Dear Parents,

Our grade three and five student's have completed the AIMS test. Results will be available to parents in the coming weeks.

On Friday the 24th of August at 9.00 a.m. the grade 6 student's will be taking a scholarship exam. Girls will sit the exam at Eastmeadows campus and boys at the Upfield campus. An information letter has been sent out to parents. Results are required for high school. Children are not required to come back to school and may go home. I wish all the student's success.

Finally, I would like to urge parents to ensure children are coming to school with clean uniforms. In order to develop your child's responsibility skills please give your child chores at home. Thank-you.

Regards,
Ali Goru
Principal

Key Dates

Saturday, 18 August—Open Day - Eastmeadows campus and Upfield campus.

Friday, 24th August—Scholarship Exam for Grade 6 students.

Friday, 24th August—Book Parade.

Friday, 7th September—Jump Rope for Heart—Jump off day.
Dear Parents/Guardians;

We have come to half way of term 3. Students are enjoying the seasons/weather topic. They come up interesting ideas during brainstorming sessions. Thank-you to all those parents and students who helped with Westfield shop for your school program. The dockets tally was as follows Nisa + Mariam + Ali 1 docket, Meena + Amber 2 dockets, Goksu 3 dockets, Enes + Atakan + Danish 4 dockets, Olivia 6 dockets, Emran 30 dockets.

’Sounding Out’ in English- As you may know, English has 26 letters but about 40 sounds. These 40 sounds can be spelt in more than 100 ways. And, unfortunately, the very common words that students first need to learn have some very uncommon ‘spelling choices’. For this reason, it is estimated that it can take 2 years longer for children to learn to read and write English than other languages. We start in a similar way though-by teaching children one sound for each letter. We also first select ‘easier’ letters that can be heard more clearly - m, s, f - and then we can use ‘a’ and ‘y’ to show students how words are made with the letters. At home you can help your child with ‘Sounding Out’.

1. Talk about the first letters of important words- your child’s name, family members and friends.
2. Buy some magnetic letters to give your child ‘hands on’ experience - select the letters of one or two names and the letters we focus on each week in class. Practise pointing to each letter and saying the sound.
3. Practise the 100 most used words with your child.
4. Practise all the letter-sounds. When children can recognise most of the letters of the alphabet, they should practise all the ‘letter sounds’.
5. Use first sounds to work out words in readers. When children come to an unknown word, ask them to look at the first letter and think of the sound learned for that letter. Ask what word beginning with that sound makes sense. Use sounding out to help with spelling words. When children are learning spelling words, they should say each sound as they write the word, eg: ‘s’ ‘i’ ‘t’, then read the word ‘sit’.

To learn to read children need to be able to put together all these things:
- ‘Real life’ experience
- General knowledge
- Familiarity with books (eg: accepting talking animals as characters)
- Understanding the story (eg: knowing who is speaking)
- Sentence patterns (eg: Are you ……..is a question)
- Recognising words
- Letter-sound patterns
- Punctuation (eg: capital letters for names, question marks, talking marks)

Formatting (eg: big print=louder voices).

In the next newsletter I will have more helpful ideas to help your child with their reading. I hope this information is of some help to those parents who need it. I would also like to encourage parent’s help their child with numbers recognitions. Count numbers up to 100 with your child. Count by 2’s, 5’s, 10’s to 100. The prep students need a lot of practise with their number skills. Extra help at home from you would help your child immensely. If you would like to see me, I am available between 3:30 and 4pm Mon-Tue-Thurs. Please let me know before hand.

Regards Nesrin GOCMEN.
Grade Three / Four

Why I think my father is the best:

I think my father is the best because he gives me self confidence. He encourages me to do my homework, which is good for my education. He helps me when I’m having trouble with doing things and when I’m feeling off-track with something, he is always there to comfort me.

Another reason why I think my dad is the best is because he does everything for me, he cares for me and most of all he loves me with all his heart. When I ask him to take me somewhere he does it, when I ask him to buy me something he buys it.

I have everything I could want because of him. That’s why I’m voting my dad Ray Ramadan for Father of the Year Award.

By Deniz Ramadan—Grade 4

Why I think my father is the best:

My father is the best because he buys me a lot of stuff and the stuff are expensive. He plays UNO, Chess and Checkers with me. He builds us things such as tables and chairs. He even takes us to the cinemas, playground and to places that have water in it. Sometimes we don’t have to go to the shops to buy some clothes because he sews them. My dad even works at a bakery he cooks bread and he brings them home. He even buys some animals and pets. They have babies and we feed them. My dad a lot of fun!

By Burak Mutlu—Grade 3

Grade Five / Six

Dear parents:

We are already half way through this term. Two weeks ago the grade 5 students completed their AIMS test. It was a tense time for these students, as they were quite nervous leading up to the test. We spent two weeks before the tests going through every English and Mathemetic paper from 2002-2206; and going thoroughly through the problems students got wrong. I am very proud of all the grade 5 students, as I know and also have seen that they tried their very best in their AIMS test.

In literacy, we are continuing with our novel study using the novel "The Secret Garden". On the weekends, students have been answering some questions (in some cases can be only 5 questions) from the 4 chapters they read during the week. When I corrected their work, I have noticed that some students when answering these questions, are not going back to the chapter, and re-reading parts of it to find the answer. They are actually just answering the question, so that something is down on paper. They also could use their reading journal, which is why they do a journal entry every time they read a chapter. Could parents ensure that when students are answering these questions that they have their novel in front of them? It is very important for students to brake bad habits, as they are currently in the upper school, and we need to instill good reading practices before they go into high school.

In our integrated topic, students have been learning about global warming, what are the causes of global warming and what the consequences will be if we don’t change our current practices. We watched a DVD called ‘An inconvenient Truth’. I would recommend that if your family has time to watch this movie, as it is very informative. I would like to thank all parents for helping their child to complete the energy usage survey. Students will use this information to find out the amount of carbon dioxide produced per household over one week. We will be using Microsoft Excel to analyse this data. From their finding students will be writing a short report.

Some interesting facts about global warming

56% of green house emissions come from common house holds not industry.

Polar bears are drowning because floating ice is hard to find.

It is predicted that if the rate of global warming keeps escalating, in 50 years, the artic ice will melt and sea levels will rise up to 20 metres, leaving may countries under water.