2017 Foundation Planning

An Information Evening will be hosted by this year’s Foundation Teachers on Thursday October 27th from 6:00pm – 7:00pm for all families who are starting with us in 2017. Please RSVP for this event by contacting the Administration Office on 9368 9800. It is very exciting that we will be having our Kinder students who will be doing Foundation in 2017 joining us for 5 x 45 minute transition sessions throughout the month of November. Transition dates are from 31st October – 2nd December. Letters were sent to families last week, if you have not received your letter by Wednesday 13th October, please call the Administration Office as a matter of urgency. Our Kinder - Foundation Transition Team, Tugba Koyu and Vanessa Barry, are doing an outstanding job in organising these important events for Truganina College.

If you are yet to enrol your child for Foundation next year, please do so via the Administration Office. This process needs to be complete as soon as possible as we are currently recruiting teachers for our growing numbers in the 2017 school year.

Enjoy the week, be at school every day and on time, and keep reading.
Jenny Crowle, Nicole O’Brien, Steven Trotter & Helene Refuerzo.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 24th October</td>
<td>School Council Meeting 5.00pm</td>
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<tr>
<td>Thursday 20th October</td>
<td>Foundation Excursion to Werribee Open Range Zoo</td>
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<tr>
<td>Friday 21st October</td>
<td>Year 1 Excursion to Dromkeen</td>
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<tr>
<td>Thursday 27th October</td>
<td>2017 Kinder - Foundation Information Evening 6.00pm - 7.00pm</td>
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<tr>
<td>Friday 28th October</td>
<td>Year 7 Immunisations 11.30am</td>
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<tr>
<td>Monday 31st October</td>
<td>Year 2/3 Excursion to Animal Land</td>
</tr>
<tr>
<td>Monday 31st October - Friday 2nd December</td>
<td>Kinder - Foundation Transition</td>
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<tr>
<td>Tuesday 1st November</td>
<td>Melbourne Cup Day Public Holiday No School</td>
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<tr>
<td>Monday 14th November</td>
<td>Book Fair</td>
</tr>
<tr>
<td>Monday 21st November</td>
<td>School Council Meeting 5.00pm</td>
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<tr>
<td>Tuesday 20th December</td>
<td>End of term 4</td>
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District Athletics

On September the 2nd, selected students represented our school at the District Athletics. Our athletes represented the school with pride and tried their best throughout the day.

The team consisted of:


4/5B – Baruk Addis, Paarth Jetwani, Jessey Lepua Taituuga, Musad Mir, Fildaus Murekatete, Prithvi Palkar, Taye Paul and Bibek Virk.


Congratulations to all that participated!

Some of the noted performances were:

Conzedine Oliva-Papalii – 1st place in Discus
Vika Tavake – 2nd place in Shotput
Sione Vaisima – 2nd place in Shotput
Hosana Pologa – 2nd place in Triple Jump
Hosana Pologa, Caroline Smith, Leah Perkinson and Fildaus Murekatete – 2nd in the 4 x 100m Relay

By Stewart Wilson
Health and Physical Education Teacher
Teaching and Learning in Room 11 & Room 14
Developing the Language of Learning at School and at Home

The Magic Faraway Tree Collection by Enid Blyton

This year Room 11 and Room 14 have been reading the Enid Blyton novels from The Magic Faraway Tree Collection. The students have loved listening to the wonderful adventures of Joe, Beth and Frannie and their lovable friends Moonface, Saucepan Man, Silky, Mr Watizname and Dame Washalot. The students are currently discussing and learning about narrative stories and are learning that each chapter in ‘The Magic Faraway Tree’ collection is a short narrative. It contains an orientation to tell us about the characters and setting, a complication that happens when they visit a new land at the top of the tree and a resolution that solves each problem. Along with this the students have been using a variety of comprehension strategies to support them in understanding the text such as predicting, visualising and questioning.

I like to listen to the Magic Faraway Tree because the characters always get into trouble and then solve it in a fun way. I really liked the ‘Land of Take What You Want’ because you get to have what you want and you don’t have to pay for it.

Shayne Avellano

I like the characters in the Faraway Tree because they are interesting and funny. My favourite character is Silky because she is a fairy and I like fairies. She is little and has blonde hair.

Giana Kahlon

The most exciting thing about the Magic Faraway tree was the ‘Land of Take What You Want’ because you could get anything you wanted if you wished for it. I would ask for an elephant because I would like to ride one someday.

Zahi Khan

My favourite character is Saucepan Man because he is so funny. When they say words the Saucepan Man always mixes it up and says the wrong word but it still rhymes.

Memphis Murray

I like listening to all the different lands because they always have a problem and sometimes we have to think deeply to solve the problem. I like to visualise what all the lands look like. My favourite land was the ‘Land of Birthdays’ because you could wish for whatever you wanted from the birthday cake. I would wish for a drum because I want to learn how to play the drums.

Manjot Kaur
Hoot! Hoot! We started Term 4 with learning about angles. We learnt about different types of lines and angles. We identified angles present around us. We are having so much fun! Here is a snapshot of what we have learnt so far.

Learning Intention: To understand and identify the angles in the world around us.

Success Criteria - I am successful when I can:

- Explain what an angle is.
- Identify different types of angles.
- Classify different types of angles.

Angle Hunt

We walked around the school to look for different angles.

By Sadia Toqeer
45A Classroom Teacher
From our Pedagogical Coaches

Great Australian Literature to Enjoy

Which books do these famous first lines come from? Answers to be published in the next newsletter!

1. If you are interested in stories with happy endings, you would be better off reading some other book.
2. “Where’s Papa going with that axe?” said Fern to her mother as they were setting the table for breakfast.
3. Mr and Mrs Dursley, of number four Privet Drive, were proud to say that they were perfectly normal, thank you very much.
4. Look, I didn’t want to be a half-blood.
5. In the light of the moon a little egg lay on a leaf.
6. In an old house in Paris that was covered with vines lived twelve little girls in two straight lines.

Debbie Workman & Justine Ryan
Pedagogical Coaches
Data Manager Report

It is important that from the first day of each school term parents set an expectation that their children will be at school every day.

Students develop good habits by regularly attending school each day. Missing school can have a significant impact on students both academically and socially.

Monday 3rd of October was our first day back at school. The table below shows the percentage of each class that was present for the first day back of Term 4.

<table>
<thead>
<tr>
<th>Class</th>
<th>Whole Class Attendance on Monday 3rd October</th>
</tr>
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<tbody>
<tr>
<td>Mrs Barwise – 00A</td>
<td>87%</td>
</tr>
<tr>
<td>Miss Hales – 00B</td>
<td>96%</td>
</tr>
<tr>
<td>Mrs Barry – 00C</td>
<td>91%</td>
</tr>
<tr>
<td>Miss Koyu – 00D</td>
<td>87%</td>
</tr>
<tr>
<td><strong>Miss Dutton – 00E</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td>Miss Hodgson – 00F</td>
<td>79%</td>
</tr>
<tr>
<td>Miss Patman – 00G</td>
<td>82%</td>
</tr>
<tr>
<td>Miss Abela – 1A</td>
<td>80%</td>
</tr>
<tr>
<td>Miss Evans – 1B</td>
<td>96%</td>
</tr>
<tr>
<td>Miss Sawyer – 1C</td>
<td>79%</td>
</tr>
<tr>
<td>Miss Mitchell – 1D</td>
<td>96%</td>
</tr>
<tr>
<td>Mrs Gregory – 2A</td>
<td>83%</td>
</tr>
<tr>
<td>Mrs Kennedy – 2B</td>
<td>86%</td>
</tr>
<tr>
<td>Mrs Sujith – 3A</td>
<td>94%</td>
</tr>
<tr>
<td>Miss Saffin – 3B</td>
<td>83%</td>
</tr>
<tr>
<td>Mrs Toqueer – 45A</td>
<td>93%</td>
</tr>
<tr>
<td>Mrs Workman/Mrs Wembridge – 45B</td>
<td>83%</td>
</tr>
<tr>
<td>Mr Saliba – 56C</td>
<td>77%</td>
</tr>
<tr>
<td>Miss Patterson – 6A</td>
<td>80%</td>
</tr>
<tr>
<td>Miss Mommers – 7A</td>
<td>86%</td>
</tr>
<tr>
<td>Miss Schneider – 7B</td>
<td>77%</td>
</tr>
</tbody>
</table>

**Congratulations to Miss Dutton’s class!**

Room 5 had 100% attendance for the first day back of Term 4.

Courtney Hodgson
Data Manager
Child Safe Standards

Background
On 26th November 2015, the Victorian Parliament passed the Child Wellbeing and Safety Amendment (Child Safe Standards) Bill to introduce seven child safe standards into law. The standards apply to all organisations involved in child related work in Victoria. Ministerial Order No. 870 provides the framework for how schools will be required to comply with the Standards.

College Position
Truganina College has an important responsibility for keeping children safe and protecting children from abuse. The College has in place strategies to embed a culture of child safety at the school. Strong governance arrangements, underpinned by a formal commitment from school leadership to the values and standards are crucial to ensure that the school has a strong culture of child safety.

Strategies that seek to prevent harm and neglect (including physical, sexual, emotional, neglect, racial and cultural or religious abuse) all contribute to a child safe culture. It is therefore critical that child safety is part of the everyday thinking and practice within the school community. The school will maintain the momentum of a child safe culture by monitoring performance and checking that child safety continues to be prominent in the school’s governance and planning.

Children have the right to be safe and protected, including at school. It is important that you feel confident that your child is safe and well in the care whilst at school.

To create and maintain a child safe organisation, at Truganina College the following Child Safe Standards apply:

- Everyone connected to our school can help children be safe.
- We have zero tolerance for any abuse of children.
- We already have policies and processes in place to protect the care, safety and welfare of children. These are being strengthened to ensure a zero tolerance approach to child abuse.
- There are clear boundaries about how adults in our school community may interact with the children here.
- The new child safe standards go further than child protection arrangements did in the past.
- The child safe standards apply to school staff (including volunteers and contractors), visitors and students’ family members.
- Keeping children safe is everyone’s responsibility. Different people at our school have different roles and responsibilities for ensuring children’s safety.
- Staff members (including volunteers) will receive training and support to understand and carry out their responsibilities under the standards.
- Unsupervised contractors will be asked about their child safety arrangements as a condition of working with us if they work with children enrolled in the school (or children can reasonably be expected to be present while they are at the school).
- Other people using our school facilities will be asked about their child safety arrangements as a condition of using our facilities if they involve children enrolled at the school (or children can reasonably be expected to be present while their staff or other adults are at the school).

In addition to informing the school community of the above matters, the child safety policy (standard two), child safety code of conduct (standard three) and the school’s procedures for responding to and reporting allegations of suspected child abuse (standard five) are available through the school office.

If you have any further questions please contact Jenny Crowle, Child Safety Contact on 9368 9800
The following three iPad apps can be used in class to support students’ learning. All of these apps are free and can be downloaded into your child’s iPad. Please make sure your child is bringing their iPad to school every day and that these iPad apps have been downloaded so they can be used in class.

**eLearning Apps to download to your child’s iPad (Free)**

Thank you.

Leanne McNaughton & Kirstin Sawyer
eLearning Leaders
The enhancement of physical and mental development of children is certainly the most important contribution of sports for children.

Due to its vast reach, unparalleled popularity and foundation of positive values, sport is definitely one of the greatest things man has ever created. It’s also a powerful tool that breaks down all the barriers and helps us feel good about ourselves, both physically and mentally. Sport is quite beneficial for children too: by playing sports children develop physical skills, exercise, make new friends, have fun, learn to be a team member, learn to play fair, improve self-esteem, etc.

The enhancement of physical and mental development of children is certainly the most important contribution of sports, but the list of values your child may learn and acquire through sports does not end here. Other positive aspects are numerous, which reveals the true beauty of sport.

When I went to soccer training for the first time, I wasn’t aware that such experience would serve me for a lifetime. New friends I made on the pitch, and the positive energy that inspired and motivated us, keep reminding me of the good times I had. All the players were more than friendly, helping me feel as an equal part of the team. We have developed true team spirit and we spent time together even after the practice. In addition, soccer/football contributed to my proper physical development and good posture, while some of the tactics and strategies helped me a lot in different aspects of life.

What benefits can come from sports?

No other thing in life affords children such opportunity to develop positive character traits and to soak up many quality values as sports does. Here are some benefits that may come from playing sports:

- Kids’ character and moral principles are formed through fair play. Moreover, children who are actively engaged in sports can be good role models for their peers from school, neighbourhood, or even school choir, and inspire them to start playing some sports as well.

- Playing sports enables them to create friendships they otherwise might not have formed. For example, the friendships professional athletes create on the field remain intact even when they are not playing sports, and often last a lifetime.
Sports bring people together from all over the world, regardless of their nationality, religion, culture, or skin colour.

Teamwork and benefits of social interaction among children are best seen in sports. Kids learn they are part of a team that requires the same effort from all members to succeed, as well as how to win with class, and lose with dignity.

They view competitions on and off the field as opportunities to learn from their success and failure. In addition, losing often motivates kids to work even harder for next time.

They learn to respect authority, rules, team colleagues and opponents.

Sport is an important learning environment for children. Numerous studies have shown that children who play sports perform better at school. It is also within sport that peer status and peer acceptance is established and developed.


In addition, participating in sports can be a helpful way of reducing stress and increasing feelings of physical and mental well-being, as well as fighting against juvenile delinquency, conflict and aggressive outbursts. The point is to keep the body in good health in order to be able to keep our mind strong and clear.

When children learn positive life lessons through sports, there is no doubt they will become honest, reliable adults who will try to help others in need at any moment.

We cannot stress enough how important it is to NOT impose unrealistic expectations and hard achievable goals on children from the start. Kids should participate in sports not for instant success and results, but rather to develop their physical and intellectual skills. Otherwise, forcing the child to play some sports may create a counter-effect and as a result make them develop an aversion to sports in general.

Instead, let your child first get used to sports, accept it and get to like it so it can become part of his and her everyday life. Results, achievements, medals and awards may come later on, though they require a lot of hard work, discipline and sacrifice.

Know that the essence of sports is to unite all the people worldwide, regardless of their social background, their financial status and the country they come from. So if you think that you need money in order to play sports, you are wrong!

As long as your child is involved in sports activities, he is in the world where he tries to be as best as he can be. All his senses, the locomotor system and intellectual capacities are engaged. By playing sports your child will not only become stronger physically but mentally too. Best of all, he will learn how to overcome any obstacles and challenges that will come their way. Isn’t that what we all need?

Carlo Chincarini
Founder I Fit-Kicks Sport Programs

Fit-Kicks runs after school sport classes at Truganina P-9 every Wednesday from 3pm till 4pm. You are welcome to join us for an extra hour of sport, fun and happy times.

For more information email contact@fitkicks.com.au.
Extracurricular: Chess Coaching

Term 4
Chess Coaching

For grade 2-7 students (any skill level)

Where: Building 3 Open Space.
When: Thursdays 3.00pm – 3.50pm

13th October – 15th December 2016

Cost: $85 - per child, $75 for 2nd Sibling

Benefits: Strategic thinking, improved self esteem, attention span in class, lateral thinking, team work, analytical skills.

For more info contact Phil on 0421 901 530

Please email details below to phil@lifecoaches.com.au or leave in envelope at school office marked “Chess Coaching”.

-------------------------------------------------
Child’s Full Name: ____________________________
Grade: _______ Phone:_______________________
School: ____________________________ Email: ____________________________
Payment Due: Friday 21st October.

CHEQUES: made payable to “Hooton Consulting Pty Ltd”

EFT: ACC Name: Hooton Consulting Pty Ltd Bank: CBA
BSB: 063201 ACC #: 1004 9289 (please put school Initials & child’s name on transaction)

CSH: Leave at office in envelope marked “Chess Coaching” with this form.

$85 cheque: ☐ eft: ☐ cash: ☐
Congratulations!

Congratulations to the following students who were the prize winners for the last newsletter’s Word Challenge and made an impressive amount of words with ‘ee’ in them:

Giaan Le
from Miss Hodgson’s Foundation class

Filmon Addis
from Ms Gregory’s Year 2 class

Well done to this week’s winners!
Community Announcements

A WYNDHAM CITY FREE EVENT

Children’s Week Picnic
at Werribee Park
Sunday 23 October 10am - 4pm
Gate 2, K Road, Werribee South

I have read my newsletter 😊

Student Name _________________________
Teacher Name _________________________
Parent Name ___________________________

CHALLENGE!!
How many words can you make that have ‘st’ in them?

3 WINNERS WILL BE ANNOUNCED THIS ROUND!
PRIZES! PRIZES! PRIZES!!!!

Return your slip to your teacher with as many words written, with ‘st’ in them for your chance to win a prize!!

Slips must be returned by Thursday 20th October. Winners announced Friday 21st October.

Go For It!