students will be looking at the weather and the way in which it changes. We will look at the influences the weather has on our activities, work and even on what we wear! Students will be making observations about the weather over time and predicting what might happen with severe weather patterns such as droughts and floods. We will be looking at weather forecasts and what they mean and the symbols used for particular weather, for example clouds across a sun for a cloudy day. We will explore the different seasons and the weather changes that occur with these and the students will also explore the importance of accurate weather predictions and how they are important to our daily lives.</p>
Technologies	Children will use the interactive plasma to engage with online educational learning experiences and the classroom iPad for photographs of their learning and Investigations.
Outdoor Program Health and P.E	<p>Physical Education - Development of fundamental movement is achieved through whole class and small group games and activities. Children are encouraged to play fairly, accept game consequences, persist with challenging experiences. This term we will focus on activities to support development of kicking, throwing and catching. We will continue working on our gross motor skills of coordination, balance, core strength and crossing the midline.</p> <p>Health – Every Friday Yasmine will be in our class in the middle session to teach health and wellbeing.</p>
Social and Emotional Learning	This term, children will be encouraged to support each other during play and learning. At O’Connor Cooperative School, we draw upon a literary based social and emotional program called Friendly School’s Plus to support key social skills. Over the year, five key areas will be covered in the Kindergarten program: self-awareness, self-management, social awareness, relationship skills and social decision making. These are promoted through role-play, circle time, literature and explicit teaching.
The Arts	<p>Visual Arts – This term students will create artworks in different forms to express their ideas using different techniques and processes. This will include working with clay, charcoal, paint and yarn. They will have the opportunity to explore line, shape, colour and texture through painting, printing, sketching and sculpting. After each session the students will have the opportunity to reflect on their own art work in a sharing circle or with a partner. Through visual arts, students will engage in a journey of discovery, experimentation, problem solving and creativity.</p> <p>Singing – Singing is a part of our everyday program in kindergarten. Every Wednesday we are lucky enough to have our own session with Susan from the Music Engagement Program. Singing with a group gives the children confidence, enjoyment and an appreciation for music.</p>
Community Singing	Families and carers are invited to join us for community singing in Redgum from 2:30pm on Friday afternoons. During this time Dr Susan West from the Music Engagement Program will join us to share singing and learning new songs. This term, we will be singing songs from our list for the end of year concert.
Home Reading	<p>I strongly encourage children to read at home daily. Reading <i>with</i> someone, reading <i>to</i> someone, and being read to is extremely important to children’s reading development. It is beneficial for children to talk about what they read, allow time for your child to ask questions, clarify meaning and make links to other texts and experiences.</p> <p>Home reading bags – Please encourage your child on arrival to put their home reader bag in the box on the table outside.</p> <p>Home reading log – Every Friday there will be a basket labelled ‘Home Reading Logs’ on the outside table. Please get your child to put their reading log in the basket when they arrive.</p>
Dates to Remember	<ul style="list-style-type: none"> • Library will be each Tuesday at 2.30pm and children must bring a library bag to school if they wish to borrow. • Kindergarten <i>Community Singing</i> sessions will take place at 9.30am on odd weeks in Redgum and at 10.00am following the assemblies on even weeks. Please feel free to come along and join us. • Assemblies will be held on Wednesday mornings at 9.00am, each even week in the Redgum room. Kindergarten will be hosting assembly on Wednesday during week 10 4th July

Year 1: Term 2 Learning Overview

Welcome to term 2. We have a busy term ahead with exciting learning opportunities for all.

English

Daily 5 is a part of our reading and writing program. Over the term the children will develop their reading skills by reading to self, reading to someone, working on words and listening to reading. They will work on specific learning reading goals with the teacher during small group sessions or during one-on-one conferencing. The teacher will explicitly teach reading skills or word work at the start of each session.

Writing will have a text focus for this term on narrative and information narrative. The children will look at a number of samples of these writing formats with the aim of learning about the features used to create effective texts. The teacher will explicitly teach writing skills at the start of each session to support the children in working towards writing their own texts. **Handwriting** skills will be explicitly taught and incorporated into daily writing experiences. The aim is to practise correct letter formation so the children can write with fluency.

Oral language is a focus across all learning areas. Children will be supported to further develop vocabulary, talk about their work, ask and answer questions, give and receive instructions, explain their ideas and respectfully interact with others.

Mathematics

Our areas of focus in mathematics this term will be:

Number and Place Value

- Recognise, write and order numbers
- Count collections by partitioning numbers
- Counting by 2s, 5s and 10s
- Represent and solve simple addition, and subtraction problems using a range of strategies

Measurement and Geometry

- Compare and order objects based on capacity
- Recognise and classify familiar two-dimensional shapes

Mathematics lessons are structured to incorporate explicit teaching and give opportunities to implement new learning. The children will work in small groups and independently using concrete materials for hands on experiences. This supports the children in building good understandings of the concepts being learnt. Children will be encouraged to make connections between their learning and reflect on their work.

Humanities and Social Sciences (HASS)

This term our focus will continue to be on our history inquiry based on the question '**How has family life changed over time?**' The children will pose questions and conduct interviews with a special older person. This will help them gather more information about daily life in the past. The children will record what they have learnt through an information story. They will have an opportunity to reflect on how aspects of daily life have changed or stayed the same over time. This inquiry will support the development of the children's questioning, sorting, analysing, evaluating and communicating skills.

Science

In response to the interest children have displayed in this area, 'Dinosaurs and more' is the unit we will be following this term. Children will use their senses to observe and describe the features of modern and prehistoric living things. They will make comparisons and claims about where animals might live, what they might eat and how they might move. Children's questions and ideas about prehistoric animals will be explored and tested.

Investigations

Children will be engaged in a number of learning experiences during investigations to support the development of their social, emotional, fine motor, creative and cognitive development. Each term we will be focusing on different learning dispositions. This term the focus will be on creativity and reflexivity. The children's interests, strengths and needs will be reflected in the learning experiences offered during investigations. They will be able to choose areas of investigations they would like to explore. These may link with English, mathematics, science, history and other areas of the curriculum.

We will have focus children and reporters for investigations. These children will help the whole group reflect on the learning occurring during Investigations.

Design and Digital Technology

Technology is integrated within the children's learning whenever possible. The children are given opportunities to share their creative ideas by making plans and designing models. In digital technology there will be a focus on e-safety this term. The children will use the early years e-safety program Zippep's Astro Circus to learn about the importance of computer security. Over the term the children will be given opportunities to use the Chromebooks so they can become familiar with the software and hardware available.

Health and Physical Education

The children will learn about ways to communicate and interact with others for health and wellbeing. They will look at healthy choices and cook healthy food. The children will explore native plants and bush tucker.

The children will continue to develop fundamental movement skills through whole class and small group games and activities. The group will be encouraged to play fairly, accept game consequences, cooperate and persist with challenging experiences. This term our focus will be on activities to support development of jumping and leaping.

The Arts

Media arts will be the focus of the arts program this term. We will be viewing media art and thinking about how and why it is made. Children will design and make characters and props using a variety of materials. On iPads using the Stop Motion app, children will develop a stop animation movie based on one of the 26 alphabet poems written by English writer Sarah Rose. This will link to the work the children are doing in music.

Music – The children will continue to work with Dr Susan West and their teacher to practise singing songs and learn new songs in preparation for our school concert later in the year. This year we are learning an Alphabet set of poems and tongue twister written by an elderly English woman - Sarah Rose. Susan has set these poems to a range of classical and well known pieces of music. Come along to Community Singing on Fridays and you can learn some of the songs too! The children will participate in singing songs in the classroom and at community singing.

Library

The children are given opportunities on a daily basis to explore and find books that interest them in our classroom libraries. When we have library the children have a dedicated time to choose books for their reading boxes in the classroom and books to borrow to read at home. The children can first choose books from the classroom libraries and then from our school library. The children need to bring a library bag to school to keep their books safe. **Library is every Friday.** In our Year 1/2 bag area there are books for the children to borrow and take home any time they choose.

Dates to remember

Week 2: Thursday 10 May – Grandparent and Special Older Person Investigations

Week 3: Monday - Larry Brandy, Aboriginal Storyteller
Wednesday School Photos

Week 4: Wednesday Year 1 hosting assembly; and Reconciliation Investigation Week

Week 5: Wednesday - Reconciliation Week Assembly

Week 7: Thursday – Gwenda Stanley, Aboriginal culture

Please let us know if you would like to help in our classroom. This could be by reading a story to the children, helping them during our reading sessions or working with the children during investigations. We welcome any support in our classroom.

If you have any questions or concerns, please do not hesitate to come and talk to me or you can contact me via email at Caroline.Doverty@ed.act.edu.au

Caroline and Nathan

Year 2: Term 2 Overview

Welcome to term 2! This overview provides information of our teaching and learning programs for the term. ☺ Please feel free to come and see me any time before or after school or contact me via email at Rose.Patrick@ed.act.edu.au

Year 2 routines-

Fruit – Please sign up on the Year 1 & 2 fruit roster if you are able to volunteer to cut the children's fruit. Your help is greatly appreciated ☺

Parent helpers – All volunteers are required to sign in at the front office. Regular parent volunteers need to be registered for a Working with Vulnerable People card. The school can provide the relevant forms for you to complete and take to an ACT shopfront.

Late arrivals – This year our Directorate has moved to an electronic roll marking system. If your child arrives at school after 9.00am it is required that they be signed in at the front office to be marked present for the day and collect a late slip for the teacher.

Absences – If your child will not be attending school please let us know by phoning the school, emailing Michelle or completing an absence slip at the front office.

Assembly – Assemblies are held every fortnight. This term Year 2 will host assembly in week 8.

Library – Year 2 children will visit the Co-op library every Friday. Please ensure your child has a sturdy library bag.

Home reading – Books for home reading are available in the bag area, these can be identified by a purple home reading sticker. Children are welcome to change over home reading books as often as they like.

Reading log – Logs will continue to be collected by the teacher every Friday.

Community Singing – Families and carers are invited to join us for community singing in Redgum from 2:30pm on Friday afternoons. During this time Dr Susan West will join us to share in singing, and learning new songs.

Investigations-

Children will be engaged in a number of learning experiences during investigations to support the development of their social, emotional, fine motor, creative and cognitive development. Each term we will be focusing on different learning dispositions. This term the focus will be on **commitment**.

The children's interests, strengths and needs will be reflected in the learning experiences offered during investigations. They will be able to choose areas of investigations they would like to explore. These may link with English, mathematics, science, history and other areas of the curriculum. Information and Communication Technologies (ICT) will be available for the children to conduct research and record information. We will have focus children and reporters for investigations. These children will help the whole group reflect on the learning occurring during Investigations.

English-

During literacy, children are explicitly taught reading, writing, speaking and listening skills through:

The Daily 5 - children engage in reading to self, reading to someone, listening to reading, working on writing and working with words. During this time **guided reading** takes place enabling the teacher to target children's specific needs in reading, through small group and whole class work. Areas of focus include; decoding strategies, comprehension and reading with fluency and expression.

Writing – this term we will focus on texts with the purpose to entertain / inform by exploring factual narratives and poetry. The children will have opportunities to examine the features of these texts as they work with samples, jointly create pieces with the teacher and work on producing their own written texts.

Handwriting will be taught explicitly on a weekly basis.

Oral Language is a focus throughout the Year 2 program. Children are supported to share ideas during classroom discussions, reflections of learning and within cooperative learning groups. Focus skills include turn taking, using active listening behaviours and speaking clearly using appropriate annunciation, volume and pace.

Humanities and Social Sciences-

This term we will continue our inquiry in history to explore the question '**How has family life changed over time?**' The children will continue to draw information from a range of sources including interviews with older generations. This experience will support the development of the children's questioning, sorting, analysing, evaluating and communicating skills. Information collected by the children through interviews will be used to support them in writing an information narrative about life in the past.

Mathematics-

Mathematics sessions are structured to incorporate explicit teaching and give opportunities to implement new learning. During lessons, the children work independently as well as in small groups, using a range of different materials in order to build an understanding of a range of concepts. Children will be encouraged to make connections through their learning and reflect on their work. This term we

Number and Algebra

- Recognise, model, represent and order numbers to 1000.
- Explore and describe patterns with numbers.
- Addition and subtraction strategies.
- Recognise and represent multiplication as repeated addition, groups and arrays

Measurement and Geometry

- Draw and describe 2D shapes
- Explore and explain the effects of flips, slides and turns.
- Compare and order shapes according to area, volume and capacity using appropriate uniform informal units.

will focus on the following:

Science-

This term we will be exploring chemical sciences through the unit '**Mix, Make and Use**'. We will be exploring a range of mixtures and learning about materials that don't mix well or might be difficult to separate. Through various experiments students will explore how changing the quantities of materials can alter its properties and uses. The students will be surprised at how many things we take for granted in our everyday lives that are the result of our inquiry into mixtures.

Technology-

Digital technologies will be our focus in this area during term two. The children will learn to apply safe and ethical practices to protect themselves and others as they interact online for learning and communicating. They will use digital systems to engage in learning in a range of curriculum areas.

Health and Physical Education-

P.E Sessions – Development of fundamental movement skills is achieved through whole class and small group games and activities. Children will be encouraged to play fairly, accept game consequences, cooperate and persist with challenging experiences. This term we will focus on activities to support development of running and catching. We will be participating in the Cross Country carnival with Turner school and Athletics with Lyneham Primary

Social / Emotional Literacy

The children will participate in a KidsMatter session each week. During the session, wonderings and discussions will be used to help the children develop their social and emotional skills. The children will be encouraged to work together towards building a strong Year 2 classroom community.

The Arts-

Visual Arts: This term children will create artworks in different forms to express their ideas using different techniques and processes. This will include working with clay, charcoal, paint and yarn. They will have the opportunity to explore line, shape, colour and texture through painting, printing, sketching and sculpting. After each session the students will have the opportunity to reflect on their own art work in a sharing circle or with a partner. Through visual arts the students will engage in a journey of discovery, experimentation, problem solving and creativity.

Singing: Singing continues to be a part of our everyday practice in Year 2. This term we will continue our work with Dr Susan West towards our whole school concert in term three. This year we are learning an Alphabet set of poems and tongue twister written by an elderly English woman - Sarah Rose. Susan has set these poems to a range of classical and well known pieces of music. Come along to Community Singing on Fridays and you can learn some of the songs too!

Dates to remember

Week 2: Thursday 10 May – Grandparent and Special Older Person Investigations

Thursday 10 May - Cross Country at Turner School

Week 3: Monday - Larry Brandy, Aboriginal Storyteller

Wednesday School Photos

Week 4: Reconciliation Investigation Week

Friday Athletics carnival with Lyneham School

Week 5: Wednesday - Reconciliation Week Assembly

Week 7: Thursday – Gwenda Stanley, Aboriginal culture

Week 8: Wednesday - Year 2 hosting assembly

Information for families of children enrolling in Preschool or transitioning from year 2 to year 3 in 2019

The ACT Education and Training Directorate enrolment / transfer period for 2019 opened online at 6.00am on Monday 30 April 2018. Enrolment applications must be submitted online at <https://form.act.gov.au/smartforms/landing.htm?formCode=1087>.

All ACT children are guaranteed a place in an ACT Public School, from preschool through to college. Information about the enrolment assessment criteria and priority enrolment areas can be found at https://www.education.act.gov.au/school_education/enrolling_in_an_act_public_school.

If you are applying to enrol in preschool, year 7 or year 11 we ask that you submit your application by 4 June 2018 to support timely processing and school planning. From 30 June 2018, after the application has been processed, parents/carers will commence receiving advice from the school on the enrolment. Please note, that the order in which applications are received is not a factor in schools determining places and as a result, there is no requirement to submit your application form on the first day applications open.

All year 2 families need to do an online enrolment for your child in your local area school for year 3 2019.

2019 P-6 Turner School Information Session

<http://www.turners.act.edu.au>

Parents and carers of prospective students are invited to an information session on **Wednesday 16 May at 6:00pm** in the school hall.

Please visit the Turner School website for further information. Open sessions will take place on **Friday 25 May 9.30-11.00am** and **Monday 4 June 30-11.00am**.

Enrol now for Preschool 2019

Do you know any family, neighbours or friends who have a child turning 4 years of age before 30 April 2019?

Enrolments for preschool across the ACT opened online on Monday 30 April 2018.

Please refer families to the following websites

<http://www.coop.act.edu.au/>

http://www.det.act.gov.au/school_education/enrolling_in_an_act_public_school

for information or invite them to contact the school on 6142 0345 to make an appointment with school executive.

Have you met Gendy?

Gendy is a retired teacher who is volunteering in our school, sharing her expertise as an early years Speech and Language specialist. She has also taken on the role of coordinating our library. Gendy has spent many hours cataloguing and sorting through our collection, assisting students with borrowing and helping teachers in general. Thanks also to the parents who volunteer to cover books with contact. We appreciate your efforts in this time consuming (and sometimes challenging) task.

Regards *Jenny*



Finance

Thank you to those families who have made a voluntary contribution to our school. If you are yet to do so and would like your donation to be tax deductible, please advise Michelle that you would like your contribution to be donated to our library fund. Voluntary contributions for 2018 have been set at \$110.



Thank you to those families who have also paid the bulk book pack contribution of \$90. Our stationery is purchased in bulk at the beginning of the year to ensure all students are able to access stationery supplies as they need them throughout the year.

Preferred method of payment is electronic funds transfer and details are as follows:

BSB: 032-777

Account number: 001172

Account name: O'Connor Cooperative School

If you have collected a school jumper or T shirt and are yet to pay, these bank details should be used. Please note the purchase type in the reference section eg. Billy B Vol Con; or Lalor Jacket. Receipts will be issued on payment. If you are unsure if you have paid for the voluntary contributions, the book pack contribution or for school clothing, please contact Michelle.

Issue 3

Look online at Issue 3. All orders should be made electronically and books will be delivered to school and sent home with your child.

If you wish for your order not to be seen by your child, please advise [Michelle](#) and you can pick your order up from the front office.

Introducing

 **SCHOLASTIC**

Book Clubs LOOP
for Parents

LOOP is the **NEW** Scholastic Book Clubs
Linked Online Ordering & Payment platform for parents.

To order and pay for Scholastic Book Clubs by credit card visit:
www.scholastic.com.au/LOOP

Now available for your iPad or iPhone 



ParentLink is a universally targeted parenting education program from birth to teenage years and provides parents, carers, teachers etc. with information aiming to increase confidence and skills while also providing links to local resources and services.

The ParentLink website provides links to all ParentLink guides and useful local information. ParentLink guides cover a variety of topics, such as Starting School, More than reading and writing, Optimism and Cyber Safety. The information available via ParentLink can be of value for teachers, parents and students themselves.

Further information on the ParentLink resources can be found at:

<https://www.parentlink.act.gov.au/>

School Fete Thank you

Come along to our P&C meeting in week 4 to share your thought on how we should spend the money raised.

Thank you to our
SPONSORS



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**ALEA ACT and Canberra Theatre
Centre present**

Sunday 3 June 2018 9am or 11am

Bot Workshop - Coding As The New Literacy



Children are never too young to be introduced to coding and robotics! This interactive and hands-on workshop will provide young children with a unique opportunity to learn how to code through purposeful play. Coding is a new type of literacy for the 21st century that is logical and creative and it is important to teach this new literacy our youngest learners.

During this workshop children will be actively involved in programming Bots. On especially designed mats, children will see the Bots navigate their way based on the instructions they have created and programmed.

This amazing educational opportunity is presented by Chris Walsh. Chris is a Professor at James Cook University. He is passionate about working with teachers to co-design teaching and learning to prepare all students for the future. Chris understands that for all students to be successful participants in an economy being transformed by new technologies, they need a sound understanding of digital literacies including coding, gaming and robotics.

PARTICIPANTS ARE LIMITED TO 24 CHILDREN PER SESSION

DURATION: Approximately 60 minutes.

SUITABILITY: This workshop is designed for children aged from **3 - 5 years**. Children must be accompanied by an adult.

DATE: Sunday 3rd June

VENUE: Courtyard Studio

[ACCESS INFORMATION](#)

COST: \$15.00 per child. One adult free with every ticket purchased

BOOKINGS:

https://tickets.canberratheatrecentre.com.au/event_dates/ctc_bot_workshop_18.aspx



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BRICKS

@ The Woden School

Brick Expo supporting students with special needs.

SAT 5TH MAY 2018 9am – 4pm &
SUN 6TH MAY 2018 9am – 2pm

127 Denison St Deakin

Entry: \$3.00/child, \$5.00/adult or \$15.00/family

For details go to <http://www.thewodens.act.edu.au>

This is a Canberra Brick Expo event organised in association with the Canberra Lego User Group and the Woden School Parents & Citizens Assoc.

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