On two separate days all grades went to the Melbourne Museum along with IMAX. Grade 2/3 and 4/5 went on the 7th of August. Grades P, 1/2 and 5/6 went on the 13th of August.

It was a successful excursion for all grades.

**At IMAX** - by Yakub Cem Senhisar Grade 4/5

At Imax we learnt that the screen was the 3rd largest in the world. We did not get to wear 3D glasses because our movie was not 3D. We watched ‘Forces of Nature’. I got scared when we were watching the storm coming as it made a great deal of noise. We saw the earthquake damage in Turkey. So many people were left homeless. The most interesting information about the earthquakes I found to be was the mosque still standing. All the buildings around it had collapsed. The movie I found to be a little bit long and I felt a bit dizzy. I still enjoyed the experience.

***Important dates to put on your calendar***

- **Friday 4th of September** - Book Character Parade
- **Thursday 17th of September** - Last Day of Term 3
- **Friday 18th of September** - Parent-Teacher interviews
Dear Parent(s),

We’ve been busily working throughout term 3. In math, developing skills and making ‘equal’ groups, location words and informal units of measurement. In literacy we’ve continued to refine handwriting, working on reading/comprehension ability – reading about traditional fairytales, writing skills and continuing to work on M100W for reading recognition.

Furthermore, this term we’ve started to use the M100Words as our base words for spelling. Each week student’s get five words from the M100Words list. Over the course of the week student’s practice to spell the word and, use it in a sentence. At the end of the week we then have a spelling test on these words. It is important children do not just learn by rote and spell the word with meaning.

Reading rates can vary for each individual. Some children may learn a word by seeing it a few times while others may need to see it many times before they can say, read and write the word correctly. Here is some more information about the research behind M100W Magic 100 Words.

Our excursion to IMAX, Melbourne Museum, Mr Whisker’s and Smiggy along with Annie the Musical were all very successful, and the children had a fantastic time.

Regards,
Mrs K

Dear parents, it’s hard to believe we are already halfway through term 3. This term the grade 1 /2 students are studying dinosaurs. Recently we went on an excursion to the Melbourne Museum and Imax. After our excursion the students wrote a reflection about their experiences. Here are just a few reflections for you enjoy reading.

Regards,
Mrs Dickens

Yesterday we went to Melbourne Museum and Imax to watch a movie about Dinosaurs with 3D glasses and it was so, so, so cool. Then we went to look at the bones and I touched the T-Rex teeth, it was so hard. Then we went in the rainforest and saw bugs, birds and frogs. Then we had our lunch and went in the activity room. We looked at real fossils and dinosaur teeth. Then we went back to school.

By Volkan

On Thursday we went to Imax. We saw a movie about Dinosaurs and it was scary. We had to wear special glasses. After the movie we went to the rainforest and we saw birds and frogs. We saw dinosaur bones and we went to the insect room and we saw butterflies. Then we went to the activity room before going back to school.

By Noor

On Thursday I went to Imax, I loved the movie. It was scary. I liked when the dinosaur came into my face, it was a 3D movie. After that I went to the museum. First, I went into the rainforest, I saw a stick insect it was cool. Then we went to where all the insects were. I also saw the skeleton of a blue whale. We went to the activity room and I got to be a paleontologist. I found a fossil tooth. After that we had to catch the bus back to school.

By Kubilay
Dear Parents

Inspiring your child to read is one of the most important things in regards to education that you can do as a parent. With a love of reading, your child will have a critical tool for success.

Here are six tips to help get your children to tune out the television and tune into books.

1. Really explore their interests. Talk to your child's teacher about recommendations for books that would be particularly well-suited for your children and that might touch on current or future topics of classroom study. What authors have your children enjoyed in the past? If Charlie and the Chocolate Factory was a hit, try James and the Giant Peach next.

If your children don't have any favorite books already, talk to them about their interests. Your child's imagination might be piqued by a biography about someone in the news. Or you can ask each of your children to pick a favorite non-fiction subject. If your son loves spiders, put that at the top of your reading list. If your daughter is fascinated by jungle creatures, make that the focus of your library trips. Even if you end up finding books about their favorite television or movie characters, it's better than no reading at all.

2. Take time to find the best reading material.
   At the bookstore or library, allow your children to lead the way. Give them ample time to explore the sections that interest them. If they are drawn to comic books, strike a compromise. Let them pick out one comic book if they pick out another book with it as well. Guide them in their book choices based on what you learned about their interests. Make suggestions and see if you can encourage them to pick a wide variety of books, both nonfiction and fiction.

3. Set family reading time.
   Instead of sitting down in front of the TV every night after dinner, establish a family reading hour. Turn off the TV and the radio and help your child read. If they are older, listen to them read to you. As your child grows, you'll look back fondly on this time that you shared together. Even as your children grow older, they really benefit from listening to stories read aloud. Reading together at the end of the day also provides you with a great opportunity to connect with your child at the end of a busy day.

4. Engage your child in reading. Build their comprehension skills by asking them about what they've read. Get their input on the material and you'll be able to build their understanding of what reading is all about.

5. Encourage reading in other parts of your child's life. Reading books isn't the only way that your child can get experience in reading. You can play games that involve reading and spelling, such as Scrabble or Balderdash. You can have them help you with day-to-day reading tasks, such as cooking and reading labels at the store. Whatever ways you can add reading into your children's life will go a long way in their reading development.

6. Set a good example.
   Reading parents produce reading children. You can't expect your child to take an interest in reading if you don't read yourself. Make it a habit to read the newspaper or take up a novel now and then. If you make reading a family affair, your child will be more likely to follow suit.

Regards, Ms Natalie Todeschini

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The Heart Foundation Jump Rope for Heart is all about learning how to keep fit and healthy. It improves the students’ strength and confidence along with helping to build healthy bones and muscles. Students have fun while raising money for the Heart Foundation.

Forms have been sent home (one per family). Students will be participating in a Jump Off day on Friday 9th of October. Students are only able to participate on this day if they have helped to raise money.

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We have completed the chocolate drive for this year. A BIG thank you to all that helped raise money. The money which was raised will go towards resources for the school, which will benefit all students. The total which was raised was $4435.20.

Currently we are still waiting on the return of some boxes. Please, if you have a box at home return it with the money as soon as possible. Also we do still have some boxes left. If you are interested in selling them to help raise further funds please speak to your child’s classroom teacher.

A big thank you to all that participated in Jeans for Genes Day. Jeans for Genes Day is a day to help raise money for the Children’s Medical Research Institute. This money is used to help research cures for genetic diseases such as; leukemia, muscular dystrophy, genetic defects among many others. We managed to raise $220.80 for this wonderful cause.
Dear parents we have come to halfway of term 3. As you all know, we are focusing on Natural Disasters. Two weeks ago we went to IMAX and the Melbourne Museum. Students were engaged in many different activities. We all had a great time.

In this issue of the school newsletter I would like to mention ‘Bullying at school’. Bullying will not be tolerated at our campus. I hope the following information will help you and your child understand what bullying is. Most definitions of bullying agree:

- It is deliberately hurtful, (either physically or psychologically).
- It is repeated often over time.
- It is difficult for the person being bullied to defend himself/herself against it – he/she is weaker physically or psychologically.

Bullying can be divided into three types:

- Physical – including hitting, punching, shoving, pinching, tripping, spitting, scratching, damaging, hiding or stealing belongings, throwing objects at someone or

locking someone in or out.
- Verbal – name-calling, making offensive remarks, taunting, teasing, put downs etc…
- Emotional – spreading rumours, gossiping about or embarrassing someone, making fun of someone, using treating looks or gestures, excluding or threatening to exclude from groups, ignoring, ostracising or alienating.

Student’s bully for a wide variety of reasons. These include feeling they don’t fit in, disliking themselves, peer pressure, wanting to show off, feeling upset or angry or having a fear of being bullied themselves. This is not necessarily due to low self-esteem or insecurity; in fact it can be the opposite. However, most people who bully have a lack of empathy, which can be caused by bad parenting, a lack of good role models or be a personality trait that needs fostering in a positive direction.

At the end of this term will be giving out interim reports. May all the Muslim families enjoy the month of Ramadan.

Kind Regards,
Ms Gocmen

My Volcano Eruption – by Gorkem Turan
This volcano is made of play dough, which I made with my mum at home. I also used a toilet roll for the centre of the volcano. Firstly I got my play dough and placed it around the toilet roll. I tried to shape it like a volcano. We went outside to erupt our volcanos as I would of made a lot of mess inside. This whole experience was part of our Science experiment. I placed my volcano on the grass, added baking soda in the centre with a few drops of red food dye. Then, I slowly poured in the vinegar until it erupted. My experiment was a success.
Dear Parents:

This term has been a very busy one with excursions and our gymnastics programs. Last week, our grade went on an excursion to Imax and the Melbourne Museum. In the museum, we were very fortunate to encounter an Aboriginal guide, who was able to speak to students about a subject we covered in term one, that of the stolen generation. This gave the students a perspective from a person whose family had experience the situation. He was also very helpful in discussing several displays in the gallery. One particular display, which affected many students, was a sculpture of a child being taken away from her mother by the police.

One of the galleries which students had a lot of fun, was the bugs alive gallery. There was a lot of commotion and squealing from various students, as there were many alive spiders of many varieties. One particular exhibition, had a very large web, with many alive spiders attach to it. This produced a variety of responses from the students- from amazement to shrills of horror. At Imax, we watched space station 3D. This was a documentary about the international space station. It showed students how it was built, the purpose of having a space station orbiting Earth, and how astronauts live there for a whole year.

This term we have incorporated brain gym in our classroom. Brain gym involves a series of exercises to activate the brain and enhance learning. It does this by helping students to use both sides of the brain and by stimulating different nerves around the brain, thus increasing brain activity. Another interesting fact, is that there are certain things that we do, which will switch on our brain or off to learning. These have been research and published in a book called “Learning to Learn”. So here is a list of switch ons and switch offs to learning.

**Switch Ons**

- Good sleep
- Slow music
- Natural light
- Healthy foods
- Brain gym
- Water
- Exercise
- Fresh air
- Good smells

**Switch Offs**

- Computer screens
- Artificial lights
- Lack of water
- Sugary drinks
- Lack of exercise
- Stress
- Junk food
- Hunger
- Loud music
- Lack of sleep

This is why it is so important that students bring water to school and healthy food that they can snack on when they feel hungry throughout the day.

Regards
Sandra Presa