Dear Parents/Guardians,

I sincerely hope that your child's time at our school has been enjoyable, challenging and rewarding. We cater for the learning needs of students by incorporating a suitable range of teaching and learning approaches so that each student continues to progress. We build upon the children’s learning needs and strengths, interests, talents and their prior knowledge status.

The learning experiences are selected to suit the children’s stage of schooling and level of development.

Isik College consists of a number of learning areas, including: Language, Maths, Integrated Studies, Sport, LOTE – Turkish and Religious Studies. We have arranged our classes so that they form teams with teachers of like year levels teaching alongside.

I feel confident that Isik College offers a comprehensive coverage of all areas of the curriculum from a team of teachers and school support officers that are committed and enthusiastic, with a real focus on students as individuals.

We have put together our first curriculum newsletter for this year. Hope it will give you an opportunity to read and find out what our students have accomplished during Semester 1. Enjoy reading!

Mr. Omer Ayvaz
Principal
Curriculum delivery is organised using an integrated curriculum model. A broad and balanced curriculum is offered at Isik College to all students P-6.

Teachers plan and implement units of work that incorporate knowledge, skills, values and attitudes from several learning areas together. This integrated curriculum model promotes student understanding and the acquisition of skills across learning areas. Differences in student’s learning styles are catered for by offering students opportunities to gather information and process and apply understandings through a wide range of vehicles such as, language, mathematics, art, etc.

The Victorian Essential Learning Standards (also known as VELS or the Standards) are being introduced from 2006. The Standards provide a new approach to curriculum from Prep to Year 10. They outline what is important for students to learn so that they progress in their learning from Prep to Year 10. Students' achievements in these years prepare them for their final years of study and the world of work.

The Victorian Essential Learning Standards include standards at six levels, broadly associated with Prep to year 10 areas of learning. All the standards are designed to engage students, build their confidence, offer varied approaches to learning and challenge them to achieve.

The priority is to give young people programs that provide them with opportunities to demonstrate achievement of the standards as they move from Prep to Year 10.

Through participation in a variety programs and competitions all children are encouraged to utilise their special talents and achieve at their own levels of expertise and development.

In general terms curriculum of each Learning Areas reflects and offers the following at Isik College:

At Isik we develop and implement a balanced literacy program across the school. We use Probe and Running Records to measure and evaluate student progress. In English, effective communication through reading, writing, speaking and listening is developed and encompassed within all that the students do.

Mathematics involves skills of observing, representing and investigating patterns and relationships in social and physical phenomena and between mathematical objects themselves.

In the teaching/learning processes undertaken at Isik, students demonstrate skills, knowledge and understanding by:

- Working in context
- Using problem solving strategies
- Investigating
- Applying and verifying
From the Curriculum Coordinator

The mathematics program emphasises skills as well as understanding and promotes an awareness of mathematics as an integral part of everyday life.

Integrated Studies aims to ensure access by students to the shared cultural and collective experience of all Australians and to prepare students to be objective participants in society. The students are encouraged to develop skills such as analysing, classifying and reasoning to manage the earth’s resources and to preserve the environment.

In Turkish students are exposed to use a language other than English (LOTE) and move between cultures which are essential for full participation in the modern world.

In Health and Physical Education opportunities are given for students to develop a range of personal skills to enable informed healthy lifestyle choices to be made. Children develop personal fitness, physical skills and the opportunity to participate in a range of sports.

The Library is an essential teaching and resource centre supporting all school curriculum areas. Children learn independent research skills, as well as fostering a love of literature and general knowledge.

Interschool Sport Children in Grades 4, 5 and 6 all participate in a range of summer and winter sports with other local schools during Terms 1, 2 and 4.

This year we are offering extra curricular activities for our students such as Music, Dance, Art, Reading, Folklore and Maths Club. Students are given an opportunity to choose in which area they would like to participate.

Overall at Isik College we aim to provide a safe and harmonious environment for students to achieve their best. Teachers work exceptionally hard both at school and with extra curricular activities to maximize students learning to their full potential.

The following pages will give you an opportunity to read and find out what our students have accomplished during Semester 1. Hope you enjoy Isik’s curriculum newsletter.

Curriculum Coordinator
Mrs Safak Goker Kamisci
Literacy is All Around Us

Literacy is defined as the united skills and knowledge of reading, writing and oral language. In order for children to become literate they must understand that the written word is a representation of the spoken word, and that both have a variety of forms related to purpose.

**Aims and Objectives**

To give children an environment which is safe and secure and provides encouragement for the development of all aspects of literacy: to read, write and speak with confidence, fluency and understanding.

To ensure there is quality of access and opportunity for all children to develop their literacy skills.

To ensure that all children achieve their full potential of literacy by the time they move from Primary to Secondary Education.

**Additional Support**

We have three teacher aides and two integration aides who provide support to and work with students experiencing difficulties within the classroom.

**Literacy Activities**

During semester one we held two Book Fairs to promote and encourage the love of reading. With so many titles and authors to choose from our Book Fair was an engaging event for all students from prep to year six. In addition to being a fantastic reading event, a percentage of our Book Fair proceeds went right back into our school to help achieve our fundraising goals.

Our focus this year is “RAISING READING & READING COMPREHENSION LEVELS”

To achieve this we are offering:

**Reading Recovery (grade 1)**

The students selected to participate in this program are those who, after a year at school, appear to be experiencing difficulties in reading and writing. The program offers one-one intensive teaching for 30 minutes each day.

**English Skill Building (grade 3-6)**

The students selected to participate in the English Skill Building Program are those who need extra support to achieve the expected level in literacy. During Semester 1 these students participated in reading activities which aims to improve their word recognition skills and their phonemic awareness. Students also take part in activities which focus on reinforcing skills such as; grammar, vocabulary building, spelling, comprehension and verbal expression.

**Our Goal**

Another goal for this year is to assess all students from years 2-6 on word recognition and reading comprehension skills. Our staff have implemented a new program called PROBE which is designed to provide in depth information about students’ ability to read and understand text. The results of the assessment will be used to determine teaching strategies to be employed to enhance students’ reading and reading comprehension levels.

*Mrs. Huriye Pulic, Literacy Coordinator*
Numeracy Skills

It has been a very exciting start to the 2007 educational year. All students have enthusiastically taken upon diverse numeracy challenges presented for them.

We began the year with the specific focus of improving students’ problem solving skills. Students have been presented with situations, and encouraged to use a variety of strategies to find solutions. To support students’ classroom efforts, a ‘Numeracy: Problem Solving Notice board’ was specifically created for the Grades 3-6 classes. Students had the option to be mathematically challenged by attempting to answer weekly problem solving tasks. I’d like to take the opportunity to commend those who took the initiative to further enhance their skills in problem solving.

During Term Two, all students from Prep to Grade 6 were assessed, using the Diagnostic Mathematical Tasks for their specified level. The results of these tests have been invaluable for teachers as it has helped to identify students’ specific needs in the area of numeracy. Students will revisit this assessment in Term 4, and undoubtedly we expect to see vast improvements in their learning.

I had the opportunity to visit classes from Prep to Grade 6 and conduct numeracy sessions based on Mathematical Games. Students were challenged to use quick thinking number skills, encouraging mental computation and problem solving. Students had plenty of fun and did a whole lot of learning as well.

The UNSW Mathematical Competition was also taken aboard this term. On the 23rd of May, 50 of our grades 3-6 students were administered with the test. Although we haven’t yet received the results, judging from the feedback of students who participated, it’s highly likely that we will be presented with pleasing outcomes. Students submitted their test papers with gleaming confidence!

Coming up on the 25th of July is the Australian Mathematics Competition for Westpac Awards. Students are eagerly waiting to partake in this event! Competitions such as these are optional for our students, but involvement is highly recommended. They promote a greater interest of mathematics in children, and an opportunity to be involved in a large scale experience. The benefits also include detailed reports based on children’s performance and a certificate or reward depending on outcomes achieved.

Coming up next term is National Numeracy Week, from the 3rd to the 9th of September. Students can look forward to celebrating mathematics and the importance of it in our lives. Many special activities are being planned for the week. These include a Maths Mastermind Quiz between the Grades 3 to 6s, a mathematical 5 cent trail, a Maths Games Day and maybe even a Mathematical Morning Tea!

We are certainly looking forward to an exciting, jam-packed mathematical semester!

Ms Demet Latifoglu
Numeracy Coordinator
Integrated Studies

Integrated Studies incorporates all learning areas. These learning areas include physical, personal and social learning, discipline based learning namely the humanities which covers history, geography and economics, and interdisciplinary learning such as communication, design, creativity and technology. Each term a different topic is selected, focusing on key elements and concepts from the above learning areas. In Integrated Studies students participate in a range of stimulating activities. These activities incorporate a range of thinking and learning styles. Participation in the program enables the students to develop ideas and knowledge about the world in a meaningful way.

For this semester the Integrated Studies Program has focused on the following topics:

(Further details are provided on each year level’s page in this newsletter)

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<td>Civics and Citizenship</td>
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School values education is also another important component of the Integrated Studies Curriculum and so far we have covered four of our eight agreed school values. These are: **Happiness, Respect, Community and Compassion.**

**How to help your child/ren at home:**

1. Assist your children to become more aware of the world around them. Talk to them. Show an interest in your child’s learning by asking questions.
2. Allow them to safely experiment with objects around the home. Discover how the objects are put together and work.
3. Discuss school work brought home. A simple drawing may be a record of detailed information that your child has gained about a particular topic.

Be a “resource” for your child/ren. Assist them in accessing information, artefacts, people, places etc. that may be relevant eg. books, videos, family treasures, visit museums, library and so on.

*Mrs. Kevser Kilic*

*Integrated Studies Coordinator*
LOWER PRIMARY

It has been an exciting year for the Turkish department. The students from prep to year 2 have been involved in many activities, which have excited the students and the teachers of Isik College. The students from prep to grade 2 participated in the 23 April Children’s festival (23 Nisan) celebrations. They had a very exciting time playing in the jumping castle and had lots of fun with the clown as well. All students had a chance to participate in these activities.

The infant Turkish department was introduced to reading, writing skills in Turkish. They were also introduced to school-based learning within the themes “My school, my family, animals and clothes. They had the chance to explore all these themes audio-visually and with hands on activities as well.

MIDDLE AND UPPER PRIMARY

In Lote classes we implement the communicative approach trying to make the students as active as possible in every aspect of learning process. Additionally, main focus is developing the four key language skills, reading, speaking, writing and listening.

The text book and the exercise book in middle and upper primary, Gökkusagi Türkçe 1 and 2, are used as main teaching resource.

In the middle primary department, we covered the units named “Hello What’s Your Name?”, “Where Do You Come From?”, “What Is This?” and “What’s The Time?” with

In Upper primary, we are following the story book, Yaylalar, which is a chapter book including 17 separate stories. Students summarize the stories or they act out the plot. We play educational games as part of the curriculum in order to cater different learning styles. Students prepare a project once in a term about the topics covered that term, then, they present their projects and get a mark. Homework is given once a week so that students could have several days to complete. They have one test and one exam each term.

Isik College also provides Turkish as a Second Language (TSL) classes for our students who come from a non-Turkish speaking background and willing to learn a new language which is widely spoken by the school community.

LOTE Department
Religious Education in lower primary places a lot of emphasis in helping students understand The Creator (God) and things we have been gifted with.

Students are taught many aspects of religion focusing on topics like:

- Principles of Faith
- Principles of Worship
- Life and stories of the Prophets
- Manners and good behaviours
- Interfaith dialogue

Students are exposed to a wide range of fun and engaging activities to keep them motivated and interested in the subject area.

Our aim for semester 1 Scripture was to introduce students to the essentials of the faith and bring to life the historic and cultural aspects of religion. We have also tried to promote a community spirit and civic responsibility that stretches beyond the personal to include a global perspective and understanding of individual faiths. Furthermore, students have been encouraged to live a healthy and active life, where they can develop in character; including the body, mind and spirit.

Isik College students have extensive opportunities to understand about interfaith issues and dialogue. Isik College caters the needs of our multicultural community in order to support harmony in Australia.

Isik College students in the Primary classes enjoy very challenging and motivating experiences in Religious Studies. Students involve in many rhythmic and creative activities that help them enjoy and understand the subject better. As part of the celebration of the birth of the Prophets students have been learning many songs that have been dedicated to the Them (peace be upon them).

Religious Studies curriculum and classroom activities are planned very carefully by Isik College Religious Studies Teachers; Mrs. Emra Han (Middle Primary Religious Studies Teacher) and Mrs. Gulcan Ayvaz (Infant P-2 Religious Studies Teacher) with the coordination of Mrs. Esra Dogan (Department Coordinator/Upper Primary Religious Studies Teacher).

Multiple Intelligences and different learning styles of students are taken care of while preparing the Religious Studies curriculum.

Religious Studies Team
Health & Physical Education

It has been a very busy and rewarding semester for our students. Our affiliation with district schools has continued this year and we were very fortunate to have the opportunity to participate in a variety of interschool sports. In term one our sports team participated in volleyball, rounders, basketball and bat tennis. The boys volleyball team did very well and earned a place in the finals which will be played towards the end of the year. I would like to thank Mr Mehmet Yilmaz for his continued effort with this team. Our thanks also go to Ms Guldem Gumus and Ms Demet Latifoglu who have been involved with the bat tennis, basketball and netball teams. Currently the sports being played are netball, soccer, kickball and bat tennis. The soccer team and kickball team is doing well at the moment having not lost a match. We hope their success continues.

In term 3 students from Grade 4 - 6 will be involved in the Athletics carnival and students in Grade Prep–3 will be involved in jump rope for heart. We would appreciate it if parents would support the students with this fundraising effort that supports a very important cause.

**Soccer**
- Ilhan Altuntas, Salih Sefil, Abdulkadir Colakoglu and Furkan Turkoz participated in the soccer zone trials and Ilhan Altuntas now has the opportunity to try out for State team selection.

**Cross Country**
- Students from Grade 4 - 6 participated in the District Cross Country run this semester. Furkan Turkoz (5th place) and Ilhan Altuntas (1st place) were eligible to participate in the Zone Cross Country run. Furkan Turkoz represented Isik College on the day coming in at 21st place.

*Ms Medine Cilek*

*Sport and Extra Curricular Coordinator*

The students in Year 1 & 2 have been participating in an extensive swimming program this term. The program has been very successful and we are very pleased with the skill and enthusiasm shown by our students.

*Mrs Saide Gungor, Swimming Coordinator*
Pastoral Care Programs (Girls)

Pastoral Care Department is concerned primarily with the emotional, academic and moral well-being of the students. The department works in coordination with the School Counselor, Classroom Teachers and families. For each year level Pastoral Care Teachers and Mentors are assigned for each class.

Pastoral Care department has following activities throughout the school year and school holidays. Some of these activities are:

- **Weekly after school activities** held in/outside the school (students’ or mentors’ houses, school’s pastoral care room, etc..) discussing the issues of that week having a small discussion session about cultural, moral and religious issues while having afternoon tea or dinner together.

- **Reading Camps**: For assisting in the development of youth, camps are held during school breaks. The camps have numerous goals ranging from having a good time, improving social skills, learning independence and team work, leadership training, and rehabilitation programs.

- **Celebrating holy nights** and share the joy of those nights through meaningful programs where the students have a chance to get information about those nights and have fun with their friends and teachers at the same time.

- **Excursions** provide very good opportunity to establish good friendship among students and develop bonding between teachers and students.

- **Music and arts activities** are an important part of student wellbeing. Grade 6 girls have a chance to participate the Sufi Music Choir with our music teacher and pastoral care volunteer Mrs. Gulsah Yıldırım. Grade 4 and 5 students have several arts session every week as part of their pastoral care curriculum.

*Mrs. Esra Dogan*
*Primary Pastoral Care Coordinator*
Reading Recovery

What is Reading Recovery?
Reading Recovery is a school-based early intervention program developed in New Zealand by Dame Professor Marie Clay to assist year 1 students who require additional assistance to be able to read and write as well as most of the other children in their class.

Reading Recovery provides a second opportunity for children having difficulty with literacy learning as the strategies used complement the Early Years reading and writing program that is provided daily by teachers in the classroom.

The Reading Recovery program has assisted thousands of children in Australia, Canada, Great Britain, New Zealand and the United States of America to make rapid progress in reading and writing.

In the Reading Recovery program, the great majority of children change from being ineffective readers to being active, independent problem solvers able to meet the challenges of the daily reading and writing program in the classroom.

Reading Recovery is a program based on a team approach. It is most successful when supported by the whole school community (principal, classroom teachers, early years coordinator, parents and school council).

The Reading Recovery teacher is a highly skilled literacy teacher within the school who is able to support and share knowledge with other early years teachers.

The Program
* Each child has an individual program designed in response to their particular needs by a trained Reading Recovery teacher.
* Each child has a daily, thirty minute Reading Recovery session. This is in addition to the daily regular classroom reading and writing program activities.
* Children participate in the program for approximately twelve to twenty weeks.
* Each day a child in a Reading Recovery program will take home familiar books to read, and a cut-up sentence to reassemble. If parents are able to spend time with their child to complete these activities daily the child’s learning will be further enhanced.

Reading Recovery Teachers
Reading Recovery teachers develop an accurate awareness of the effects of their teaching through sensitive observations of children’s reading and writing behaviour, and reflection and analysis of how they teach. This increased understanding enables them to assist the rapid development of children’s reading and writing.

At Isik college our Reading Recovery teacher is Mrs Akgun, who teaches several grade 1 students at our Eastmeadows campus. Reading Recovery students look forward to their daily lesson and thoroughly enjoy being active readers and writers!

Mrs. Emel Akgun
The Library at Isik College continues to offer an extensive collection of resources for borrowing. The two libraries at the Upfield and Eastmeadows campuses are now developing into sizeable collections and cater for the reading and research needs of all students from Prep. To Year 12. As literacy is always a priority of the curriculum, the Library concentrates on building up a collection of the best titles in Children’s and Young Adult Fiction, to support the development of literacy through reading at the College.

In addition the Library continues to build up an up to date collection of Non Fiction resources for students, including books and CD ROMs related to students’ research needs at school. The Library continues to resource new subject areas such as Art and Business Studies, whilst steadily developing existing specialist areas such as Literacy, Numeracy and Turkish.

Technology continues to be a high priority of the College and the students and staff at Isik College have access to the Internet and databases for their research needs from the Library. The Library is also developing its loans and catalogue with an updated Library Management System, Destiny School, to control the Library network across campuses. This will ensure that records for the campuses are shared and more easily accessible from any location. It will now also be possible for students to access the Isik College Library Catalogue from home via the internet as well as being directed to electronic sources of information through the Library. Access to external databases widens the scope of students’ research makes a wealth of information readily available.

The Library continues to raise funds for the purchase of books through the highly successful Scholastic Book Fairs organized at each campus. The College benefits from the sale of books through the Book Fairs, as the Library receives a percentage of the sales as commission. Through this extra funding the Library has been able to purchase considerably more of the best picture books and fiction titles for our younger readers.

The Library continues to be used for research, reading, and school community events such as visits from guest speakers including the Police, Careers Guidance Officers, visiting speakers from Turkey and student advisors from the universities. Students are encouraged to display their academic achievements in the Library and we have hosted a fine display of Medieval Castles this year. Being a curriculum resource, the Library supports the learning and engagement of all students and teachers with educational outcomes. It is always accessible to all members of the school community, including parents, teachers and students.

*Library Staff*
Speech Pathology

What is a Speech Pathologist?
Speech Pathologists have been trained to diagnose and treat disorders of speech and language. Depending on the child, Speech Pathologists assess and treat students who have difficulties with:

- literacy
- language
- voice
- stuttering (fluency)
- articulation (speech sounds)
- social skills

Speech Pathology at Isik College
The Speech Pathology Program is a government funded program and has been running at Isik College since 2001.

Students who attend speech therapy work in groups or individually with the Speech Pathologist or Speech Therapy Assistant. Speech therapy sessions usually run for 30 minutes on a weekly or fortnightly basis depending on the individual needs of each student.

The Speech Pathology Department consists of two Speech Pathologists and a Speech Therapy Assistant. Melissa Roussou is the Speech Pathologist who coordinates individual programs and conducts therapy sessions with the students and Nihal Altintas is the Senior Speech Pathologist who coordinates the entire program. Dilaver Tarpis is the Speech Therapy Assistant who also works with students. The Speech Pathologist devises individual speech therapy programs which are carried out by Dilaver.

Mrs. Melissa Roussou
Speech Pathologist
Available:
Mondays, Tuesdays – Eastmeadows campus (in primary building)
Wednesdays, Thursdays, Fridays – Upfield campus (located opposite Grade 5C)
Semester one has been a very productive and busy time of the year with many new and exciting experiences for the preps.

In Language, students begin to recognize familiar letters and words. They read well-loved or highly predictable books by using memory and pictures. They learn where a story starts and finish which way the print goes and how to use illustrations to interpret the texts. Students have started to relate their own ideas, experiences and knowledge when sharing books and other texts. Students have started to use prediction and their knowledge of the letter – sound system when reading simple texts. To write words, they are taught to draw on their knowledge of the alphabet and its relationship to the sound system and spelling choices.

Students learn the Victorian cursive standards letter formation and appropriate pencil grip for writing.

In Mathematics, students are given the opportunity to explore mathematics by using a range of concrete materials such as shapes, blocks. They discuss their everyday experiences and participate in directed classroom activities. These shared experiences enable the students to talk about and record mathematical ideas in simple ways.

Our Integrated Studies program integrates Science, Humanities, Health and Art. During Term 1, students were introduced to the theme School which included the topics ‘Myself’, ‘My family’, ‘My Friends’ and ‘My School’. In Term 2 students were introduced to the theme ‘Rain, Hail and Shine’. This included study of the vocabulary describing weather and simplified water cycle, practical experiments and observations, keeping a weather diary, constructing picto-graphs, making pictures of weather in a variety of ways and learning about safety precautions during thunderstorms.

During Term 2, in weeks 2 and 7, the Broadmeadows Fire Department visited the preps giving them an incursion on fire safety. Preps also visited the Melbourne Scienceworks - Planetarium. The program for the day included a session to watch ‘Tycho goes to the Moon’ and enjoy hands on experience at the ‘Nitty Gritty Super City’. The day was a very productive and an enjoyable experience for the students.

We look forward to students’ further improvement in all learning areas and to the challenges that next semester may bring.

GRADE PREP TEAM
PREP

PREPS HAVING FUN!
The first semester of 2007 has been busy for Year 1 students with many new and exciting experiences. They were presented with a variety of opportunities to develop and extend their learning in the classroom and beyond. Students were able to build on social, physical and personal skills.

In Language this semester students have further improved their phonics skills from prep with more emphasis on sound groups and have been introduced to a variety of spelling strategies. Students have written regularly recounts and creative stories and have been given opportunities to develop oral skills in “Share time”. Activities have been completed by students to develop an understanding of grammar, punctuation and general sentence structure.

Mathematics has seen the introduction of numerous concepts this semester. Students have begun to develop an understanding of numbers and place value, operations and mental computation techniques. An important focus for this semester has also been the use of spatial language when describing shapes and giving locations. Measurement activities with a problem solving focus has been an ongoing and integral part of the maths curriculum. Students have been enjoying hands-on activities and numeracy games which have helped consolidate concepts covered.

In Integrated Studies this semester students have focused on the topics: Healthy Foods : Eat for life, Travel : Transport & Safety.

Students were set a variety of tasks that allowed them to explore and demonstrate their understanding of the topics. They were encouraged to use the resources made available to them to gather information. They had opportunities to build models, prepare visual displays and evaluate their own learning. We have had an excursion to Essendon Traffic School to further develop an appreciation of the importance of travelling safely. This was enjoyed by all.

Ball handling skills and swimming were the focus areas of the physical education program this semester. Students thoroughly enjoyed the swimming program and showed pleasing progress during the program.

Values Education has been an integral part of our curriculum this semester. We have specifically focused on Respect, Happiness, Compassion and Community. This program was incorporated into all our curriculum and classroom activities. Students understanding of these values were further enhanced by the involvement of the Year 9 Mentor students (girls’ campus). They helped our students understand the importance of our school values through hands-on activities.

This semester has been an exciting one with students and teachers settling into our new classrooms. We look forward to another productive and enjoyable semester.

GRADE 1 TEAM
GRADE 2

In grade 2 the English curriculum moves beyond familiar personal stories. In their language lessons, students began to read and write letters, fairy tales, information paragraphs and instructions. Their personal writing about their weekends and other experiences has been made more realistic with the addition of dialogue, description and reflection.

In Mathematics they have begun using two and three step strategies for addition and subtraction both mentally and on paper. They also began learning times tables.

In term 1 the Integrated Studies topic was ‘Communication’ and the term 2 topic was ‘Food and Culture’. Students discussed and wrote about their own experiences and thoughts and learned about others. They learned sign language words and some ‘Auslan’ songs.

They read many stories about the place of food in a variety of cultures, including their own. In term 1 we had a ‘get to know each other’ picnic at Coburg Lake. At the end of term students participated in a day of cultural exploration at CERES in Brunswick.

They enjoyed our Harmony Day and Turkish Children’s Day celebrations. On those days children came to school with casual clothes and participated in activities such as banner painting, a jumping castle, novelty races and a visit from a clown who told stories, gave children balloons. Grade 2s also continued their ‘Learn to Swim’ program at Broadmeadows Leisure Center.

GRADE 2 TEAM
GRADE 3

What a busy time the Grade 3 students of 2007 have had. During Language class, students have been developing their skills in writing recounts and narratives. Students have also had practice in writing procedural texts, information reports and exposition. Students have been fine tuning their proof reading and punctuation skills, where they have been editing their own work. Students have been using the home reading program as a means of developing fluency and their love of reading. Students made a special visit to the Dromkeen Gallery, where we looked at Australian Children’s literature. Students explored how picture books are made, and how the various drawings are formed.

During Mathematics class, the focus has been in improving knowledge of the four operations, that is addition, subtraction, multiplication and division. Students have been studying hard to learn their multiplication tables. Students have also gained knowledge about 3 dimensional and 2 dimensional shapes, fractions, angles, time and problem solving.

In Integrated Studies, students have been enjoying themselves quite a lot. Term 1 focused on cultures, where students explored the traditions of other countries, also investigating their geographical make-up, emblems, national symbols, celebrations, and cultural dress. During term 2, students have been learning about the human body, discussing healthy eating, exercise, and the various organs and systems of the human body.

The grade 3 students have been working hard and should be congratulated on an excellent semester. We look forward to working with the students in developing their skills further and hope the students continue to have more exciting experiences.

GRADE 3 TEAM
GRADE 4

The first semester of 2007 has been a very productive time for students of Grade 4. They were presented with a variety of opportunities to develop and extend their learning as well as build upon their physical, personal and social skills.

It has been a very busy and exciting start for our language program, as we revisited the writing genres of Recount, Narrative and Procedure. This aimed to improve students’ written English skills and included a focus on grammar and punctuation.

Students wrote personal recounts about their best and worst days, their families and their favourite secret places. Interesting and entertaining narratives were produced, ranging from suspense about a stormy night to comic strips of their favourite jokes.

Many students also produced procedural texts about how to locate a pirate’s treasure to writing recipes of how to make toast and fruit salad! Their writing has been shared with much enthusiasm.

The other focus for the Semester was on identifying reading comprehension levels. This included the introduction of a new assessment tool, the Probe.

In the area of Mathematics, the grades 4s have focused on improving their automatic recall of number facts and times tables. We are pleased to announce that we have many students who have not only passed their 12 times tables, but also their 13s and 14s! Learning times tables are the key to a better understanding and application of future number concepts.

During term one Grade 4 students had the opportunity to explore the topic of ‘Our Place in Space’.

Students studied the characteristics of each planet, the features of the Sun and the Moon, including day and night and the seasons. Students produced remarkable and informative work on topics like Earth’s structure, atmosphere and the continents.

Grade 4 students went on an excursion to IMAX to view ‘Space Station 3D’ and the ‘Forces of Nature’. Students really enjoyed the 3D effects which enabled them to feel as if they were actually floating in space!

Term 2’s main focus was on the Human Body. Students studied the systems of the human body, as well as the function of our internal organs.

This was such an invaluable experience for them, some walked out truly inspired, a few nauseous from the smell!

Students also participated in an incursion from ‘Kidz Bodz’, which enabled to further students’ understanding of our digestive system.

Overall it has been a very productive start to the year and we look forward to more exciting and challenging experiences in semester 2.

GRADE 4 TEAM
GRADE 5

It has been a very exciting and busy time for the Year 5 students during the first half of the year. Students encountered various educational and challenging opportunities to develop in all areas of the curriculum.

Our Language program allowed students to express themselves in a variety of ways. Our program included grammar, comprehension and word study activities. Students developed their writing skills through our genre writing program which exposed our students to numerous writing styles such as recounts, information reports, narratives, descriptive reports and explanation reports. Our spelling program, Spelling Mastery, is an extensive program which allows students to fully develop their spelling skills.

The Mathematics Curriculum is a continuous challenge for the students where our main focus this semester has been in the areas of number operations, measurement, working mathematically, structure and space.

Our exciting Integrated Studies Program thrilled the students in term one with the topic ‘Dinosaurs’. Students had the opportunity to investigate different types of dinosaurs, prepare a dinosaur diorama and present a project with an oral presentation to the class. Students had the opportunity to watch Dinosaurs 3 D at Imax and also visit the museum to view dinosaur fossils. Overall our day at both Imax and the museum was an enjoyable and educational experience. During term 2 students were busy studying the topic Environment. All students were eager and curious to find out about the diverse environment and the changing ecosystems around us. Students found out about renewable products and the implications of our spending and the damage it causes to Earth. Furthermore students explored the school community and investigated the different species we share the school ground with.

Students enjoyed looking at dinosaur models and fossils.

Students also visited the museum and explored different minibeasts.
Camp begins with Grade 5! For most students this experience is an unforgettable memory that involves being away from home for the first time. This highlight included a three day camp at the heart of Phillip Island where students stayed at Adventure Park resort. Students enjoyed participating in a variety of activities that included crate climbing, indoor rock climbing, archery, flying fox, short rope course and volleyball. The students also attended the penguin parade and waited patiently for the penguins to arrive. One of the exciting places the students visited was San Remo where they watched pelicans being fed.

Students also went for a boardwalk along the beach side exploring the coast.

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Ms Sirin with students during the bus ride

Ms Pulic and Ms Cilek relax on the bus coming home.

Students had a great time during crate climbing.

Students performing their item during performance night.

Ms Yilmaz takes a walk with students.

What a view!
Gr. 6 'Think globally, act locally'.

Look at us now!

This year the grade 6 team of students, staff and of course families, have confirmed a stronger sense of engagement and commitment to well-being and personal development.

The grade 6 curriculum has promoted students to develop interpersonal and social skills. During term 1 our Integrated Studies theme was based upon the areas of Civics and Citizenship. Students explored issues such as rights, responsibilities, levels of government, voting and laws. For many, the Canberra camp provided an unforgettable experience into politics, science, arts and culture. We had 5 days to explore the national capital, highlights including the War Memorial, Questacon, High Courts, Old and New Parliament House, National Museum of Australia, Australian Institute of Sport and much much more!

Geography skills and an insight into the rich environment and cultures of South East Asian neighbours during term 2 proved to be intriguing. Students made references to maps and atlases, as well as other secondary resources. How well do you know your neighbours? What are they really like? These questions were quite significant during oral classes, particularly when referring to international relationships between different countries. The rational behind the study was to promote harmony and take active responsibility as community members, to ‘think globally and act locally’.

During this unit, students visited CERES Community and Environment Park, located in Brunswick, to take part in an Indonesian cultural program. Students experiences traditional Indonesian music and puppet shows, made batik art, bargained and played Indonesian games. On 31st May, there was an Asian invasion at our campus. Yes, the grade 6 students arrived at school in vibrant traditional Asian clothes, such as the Sari, Shalwar Kamez or Sarong. Our students enjoyed many activities on the day such as origami, calligraphy, dance, yoga and language lessons. Who could forget our very special Asian lunch J

Inter-School Sports and Clubs have also been a much welcome addition to our curricular and extra-curricular calendar. Physical activity is most certainly an essential part towards health and well-being. Not only do we recognise the physical benefits such as increased fitness, but we all can acknowledge the social and personal benefits too. The grade 6 students continue to train hard and demonstrate team work in every aspect of their learning.

The term one Grade 6 language program included relevant domains and standards from the Victorian Essential Learning Standards. The curriculum program incorporated key focus areas: spelling, genre focus, grammar, novel study, comprehension and reflective journal writing.
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The spelling focus included a sequential teaching and learning program from the *Spelling Mastery* text. The genre focus included two main components: *Information Report* and *Newspaper Report*. Students read, interpreted and responded to various examples of both genre styles. Assessment tasks were required for both genres. Students produced writing tasks following the different purposes and structures of both genres.

The grammar focus included: nouns, collective nouns, present tense, action verbs and adjectives. Grammar focused learning activities were integrated into all aspects of the language program. For example: while reading an information report on Genghis Khan, teacher identifies key language features and relevant grammar and/or students identify and recognise language features while reading, writing and listening.

The novel study focus was a combination of comprehension activities including literal and inferential questions, summarizing, storyboarding, word studies and character analysis from the novel *Charlotte’s Web*. Students read and responded to the literary type; they interpreted unfamiliar ideas/information and presented for different purposes.

The comprehension focus was a selection of key texts (main reference *Comprehension Once A Week*) specifically selected to integrate with the genre and novel studies focus of the language program. The comprehension focus was further enriched with students viewing ABC’S *Behind The News* (B.T.N.) program followed by interesting and stimulating learning activities. The reflective journal focus enabled students to use a range of vocabulary and apply a variety of sentence structures.

Grade 6 classes completed at least 7 hours of mathematics lesson per week.

During each week students completed some number tasks as well as tasks from other strands of mathematics. During Semester 1 these strands predominantly included space and measurement activities. To develop their understanding of these strands students completed written exercises from their text books, worksheets and hands on exercises.

Students were given the opportunity to process written problems. They read and interpret bank statements which they thoroughly enjoyed as it gave them an insight into how adults interpret bank statements. Students also constructed a 3D model of a dodecahedron prism.

Students’ assessment included short quizzes, class work, homework and tests.

It has no doubt been fruitful and rewarding watching our students develop their skills and we are looking forward to graduating in style.

GRADE 6 TEAM