

[www.jamiesonps.vic.edu.au](http://www.jamiesonps.vic.edu.au)

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#### Principal's Report

When Sudanese-Australian middle distance runner Peter Bol was a student, his teacher asked him if he would volunteer for the 400m at their school carnival. He asked, "How far is that, Miss?". She replied: "Once around the track" and he said, "Yes, Miss. I can run."

When I read that last night, before Bol's heroic 800m attempt at Tokyo that culminated in a fourth, I was reminded of our students at Jamieson Primary.

In the first week of this term, our students were thrown back into remote learning. We found out too late to send items home or even to say goodbye and good luck. I called and spoke to almost every student on the Friday to ask how they were going and if they thought they could do the remote learning work. The answer was consistent: "Yes, Ms Madin. I can do it."

Mr Moyle and I flew into action to get our new online platform up and running. We were still learning how to use it ourselves when I asked the students on Monday if they could work it out. "Yes, Ms Madin. I can do it."

We had issues getting onto Google Meet and students didn't see each other's smiling faces for days; only phone calls from their teachers tethering them to our learning community. Could they wait? "Yes, Ms Madin. I can do it."

We are back at school but learning challenges keep coming. Can you choose the right grapheme to match the phoneme you're saying? "Yes, Mr Moyle. I can do it." Can you figure out how big each square in our grid needs to be with just the information I have given you? "Yes, Ms Madin. I can do it."

That one phrase—I can do it—sums up the spirit of Jamo kids. They can ask for support, they can make mistakes, they can try and try again and in the end: they **can do it**.

Hannah Madin

#### Jamieson Primary School

No. 814

Department of Education and Training

Term 3, 2021 — Issue 1

*Learning Together Respectfully to Achieve our Very Best.*

Principal: Hannah Madin

BM: Leanne Allen

Teacher: Ben Moyle

ICT: Sandra Hall

Cleaner: Stormee Hanemann

#### DATES TO READ AND REMEMBER

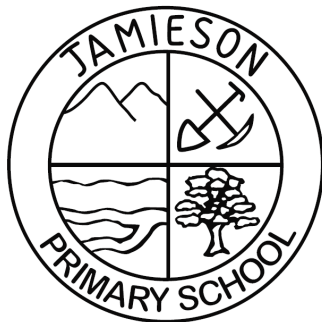
Please log on to [www.jamiesonps.sentral.com.au](http://www.jamiesonps.sentral.com.au) for calendar updates & parent messages

Thursday, August 5	<ul style="list-style-type: none"><li>Lunch order day</li></ul>
Monday, August 9	<ul style="list-style-type: none"><li>Curriculum Day (student free day)</li></ul>
Thursday, August 12	<ul style="list-style-type: none"><li>MARC—please return any overdue books!</li><li>School Council 4pm</li></ul>
Thursday, August 19	<ul style="list-style-type: none"><li>Lunch order day</li></ul>
Friday, August 20	<ul style="list-style-type: none"><li>Cross Country Skiing</li></ul>
Monday, August 23	<ul style="list-style-type: none"><li>School Review Final Day</li></ul>
Thursday, August 26	<ul style="list-style-type: none"><li>MARC</li></ul>
Friday, August 27	<ul style="list-style-type: none"><li>Cross Country Skiing</li></ul>
Monday, August 30	<ul style="list-style-type: none"><li>Mason birthday</li></ul>
Thursday, September 2	<ul style="list-style-type: none"><li>Lunch order day</li></ul>
Friday, September 3	<ul style="list-style-type: none"><li>Cross Country Skiing</li></ul>

#### Note on Cross Country Skiing:

At this stage, I feel confident skiing will go ahead. State regulations mandate that anyone over 12 accessing the mountain must show a negative Covid result in the 72 hours prior to the trip—as our students are all under 12, this will only affect staff and parent helpers.

We will continue to monitor the situation and keep our fingers crossed!



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### **Our literacy focus:**

#### **Weeks 1—5**

##### **Procedural texts**

- We are learning to read and write procedural texts
- We can explain the purpose of procedural texts
- We can explain the structure of procedural texts
- We can write clear instructions for someone to follow
- We can use the correct verb form to give instructions

#### **Weeks 6—10**

##### **Information texts**

- We are learning to read and write information texts
- We can explain the purpose of information texts
- We can explain the structure of information texts
- We can write about interesting and appropriate facts
- We can use formal language to prove our credibility

**Both text types tie in with our Inquiry unit, which focuses on habitats in the local area.**

### **How you can help:**

#### **Procedural**

Work together with your child through recipes, instruction manuals and games.

Ask your child to explain how to perform a simple—or complex—task. Follow their instruction to the letter. Sometimes the results are hilarious!

#### **Information**

Go for bush walks or explore your garden to find out about the local environment. Use scientist eyes—make observations instead of assumptions.

### **Our numeracy focus:**

#### **Number**

##### **Number patterns and algebraic thinking**

- We are learning to recognise and create number patterns
- We know that patterns repeat
- We can identify patterns
- We can build our own patterns
- We can use patterns to solve problems

##### **Measurement and Geometry (Wks 1—5)**

##### **Location and transformation**

- We are learning about mapping
- We can follow verbal, written and symbolic directions
- We can read and create maps
- We can code people and robots to follow directions

##### **Statistics and Probability (Wks 6—10)**

##### **Chance**

- We are learning about probability
- We can predict an outcome
- We can make decisions based on our predictions
- We can use mathematical processes to increase the accuracy of our predictions

### **How you can help:**

#### **Number patterns and algebraic thinking**

Practise skip counting in the tens, hundreds or thousands.

Notice and discuss patterns in everyday life.

#### **Mapping**

Use directional language (up, down, left, right, east, south, quarter).

Create mudmaps of the local area or places of particular interest.

Conduct scavenger hunts.

Draw maps of mythical lands or map the land in a story you've read.

#### **Chance**

Play heads or tails.

Discuss the likelihood of events occurring.