

What's UPPs

DATES TO REMEMBER

NO SCHOOL
Report Writing Day
Wednesday
6th June

Queens Birthday
Holiday
Monday 11th June

School Photos
Wednesday
13th June

Grades 3 & 4
Swimming
18th June
To
22nd June

Whole School
Assembly
Friday
22nd June @ 9.15

Last Day of Term
29th June
1.30pm finish

NEWSLETTER NO 7

TUESDAY 29 MAY 2018

From the Principal

Staff Professional Learning

This week, we welcome the Dana Street staff to work with us as we learn more about teaching Writing. On Wednesday, 40 teachers from across Ballarat will be joining us at UPPS as we engage in learning about Maths teaching as part of the Communities of Practice initiative. We look forward to collaborating with our colleagues.

Classroom Carers

An invitation is extended to all parents and carers who would like to support teachers and students within classrooms. A short information session will be conducted in the Staff Room on Tuesday 12th June that will prepare you for helping out in the classrooms. A note will be sent home with more details.

No School- Report Writing Day

There will be **no school on Wednesday 6th June** as teachers will be writing reports.



Instrumental Music Concerts



Many thanks to Mrs Lyndell Allen who has organised two Instrumental Concerts for this term. These are designed to provide performance opportunities for our students and to showcase the learning that is happening across the school in Music. The first concert will be on Friday afternoon at 2pm in the Multi Purpose Room.

School Camps

Congratulations to all students in Grades 4 and 6 who have been on camp over the last couple of weeks. The camps were very successful and by all accounts, the students had a wonderful time. Many thanks to parents for supporting this program.

Japanese Day



Many thanks to Mr Daniel Paxton and all of the staff for their organisation of a wonderful Japanese Day. Our Year 6 students did a fantastic job facilitating a range of learning opportunities for the younger students. Many thanks to parents for supporting this initiative.

Student Placement for 2019- Places filling very quickly!

We are in the fortunate position where a number of new families are seeking enrolments at our school. We have begun the process of offering places to Foundation students for 2019. It is very important that we be advised of siblings requiring places. Please contact our Office Manager, Susan, if you wish to enrol your child for Foundation in 2019. Many thanks.

Some Dates for your Diary

Wednesday 30th May- Winter Sports Inter-School Competition

Wednesday 6th June – Report Writing Day- NO SCHOOL

Friday 1st June and 15th June- Instrumental concerts

Monday 11th June – Queen’s Birthday holiday

Wednesday 13th June- School photos

Monday 18th June- Gr 3&4 swimming commences

Friday 22nd June- Whole School Assembly at 9.15am

Friday 29th June- last day of Term 2. School finishes at 1.30pm.

Best wishes,

Janet Hillgrove



This week’s Insight article is ‘**Anxiety in Primary School Kids**’

For those wanting to find out more about this topic, you might like to participate in an upcoming webinar available on the Parenting Ideas website (see details below)

*As a Parenting Ideas school we have special access to vouchers for parent webinars. These vouchers allow members of our school community to attend the webinars at no cost (normally valued at \$37).

Understanding Anxiety: How it impacts kids and the important role of parents

TUESDAY 5th June—7:30pm

This webinar will help parents to recognise and understand anxiety, how it affects learning and happiness and practical steps to lessen the impact of anxiety on the child’s, and family’s quality of life.

Listeners will also learn:

- the origins of anxiety
- signs and symptoms of anxiety
- practical strategies to help anxious kids
- the importance of validation
- when and where to seek help

*Access the webinar at www.parentingideas.com.au/webinars

Voucher code— WELLBEING

Approaches to Learning Awards

Michael Moore	FA	For listening carefully during whole class discussions and being able to present the information back to the class.
Dylan Brand	FA	For recognising when others are feeling sad or worried. Dylan shows empathy and kindness to others.
Esther Jones	FB	For her fantastic communication through writing. Esther is able to write some common words and record the sounds she hears in other words.
Tayah Stuart	FB	For her fantastic writing. Tayah is able to write sentences with correctly spelt common words to communicate with others. Well done!
Sari Block	1A	For your increasing independence and willingness to write as much as you can. Congratulations, Sari!
Darcy Sampson	1A	For speaking with a louder voice when sharing your ideas and presenting your work to others. Well done, Darcy!
Lilly-Rose Jackson	1B	For communicating your great understanding of why we share the planet with minibeasts.
Aiden Egner	1B	For communicating interesting ideas and words in your writing.
Natasha Herrington	2A	For bringing her research findings at home about the history of the alphabet to school and presenting them to the class with a clear and confident voice. Well done, Tash!
Ruben Wienand	2A	For writing his ideas and thoughts in a logical and sequential manner so that it is easy for the reader to understand. Keep up your great work, Ruben!
William Lewis	2B	For successfully managing your time when working on Skooville to achieve at least two Cybersafety Stars.
Thomas Pfarrer-Benn	2B	For successfully managing your time when working on Skooville to achieve your Cybersafety Rules Star.
Joey Caris	3A	For the fantastic iMovie presentation you created and shared with the class.
Tia Keats	3A	For actively taking on feedback to improve your writing. Well done Tia!
Charlie Pappaluca	3B	For your ability to ask interesting questions and find fascinating answers.
Hayley Dunne	3B	For your ability to use effective strategies when making presentations.
Ayden Compston	4A	Speaking clearly and confidently at Assembly.
Jennifer Langdon	4A	For always listening to instructions and completing activities during morning work.
Caden Spruce	4B	For his incredible teamwork while on grade 4 camp. I was so impressed to see how well you listened to and worked together with your friends. Well done!
Blaire Curtis	4B	For the way she was able to work together and communicate with her friends to get the most out of each opportunity while on grade 4 camp.
Dmeara Cameron-Gillett	5A	For offering constructive suggestions to your peers during group work, as well as listening to feedback and ideas of others.
Ciara Dower	5A	For being sensitive to the thoughts and opinions of her peers. Continue to support and encourage others Ciara. Great effort!

Approaches to Learning Awards

Leo Allen	5B	For the continuous effort he puts into his reading responses and writing tasks to show his wonderful depth of understanding.
Bella Bogers	5B	For the big improvements that she has made in her writing tasks through taking on feedback and then showing that she understands by putting that feedback into practise.
Thomas Tanner	6A	For the clear and concise way in which he presented his project to the class. Well done!
Corrina Denning	6A	For being an excellent contributor to her team during her inquiry project and demonstrating outstanding communication skills.
Jacqui Phippen	6B	For the confident way she talks and communicates with her fellow students and teachers and expresses her learning and understanding.
Corey Bentley	6B	For his improved way that he communicates with others, Corey especially worked well with his group on his government systems inquiry and presented it to the class with a loud, clear and confident voice.
Aidan Sternberg	6C	For the confidence you displayed when presenting your Sim Country inquiry project. Your confidence and knowledge of your work was excellent.
Aaliyah Naylor	6C	For your growing confidence when presenting in front of your peers. You should be proud of yourself for stepping outside your comfort zone.
Leopold Allen	Art	For the outstanding effort, behaviour and good choices he displays in the art room. Well done, Leo!
Laylah Lynch	Art	For always choosing to do the right thing and making correct choices when using tools and materials in the art room. Fantastic work, Laylah!
Alyssa McKenna	LOTE	For being organized and managing her time well in her preparations for Japanese Day.
Aniki Murphy	LOTE	For taking on the challenge of learning calligraphy and inspiring other students on Japanese Day.
Theodore Young	Garden Kitchen	For making informed choices and choosing a wrapper free lifestyle, demonstrating to others his commitment to caring for our planet.
Jackson Reynen	Garden Kitchen	For his exceptional leadership skills, knowledge and commitment to the task when caring for our garden.
Mitchell Habagger	Music	For demonstrating excellent fine motor skills through his sound bow hold in Grade 2 Violin class.
Lily De Jong	Music	For demonstrating excellent control of her gross motor skills and solid rhythmic understanding throughout the Bucket Drumming Unit in Music.
Bailey Duncan	P.E	For his exceptional spatial awareness skills during PE sessions.
Conna Brown	P.E	For his dedication to GoNoodle Club that has helped develop his gross motor skills.

The Primary Years Programme (PYP) at Urquhart Park Primary School

Intrigued about inquiry? Wondering more about what the PYP is offering your child? I thought I would start presenting some reading for parents and the community, to offer more information about the teaching and learning at Urquhart Park Primary.

Here is an extract from 'Making the PYP Happen', asking the question, **WHAT DOES INQUIRY LOOK LIKE?**

'Inquiry, interpreted in the broadest sense, is the process initiated by the students or the teacher that moves the students from their current level of understanding to a new and deeper level of understanding. This can mean:

*exploring, wondering and questioning
experimenting and playing with possibilities
making connections between previous learning and current learning
making predictions and acting purposefully to see what happens
collecting data and reporting findings
clarifying existing ideas and reappraising perceptions of events
deepening understanding through the application of a concept
making and testing theories
researching and seeking information
taking and defending a position
solving problems in a variety of ways.*

Inquiry involves an active engagement with the environment in an effort to make sense of the world, and consequent reflection on the connections between the experiences encountered and the information gathered. Inquiry involves the synthesis, analysis and manipulation of knowledge, whether through play or through more normally structured learning throughout the PYP.

In the PYP, the lively, animated process of inquiry appears differently within different age ranges. The developmental range evident in a group of 5 year olds can often be from 3 to 8 years. This demands that the teacher be a thoughtful participant in, and monitor of, the ongoing exploration and investigations that the students engage in or initiate. In particular, the teachers of the younger students need to be mindful of the role of the learning environment when presenting provocations to the students, for them to wonder at, and be curious about, and to stimulate purposeful play.

The PYP should be put into practice in developmentally appropriate ways. Practices are developmentally appropriate when the knowledge that may be constructed from them is related to the students' first-hand experience. This does not mean that young students do not acquire knowledge from, for example, stories, books and graphics/visuals. Nevertheless, the extent to which they acquire knowledge is dependent on whether young students can connect the new information to the knowledge they already possess and to the signs and symbols they already understand. It is important to recognize that students' learning may vary from developmental expectations.

*Many different forms of inquiry are recognized, based on students' genuine curiosity and on their wanting and needing to know more about the world. It is most successful when students' questions and inquiries are genuine/honest and have real significance in moving them in a substantial way to new levels of knowledge and understanding. The most insightful inquiries, ones most likely to move the students' understanding further, come from existing knowledge. **The structure of the learning environments, including the home, the classroom, the school and the community, and the behaviour modelled by others in that environment, particularly by the parent and the teacher, will lay down the knowledge foundation that will nurture meaningful participation and inquiry on the part of the students.***

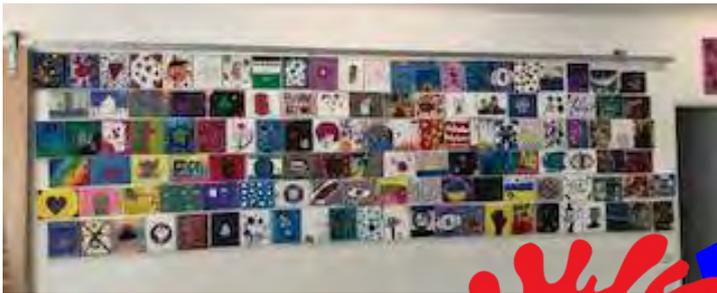
An explicit expectation of the PYP is that successful inquiry will lead to responsible action initiated by the students as a result of the learning process. This action may extend the students' learning, or it may have a wider social impact. Both inquiry and action will clearly look different within each age range and from one age range to the next.'

Miss Hawke

Instructional Leader - PYP Co-ordinator



News from the Specialist Teachers at UPPS



ART

UPPS



In in the Art Room we have been having fun completing our Japanese Artist Yayoi Kusama inspired pieces on canvas.

This term we linked in with Mr Paxton's UOI How We Express Ourselves. Student artwork is displayed in the MPR to celebrate Japanese Day.

Please Note: Art Club is open at lunchtime
Tuesdays & Fridays.

Thanks

Ms Devlin





Upcoming Music Dates for your Diary

Week 5: 15/5 2pm - Seedlings Choir workshop (**Concert at 2.50pm**)

Week 7: 1/6 2pm - Instrumental Concert 1

Week 9: 15/6 2pm - Instrumental Concert 2



Did you know that UPPS students are amazing composers? The children in 2B have been using solfa to create their own songs and notating this using their bodies and handsigns. They are also learning to read notes on the staff. Grade 3s have been improvising their own songs over a 12 bar blues using their recorder BAG notes. They also composed and performed Body Percussion pieces this semester. Grade 3s have been composing their own songs using the pentatonic scale through improvising on the marimbas and also using Garage band on the iPads. Grade 3s have been improvising their own songs over a 12 bar blues using their recorder BAG notes.



Grade 5s have been working to develop their understanding of texture through composing pieces in layers. They have used the Incredibox App to assist with this and we look forward to hearing some of their compositions at the instrumental concerts.

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Instrumental Music Concert

Friday 1st June, 2018, 2pm

UPPS Multipurpose Room

*Including performances by instrumental soloists
2A Violins, 2B, 4A and 4B, Music Classes
Junior Ukulele Club, and Saplings Choir.*

We hope you can join us for a musical afternoon!



Dan Walker Winners: The winners of the Dan Walker competition will be presented at the 3rd assembly this term along with the Joe Hisaishi competition. Apologies for any disappointment caused by this delay!



Composer in Focus—Joe Hisaishi

In honour of Japanese Day at UPPS the Music Room will also be taking on a Japanese flavour! Our composer in focus for the next 3 weeks is Joe Hisaishi, the composer of the soundtracks for some of our favourite Japanese movies, including the Totoro, Ponyo, Howl's moving castle and many others. To enter our competition answer these questions - entry forms available in the Music room or from the office.

1. What is Joe Hisaishi's birth name?
2. Which country does Joe Hisaishi come from? Name the capital city of that country.
3. Name two instruments that Joe has played/plays when he is not conducting his music.
4. Name three movies that Joe Hisaishi wrote the music for?



The SUSTAINABLE GARDENING KITCHEN

Celebrating National Volunteer Week ...



A Big THANK YOU to all the many wonderful volunteers that work so tirelessly in our garden, are there on the weekends and holidays taking care of our chooks and worms, preparing and serving delicious meals and catering for school events in our canteen and all those that so willingly and proudly support The Sustainable Gardening Kitchen Curriculum. It is a pleasure to work with you all. You help to make our school the standout educational community that we are so very privileged to be a part of.



Kerry Hartmann

The Sustainable Gardening Kitchen



Konnichiwa!

Last Thursday our school celebrated the language and culture of Japan with a range of activities organised by our Grade 6 students.

Students throughout the school enjoyed calligraphy, modern Japanese art, sumo, origami, dango, manga, dress ups, toys and games, karaoke and even a ninja warrior course!



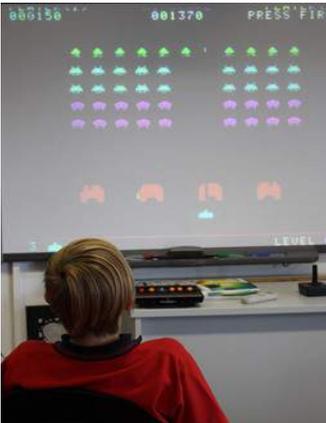
Taiko drumming and Shakuhachi (Japanese flute) from Yoshi and Anne was a highly entertaining insight into traditional Japanese music, with lots of laughs thrown in too!

Thank you to all parents and other family members who attended on the day, helped their kids get dressed up, and organised goods for our display table.

Stay tuned for more photos on our Specialists display board



MR. PAXTON



insights



Anxiety in Primary School Kids

by Dr Jodi Richardson

Anxiety affects people from all walks of life, and lots of kids have it. If that's what's happening in your family, your little one is lucky that you know, care, and are seeking answers.

The idea that one of our kids might be experiencing anxiety sets off all sorts of alarm bells in us as parents. It's fair to say it makes us anxious ourselves, and has us asking all sorts of questions like "What does it mean?", "What's 'normal'?" and "What can I do to help?"

Like anything else in life, the more informed we are about anxiety, the calmer and more empowered we'll feel, enabling us to support and advise our precious kids through their challenges and seeking help when needed. That's what this article is about. Giving you the facts and helping to settle your mind so that you can begin to help them settle theirs.

Before reading on, I want you to close your eyes and take three long, slow breaths in and out. Depending on what you're up to right now, you may indeed be experiencing a level of anxiety at the moment, and this breathing exercise will help.

Okay, let's get you some answers to those questions.

Anxiety, what is it anyway?

Anxiety is a feeling. We've all experienced it. It's a completely normal reaction under dangerous or stressful circumstances. Perhaps you've narrowly avoided a car accident. Your heart pounds, your breathing becomes shallow and fast, your body floods with adrenaline to put you on red alert, your blood pressure goes up, you might perspire, and glucose dumps from your muscles into your bloodstream. All of this is preparing you to face up to the 'threat' or run like heck in the other direction. This is 'fight or flight' in action.

This reaction is a survival instinct dating back to early times when life-threatening situations were ever present. These days we can experience anxiety when we're under pressure to meet a deadline, preparing to talk in front of our colleagues or for a job interview, or simply noticing how many emails are awaiting our reply. Our lives are not in danger but our bodies react as if this were the case. The same can be true for our kids.

Anxiety is a normal response to a threatening situation. All of these physical changes happen instinctively as a tiny part of our brain called the amygdala tells the sympathetic nervous system to take over and fire us up so we can do what we have to in order to survive.

Do you know the feeling? Perhaps it happens to you now and then. But maybe, if you're one of the two million-

plus Australians (including me) who experience an anxiety disorder, your body and brain respond like that more often, more quickly and more intensely than others.

Trust me, it feels awful. I've experienced anxiety since I was a child, still do and always will. My parents didn't even know anxiety existed when I was a kid and it took me until my early twenties to be diagnosed. Now that I know, I can, and do, take action to manage it. I have my ups and downs like everyone else but on the whole I live a rich, full and meaningful life. Your kids can too. Anxiety is common, it's treatable and there's so much we can do to help as parents.

Our kids are lucky. They have great parents (that's you) who know to look out for their mental health, and who have access to lots of great resources.

Anxiety affects people from all walks of life, and lots of kids have it. If that's what's happening in your family, your little one is lucky that you know, care, and are seeking answers.

How do I know what's 'normal'?

All kids experience fear and worry about things. It's understandable given that so much is new for them; new experiences, new places, new people, new teachers, new skills, new challenges to name just a few. What we need to look out for is when their amygdala (remember that tiny part of the brain?) is causing them to react anxiously to situations where there is no danger. Signs of this include:

- Their worries and fears begin to outweigh the situations and challenges that they are facing.
- Their anxiety starts to interfere with their participation at school and the activities, sports, parties, playdates and events than other kids their age are enjoying.
- They're more anxious, and anxious more often, when compared to other kids their age.
- They're obsessed with symmetry or cleanliness and they repeat behaviours like hand washing.



What does anxiety feel like for them?

Our minds and bodies are interconnected and are now considered as one, not separate. How we think and what we think affects us physically, regardless of age. Anxious kids can complain of tummy pains, diarrhoea, headaches and difficulty getting to sleep. They are easily upset and often like to stay close to you.

Some anxious kids will worry a lot, mulling over and over their thoughts which only serves to fuel their anxiety. They can also look to us as parents to help them cope by seeking our reassurance that the scary thing won't happen or avoiding a confronting and anxiety-provoking situation.

Okay, so how can I help?

1. Spend regular quiet time with your primary schooler to foster a loving and open relationship while giving them

time to share with you their thoughts, fears and worries. You can also help immensely by remaining calm under stressful situations (I know – easier said than done sometimes!)

2. If you think your primary schooler is experiencing anxiety, talk about it and go together to see your GP and have a conversation about what's been happening.

3. Teach your child about anxiety so he/she knows what underlies the thoughts and feelings. I highly (highly) recommend *Hey Warrior! A book for kids about anxiety*, by Karen Young. Anxiety is not nearly as frightening when you understand why.

4. Because breathing becomes shallow and fast with anxiety, a simple yet incredibly effective way to show the amygdala that everything is okay is to take deliberate, slower breaths (in for 3, hold for 1, out for 3). After all, no-one can do this when their life really is in danger!

5. Mindfulness is a superpower for the anxious brain (any brain in fact!) and there are lots of great ways to help kids practice mindfulness. One fun game is lying on the floor, eyes closed and asking them to tune into their 'Spidey Senses', listening carefully for any sounds near or far, feeling any sensations under their hands and body and smelling for any scents in the air. Mindfulness reduces the size of the amygdala among other incredible changes in the brain.

6. If they are worrying about things over and over in their minds – let's say it's about presenting to their class – instead of saying, "You'll be fine, I've heard your presentation, it's wonderful," or, "Don't worry, all the other kids will be nervous too," or similar, try this instead: "I understand how you're feeling, that's so normal, I'd feel the same way; is it helpful to keep thinking about it?" No! "Okay, then let's focus our attention on something we can do to help, like practicing more, making cue cards or going outside to bounce on the trampoline." They need to know that you understand, that you 'get' it, and that they're not alone.

"Is it helpful?" is a great question (when asked compassionately), followed up with asking your child what they can do that will help the situation, or engaging him/her in something meaningful and enjoyable, making a positive step forward.



Dr. Jodi Richardson

Jodi is a happiness and wellbeing speaker and writer, and is mum to two primary school aged kids who light her up. For more great ideas on flourishing mental health for the whole family, subscribe to her newsletter at drjodirichardson.com.au and say hello on [facebook.com/DrJodiRichardson](https://www.facebook.com/DrJodiRichardson). Enquiries to jodi@drjodirichardson.com.au