Reporting Time......

Walking home with the report card in your bag … knowing you sometimes worked so hard, but sometimes you forgot or even got distracted. You remember that it was about what you had done in class and was a reflection of how you tried your best to improve. How does your child feel when they bring their report home? Hopefully they are proud and happy to share their successes and talk about what they will strive to achieve in the next half year.

The teachers have worked very hard to produce detailed and informative reports, which give a clear picture of current challenges, skills and understandings and the next steps to help your child enjoy the road to success at Yarra Road. Reports today are far from those of the past. In Grade 6, many years ago, I received one comment that summarized my half-year’s work … “Well done” … I had no idea what I had done well and what I needed to improve on or if I had improved over the half year! Thank goodness things have changed.

Thank you to our teachers who write reports after teaching hours and aim to give an overall picture of your child’s learning and development.

Your child’s Semester 1, 2016 Report will come home on Friday. As in past years the report contains a number of features:

A graphical display of your child’s current level of achievement in all the areas of study. This is shown by a solid dot. A hollow dot shows your child’s achievement as reported 12 months ago and the dotted line indicates their progress.

Work habit graphics indicate effort and behaviour for each subject

Written comments from the home group, literacy and numeracy teachers. Specialist teachers of Performing Arts, Visual Arts, PE and Indonesian will be including written comment about your child’s achievements once this year. In Semester 1 students in Years 1, 2, 3 and 4 will have an achievement comment included for each of the specialist subjects. Students in their Foundation Year and in Year 5 or 6 will have their specialist subject achievement comments included in their Semester 2 Report with an overview of the program taught thus far included in Semester 1.
What you might notice or wonder about in your child’s report ...

*You might notice that* year levels may have different learning areas being assessed in this report. This reflects the program that has been taught in each year level in the first semester and will change as the year progresses. Mathematics is one learning area that will be different across the school. As we continue to use the enVisionMATHS program, this report will only include assessments of the Mathematics unit topics taught so far in each year level.

*You may wonder why* an achievement dot has not moved since the last reporting period in December, 2015. It is important to appreciate that, as with physical growth, children develop at different rates and whilst all are making progress they may not be quite at, or may be just over, the next point. The computer software used to produce the reports only allows placement of achievement dots in 6 monthly increments, which prevents partial growth from being shown. This is why parent / teacher interviews are so important to discuss the progress children are making with their learning.

What to do next ...
Make a time for Parent / Teacher interviews for students in Foundation to Year 2 or Three Way Conferences (including the student), for students in Years 3 to 6. These progress chats provide an opportunity to work together to discuss strengths, challenges, next steps for learning and what will be done at school, and can be done at home, to support learning.

And don’t forget to celebrate the end of a great semester of learning!

Reading your child’s report
By Michael Grose

Reports can mean anxious times for children. Will my parents be disappointed or proud? This is the main concern of most children.

*Could try harder . . . always does her best . . . lacks concentration . . . easily distracted . . .
a pleasure to teach . . .*

Do these comments, taken from a batch of student reports sound familiar? Student reports bring mixed feelings for parents. Pleasure and pride if they are performing well but considerable angst when children are not progressing as you hoped.

Reports can mean anxious times for children too. Will my parents be disappointed or proud? This is the main concern of most children. Kids of all ages take their cues from their parents, so your reaction to their school report can affect the way they see themselves as learners and as people.

Here are some ideas to consider when you open your child’s report:

Focus on strengths. Do you look for strengths or weaknesses first? The challenge is to focus on strengths even if they are not in the traditional 3Rs or core subjects.

Take into account your child’s effort and attitude to learning. If the report indicates that effort is below standard, then you have something to work on. If your child is putting in the required effort, then you cannot ask any more than that, regardless of the grading.
Broaden your focus away from academic performance to form a picture of your child’s progress as a member of a social setting. How your child gets along with his or her peers will influence his happiness and well-being, as well as give an indicator to his future. The skills of independence and co-operation are highly valued by employers so don’t dismiss these as unimportant.

Take note of student self-assessment. Kids are generally very honest and will give a realistic assessment of their progress. They are generally very perceptive so take note of their opinions.

Discuss the report with your son or daughter talking about strengths first before looking at areas that need improvement. Ask for their opinion about how they performed and discuss their concerns.

After reports are read and discussed celebrate your child’s efforts with a special activity or treat. In this way you will recognise progress and remind them that the holidays are just around the corner when they can forget about assessment, tests and reports for a while.

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**Shark-hood Wood**

I’ve heard the stories about Shark-Hood Wood. But I don’t think they are true. As if sharks can swim through air. There’s no such thing as witches! And puddles that are deeper than the deepest part of the ocean? A likely story! Anyway yesterday Ava and Teagan dared me to go and see if they are true. So here I am outside Shark-Hood Wood. Ava and Teagan both had things on, or so they said. Here I go, into Shark-Hood Wood …

Okay, I’m nearly halfway through, and I haven’t seen any traces of sharks that swim in air, or witches hut, or any puddles! Which is a bit weird, because its been raining a lot lately. I guess I’m kinda used to creepy stuff! I live in a creepy old mansion with heaps of weird passages and trap doors. My name’s Jadah. I still can’t believe I’m here, and I’m only 13. Mum said, “No going near Shark-Hood Wood until you’re at least 20!” And here I am in the middle of Shark-Hood Wood, with sharks circling around me, swimming through the air! Wait, sharks swimming through the air?! AHHHHH, I scream! I run as fast as I can until my legs ache! I can hardly breathe! I look up to see an old lady with green skin hobbling towards me. Behind her is an old tumbled down hut. I start to back up. I turn to run but the sharks are there, they look hungry! I can’t believe the situation I am in. Trapped between a witch and a group of hungry sharks! I swing around to see the witch. Before I have time to react, she’s grabbed hold of me and starts pulling me towards her hut. I struggle to get free, but she’s got a strong grip. Then everything went black. I must of blacked out. Now I’m hanging upside down, above a fire. Nobody’s here. I feel for the knot and I find it! I start to pull at it. I’ve got it! But I start to fall towards the fire. If I don’t act quick, I’ll be a crisp! I grab hold of a metal bar. Just in time! I slide down and run to the door! Oh no! The witch is coming back! I run back inside and crouch behind a box with funny multicoloured liquids in there. She hobbles in and pokes at the fire. She hasn’t noticed I’m not there. I creep out into the night. Then I realise I have no idea where I am. I start to step forward but I stop. There’s heaps of puddles, I love jumping in puddles! So I jump! But I disappear! Then I remember, the puddles are deeper than the deepest part of the ocean! I swim up as quickly as I can. When I finally reach the top, I see sharks everywhere! I try to climb up out, but I slip back in! I try again, but this time I get pulled under! I try desperately to swim up, but I can’t! Soon I feel like I’m about to burst, but then we reach an air pocket. I gasp for air. I realise there’s heaps of crocodiles! I can’t believe it! They start to crowd around me. So I jump into the water again. I start to swim back up to the surface. But the crocodiles are following me! I guess they won’t let dinner off the hook that easily! I see light. I’m nearly there. But the crocodiles are gaining on me! SNAP! One of the crocodiles snapped at me! I reach the top and gasp for air! All the sharks see me! I climb out and run and run and run! I saw light but the sharks are gaining on me! “HELP!” I screamed. It was so loud all the sharks swam away. Then I collapsed. All I remember is a bright light. Now I am in my bed with the police and Ambulance asking me heaps of questions. I will NEVER go in there again. I will NEVER forget what happened that few days. NEVER!

By Savannah Whelan
‘Tightening Tension’ in 6B

Students in 6B were given this image as a writing prompt to set the scene, writing from the point of action. Some excellent responses used the ‘senses’ and descriptive language to engage the reader!

Charlee: The salty water splashing on me didn't help at all. I am absolutely freezing and the water is now up to my calf. The engine won’t work, the water is too deep. I keep trying as hard as I can but it won’t budge, and the horrified look on my face is getting bigger and bigger, the sharks are starting to circle faster and faster, but the boat is still sinking and sinking.

“Is this it?” I shout into the distance, but no one replies.

Sian: On my boat all I see is rushing water, my legs begin to become frozen and damp. My heart blocks out any sound around me. I feel tears through my sweat, my anxiety gets the best of me. I begin to see dark shadows, their scent is a rotten fish, blood smell. All I do now is shriek. Will this be the end of me?

Annabelle: All I can see is approaching fins and lots of water. I clutch the edge of the boat, the tin feels smooth I desperately try to get the motor started but I don't know how it works. I hear my sister screaming in fear and the fins swishing in the water. Suddenly the motor roars to life the salty sea water in our faces. The sharks are taking a moment to think, and then they turn around…

Zac: My body is sweating, I can't feel my feet, I'm drenched from all the water coming in. I see that 5 sharks are soaring along the water to me and start to circle me. I want to scream but my heart feels like it's in my throat. I scream and no response. I see the sea level rising up my body. I feel ripples in the water from the shark. I know this is the end.

Ella G: I can feel my heart in my throat as the sharks start closing in. Where am I? I ask myself. I sit up and look around for my chances at survival. I realise that I'm not as far away from land as I thought I was. As I stand up, my hair gets caught in the ocean breeze, pushing the boat closer to land. I look down at the deep, dark blue water, the sharks aren’t giving up on there lunch. “I'm not dying here”, I tell them.

Jackson: I am so scared I think I am going to throw up, what was supposed to be a fun day out fishing has turned out to be any fisherman’s worst nightmare. My boat is sinking and there is nothing I can do about it. Sharks are circling my boat, gliding through the glistening water in the moonlight. I am paralysed with fear, I can't move a muscle. The boat is still sinking and I am getting close to the water and the sharks it is very cold and I am damp and wet. I can taste the saltwater in my mouth but it does little more than dehydrate me, I feel defeated. All of a sudden it hits me, I am going to die out here. Out in the middle of the ocean I am going to die. I am so petrified, I can hear the thrashing water against the boat. I can hear the sharks gliding through the water waiting to hit me. I can smell blood from the bait, I am so stupid to think that throwing the bait blood over the boat wouldn’t attract sharks. This is it I am in the water and the sharks are still circling. I see a light and I am so relieved that I am going to be saved it’s overwhelming. But then I see it’s a police boat, I am going to be saved for now but I was fishing in a reef area which is a protected fishing reef area. I am probably going to jail and will be seen the rest of my life as a criminal, a person who broke the law. And the question is not whether I am going to survive, that's definite. The question is what is going to happen when I get back to land.
STARS OF THE WEEK

Prep K
Ashley P
For the growing confidence he is showing in the classroom.

Oliver G
For the excellence he has shown in his first 6 months of school.

Prep M
Matilda G
For the growing confidence she is showing at school.

Tanna W
For showing responsibility by helping in the classroom.

1B
Ruby P
For showing resilience even when she was nervous about presenting her geography project.

Ava C
For demonstrating respect by always helping others.

Hayden D
For always having a go in maths.

1/2MP
Ruby ED
For excellence. You read your story about a white swan and her babies beautifully.

2E
Eli VDG
For his constant effort in class and positive attitude.

2RH
Emily Mc
For working really enthusiastically in both literacy and maths this week.

Rowan H
For completing a great first semester in Grade 2.

3/4A
Christian P
For always putting in his best effort and presenting his work beautifully.

Kalan T
For being a great leader in the classroom and being responsible across all activities.

3/4JQ
Shonae B
For having an excellent term and working really hard in all tasks.

3/4R
Ethan G
For sharing improved work habits.

3/4S
Ella B
For showing dedication towards Soundwaves activities.

5A
Connor M
For his excellent sportsmanship and great speeches as Hot Shots Captain.

5B
Lauren F
For working diligently on her launch pad story.

6A
Cameron P
For an excellent display of sportsmanship and growing into his responsibilities.

6B
Beau P
For presenting an Excellent project on Sir Douglas Nicholls.

Alex T
For becoming more confident when story writing.

UNSW - REMINDER
Just a reminder that the forms and payments for Maths and English are due this Friday 17th June

EDUCATION COMMITTEE MEETING
Tonight - Wednesday
15th June
7:30pm in the Staff Room

APP OF THE WEEK
OurPact
Price: Free
Age: Foundation – Grade 6
Genre: Family
Description: OurPact is a breakthrough parental control app that enables parental involvement in children’s device habits through Internet and application blocking. OurPact allows parents to manage their child’s screen time at any time, and from anywhere. Enforcing bedtime, dinnertime, study time and family time throughout the day has never been easier. By pairing your family’s iPads, iPhones, and iPods to OurPact, you have the power to manage your entire family’s screen time & device use from one powerful application. We think that this app is a very useful app to parents who see their kids spending too much time on their devices. Kids stay on their devices for hours so we think that you should use this app to stop too much game time.

By Jackson & Ethan
PRODUCTION NEWS
2016 Production is:
‘A SPECIAL GIFT”

Performance Dates:
Grade 6A and A to K cast for Grades Foundation – Gr 5 will perform Wednesday, 7th September

Grade 6B and L to Z cast for Grades Foundation – Gr 5 will perform Thursday, 8th September

The performances will take place at night at Yarra Valley Grammar School. (The students will need to be at Yarra Valley at 6.30pm ready for a 7.00pm start.) If for some reason your child is unable to attend (e.g. due to a family holiday) please let the school know in writing as soon as possible. I need to know exact numbers for each cast for rehearsals next term.

Judy Haysom
PREP ENROLMENT FOR 2017

Don’t forget to submit your enrolments for Prep 2017 as soon as possible.

Enrolment forms can be collected at the office.

Transition Sessions

Term 3 2016:

Friday 15th July
(Parents are asked to stay with their child)

Friday 12th August
(Parent afternoon tea with the Principal)

Friday 9th September
(School readiness talk for parents)

All sessions 2.15 to 3.15pm

Term 4 2016:

Friday 14th October

Friday 4th November

Friday 25th November

All sessions 2.15 to 3.15pm

Prep Information Night

Monday 5th December @ 7.00pm
(Preparing your child for school)

Orientation Morning
Tuesday 6th December
9.15am—12.45pm

(children spend the morning with their class for 2017)