



JUNIOR SCHOOL NEWSLETTER

TERM 2 – WEEK 2 EDITION

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2	2 nd May	3 rd	4 th Casey 360 Bus	5 th GSC House Cross Country (at school)	6 th Casey 360 Bus
Week 3	9 th Year 7 & 8 Netball Try-outs	10 th NAPLAN	11 th	12 th NAPLAN	13 th NAPLAN
Week 4	16 th NAPLAN	17 th Junior Girls AFL	18 th	19 th Junior Boys Netball	20 th

In this week's edition

In this week's Newsletter, we discuss the importance of attending school every day, reflect on this week's RISE session, find out about the 'Takeover Melbourne' Project, and provide information on the upcoming NAPLAN testing. Please see our 'Celebrating Student Achievements' section to see what our Junior School students have achieved this week!

Seeking Support and Help from Junior Sub-School

Our Junior Sub-School team understand that students may be nervous settling into their new classes and school environment. The Junior School team is here to support you, to help guide and navigate you through Year 7 and 8. Don't be afraid to come to the Junior Sub-School if you have any enquiries or need any assistance.

2022 Junior School Team

Year 7 Team Leader



Ms Panayi

Year 8 Team Leader



Mr Speirs

Junior School
Leader



Ms Turner

Assistant Principal



Ms Dickinson

Attendance Support



Bianca Collard

Student Support



Ta-J Haisila

Every. Day. Counts.

Going to school every day is the single **most important** part of an adolescent's education.

Attending and participating in school every day will help adolescents to develop:

- important skills and knowledge to help them engage in lifelong learning
- social and emotional skills, such as good communication, resilience and collaboration

There is **no safe** number of days for missing school. **Each day** a student misses puts them behind and affects their educational outcomes. It can lead to fewer subject choices and may impact on achievement in Years 11 and 12 as well as post-school pathways.

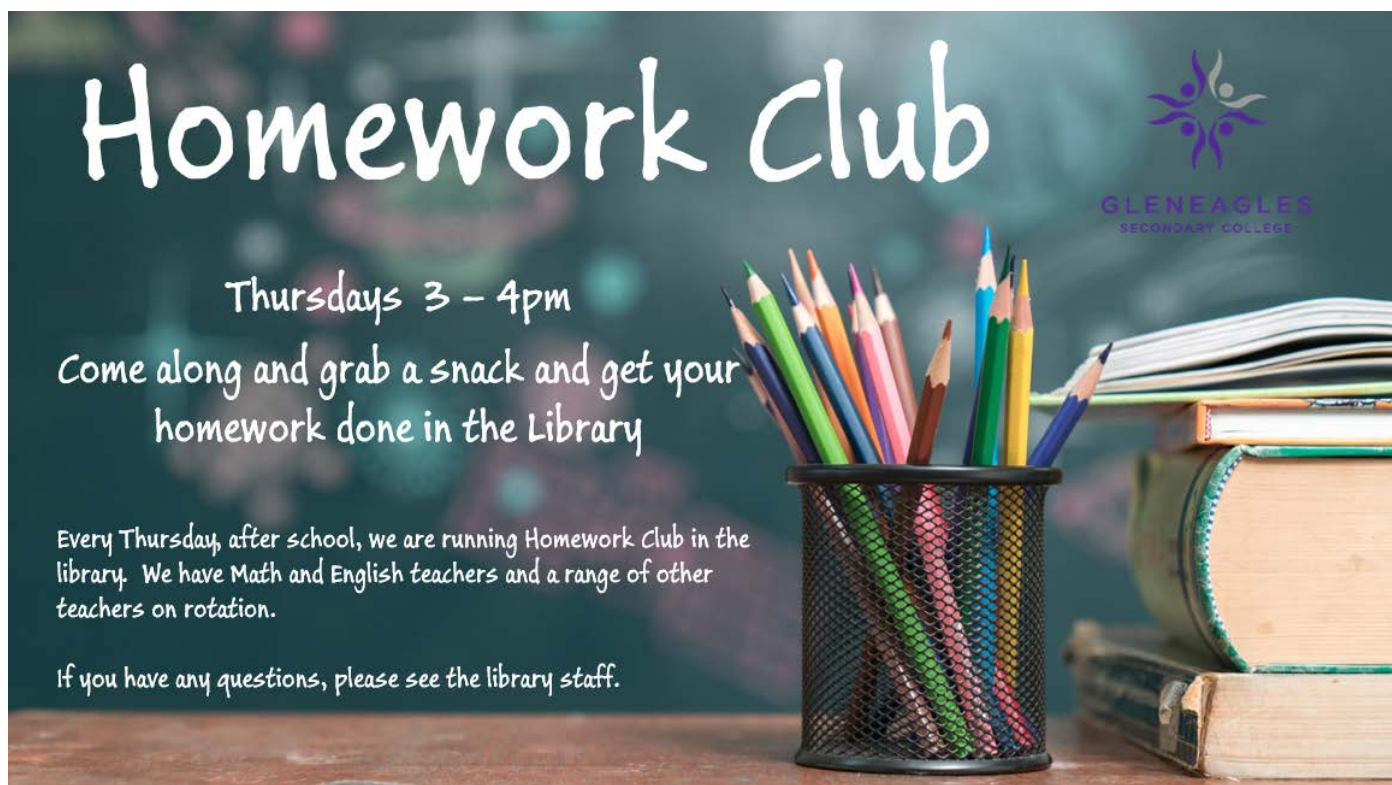
It is never too late to improve attendance. Going to school has a significant positive impact on the educational, social and wellbeing outcomes for adolescents. They develop **good habits** by going to school every day - habits that are necessary to succeed after school, whether in the workplace or in further education.

Addressing attendance concerns **early** will make all of the difference in improving a student's attendance and engagement in school.

For parents and carers:

It is very important to communicate with the school regarding **any** student absences:

- Act early if you have any concerns by contacting the school and asking for advice and support
- Remember that every day counts
- Talk positively about school and the importance of attending every day
- Communicate promptly and openly with the school about all absences
- Seek help from the school if you are concerned about your child's attendance and wellbeing



Homework Club

Thursdays 3 - 4pm

Come along and grab a snack and get your homework done in the Library

Every Thursday, after school, we are running Homework Club in the library. We have Math and English teachers and a range of other teachers on rotation.

If you have any questions, please see the library staff.

GLENEAGLES
SECONDARY COLLEGE

RISE session: 'Goal setting'

In this week's RISE session, Junior students participated in a 'Sailboat workshop' run by their homegroup teacher. A sailboat workshop tactic helps students to identify a specific goal, their motivations for achieving it, and the possible barriers that may impact on their progress.

In this activity, students were asked to visualise themselves as a boat and their goal as an island. As a homegroup, students can support each other to build their strategies for achieving their individual goals. The following example was used to support students in understanding the process of setting goals and overcoming obstacles that can get in the way:

Goal: To use my emotional management strategies

Boat (strategies):

- Refer to my Ready to Learn Plan
- Identify and reduce triggers
- Engage in positive self-talk
- Look for positive emotions
- Make a conscious choice about how to respond to situations
- Seek help from supportive adults when needed



Sail (drivers):

- Self-improvement
- The need for coping mechanisms
- Ability to recover when situations don't go my way

Anchor (barriers):

- Lack of emotional management strategies
- Need to make time to strengthen my strategies

Students were then encouraged to develop a personal statement for how they would use their current strategies to overcome the barriers that stand in the way of them achieving their goal.

NAPLAN 2022

On Tuesday 3rd May, Year 7 and 9 students attended an Assembly to take them through the arrangements for the upcoming NAPLAN testing. *The Presentation can be found in this week's Newsletter, after the section on 'Celebrating Student Achievements'.*

NAPLAN is a point-in-time assessment that allows parents and carers to see how their child is progressing in literacy and numeracy. It also provides additional information to support teachers' professional judgement about student progress.

All students are expected to participate in the NAPLAN tests and in class practice activities.

Test Dates are as follows:

Tuesday 10th of May: Reading

Thursday 12th of May: Writing

Friday 13th of May: Language Conventions

Monday 16th of May: Numeracy

Catch up days will be held on Tuesday 17th of May and Wednesday 18th of May for students who may have been absent.

Students may be withdrawn from NAPLAN by their parent or carer. This is a matter for consideration by parents and carers in consultation with the Principal and NAPLAN Coordinator. If you decide to withdraw your child, you will be asked to sign a Student Withdrawal form as a matter of urgency. Exemptions may also be granted to students with additional needs and to students who have been learning English for less than one year.

Please contact Ms Salehi (NAPLAN Coordinator) as soon as possible to make these arrangements.

	10.05 Tuesday	12.05 Thursday	13.05 Friday	16.05 Monday	17.05 Tuesday	18.05 Wednesday
	READING	WRITING	LANGUAGE CONVENTIONS	NUMERACY	<i>Catch up NAPLAN sessions will run across period 1-5</i>	
HG & P1	Year 7 & 9	Year 7 & 9	Year 7 & 9	Year 7 & 9		
P 2&3						
P 4&5	<i>Catch Up NAPLAN sessions</i>					

Takeover Melbourne

From the end of last term to the start of this term, Year 8 students have been focusing on the topic Takeover Melbourne. The ABC's Takeover Melbourne Project gives young people from Melbourne the power to shape how they are portrayed in their communities.

In this unit of work, we have been looking at young teens' stories to inspire us to plan, write and record our own. People from the ABC came over to talk about the 'Takeover Melbourne Workshop' and help us kickstart our story ideas. We wrote down challenges, passions, and our strengths to narrow down our ideas. Eventually, once we have written the stories, we have the option to share it with ABC and have a chance to be one of the 29 winners and have our story shared on different platforms. To plan our story, we had to look at the 7 stages: **establishing the world, inciting incident, rising tension, climax, resolution, and the closing image**. Our story is meant to help and inspire other teenagers to share and express their own stories and thoughts and feelings.



~ Written by Isobel 8H



In the topic of Takeover Melbourne, the Year 8s have learnt about the stories from numerous wonderful people all throughout Melbourne. Along with this we have also learnt about what sort of life stories we could be using for our CAT, where we are supposed to write about a personal life story and get marked on how well it was written. We also learnt about the story structure that goes along with it from least exciting, to thrilling. It has been a good, but difficult journey to try and make up our own stories for this. I'm sure once we get to the writing part, it will all work out for the better. This has been especially fun with my amazing teacher for homegroup, and digital literacy, Mr. Ding.

In summary, takeover Melbourne is a really interesting topic, with interesting stories that I hope everyone will cover at some point and I hope for some great stories from my fellow Year 8s.

~ Written by Nathan 8H



Stories, challenges, achievements, and opportunities were all crucial things that years 8's took away from the 'takeover Melbourne' workshop, last week in digital literacy. A representative from ABC came and guided us through the program and all its positive outcomes. Takeover Melbourne is a tv and radio program, it shares short stories from the youth of Melbourne, and finds out what is important to us. They then vote for the winners (approximately 35) and then work with them to help make their goals come true. We reflected and evaluated things that had happened in our life, this could be a change, a challenge, or an event to write about. But this program wasn't just for the writers in the year level, but for anyone who has a story to share, whether this be by writing, audio, or video.

~ Written by Maddie 8H

Celebrating student achievements

Year 7 English – Persuasive Speeches

In Term 1, our Year 7 English students were asked to write persuasive speeches and present them to their class, focusing on memorisation of their arguments, vocal tone, breath and nerve control, eye contact and presenting with confidence. Our students soon realised the key to a successful presentation was research and preparation. We would like to share a few of the speeches our students wrote and presented to their peers for their first ever, somewhat daunting, high school English CAT. ~ Ms. Adamopoulos

Why animal testing should be banned completely

~ by Charlotte Irby 7B

Animal testing is a bad issue that has been around since the 3rd and 4th centuries but as of the time of this presentation it has only been banned in some countries. Animals were used for testing as it was seen to be helpful in the development of numerous lifesaving treatments for both humans and animals. It is still happening in some countries, including your own.

Animals that are kept for testing are confined to cages, socially isolated and traumatised. They are deprived of everything that is natural and important to them. In America alone more than 100 million animals are killed each year, these include dogs, cats, rats, fish, frogs, guinea pigs and birds. These innocent animals are used for biology lessons, drug, food and cosmetic testing. Before their deaths they are made to inhale toxic gases, tied up and placed in restraints for hours, some have holes drilled in their skulls and even their skin burnt off. They are treated as disposable lab equipment, instead of animals that have feelings, like a lot of pets we have at home, that are loved.

Animal testing is inhumane and wrong. Would you like to be locked up in a cage and poked and prodded and treated like that? It is wrong. Internationally, more than 41 countries have laws now that limit or stop testing cosmetics on animals. On the first of July 2020, cosmetic testing on animals was banned in Australia. Also, a lot of products in stores now have labels stating that they are animal cruelty free.

Even though Australia has banned animal testing for cosmetics we are still testing in other areas. This places Australia in the top ten countries that allow animal testing in the world. With China being first with 20.5 million and Australia sitting fifth with 3.2 million.

This just proves that more needs to be done to help save these innocent animal lives. Animal testing must be banned and I have no doubt that you all agree. Thank you for your time.



The School Day Should Start Later

~ by Isabella Lay 7C

Do you struggle to get up, eat breakfast, and be ready and productive before 8:30am? When you arrive at school, do you find it difficult to focus and get to classes on time then do productive work before 10am?

Like me, do you wish school would start later in the day?

Firstly, I believe School should start later because science has proven that learning is most effective between 10 am to 2 pm. There are currently schools that operate in Finland that start later and the students are happier, more productive, and healthier because they are well rested.

School starting later gives students more time to do their homework and more time to rest. Teenagers aged between thirteen and eighteen years should get eight to ten hours of sleep as it's been proven that this leads to us having more energy and better concentration skills.

Secondly, studies such as [verywellfamily.com](https://www.verywellfamily.com) have shown that delaying school by thirty minutes can have a great impact on teens, not only by helping them have a better sleep, but by reducing their intake of caffeine or other energy sources.

Finally, schools that start later have happier students that are better able to concentrate and be productive during their lessons, because more sleep gives us more energy to concentrate and focus during class. Just imagine how much more relaxing your nights would be, and how much easier your mornings would be if you didn't have to rush to get to school by 8 a.m. You would have more time to enjoy activities, and you could take your time to enjoy your breakfast.

In conclusion, school should start later because teenagers need eight to ten hours of sleep, Finland has proven that starting school later makes the students happier, productive, and healthier, and studies have shown later school starts can even lower caffeine consumption. I'm sure you all agree that starting school later won't be a bad idea since more sleep gives us higher energy levels, greater focus, and concentration, then we would all arrive at school on time if the bell doesn't ring until 10 am.

Recognition of RISE achievements

During week 2, **284** Junior School students were recognised for their positive behaviour; for demonstrating Respect, Inclusion, Stamina, and Excellence. It is wonderful to see students striving for success and demonstrating the school values within our community. The Junior Sub-School team is so proud of all students for their continued resilience and perseverance to achieve positive outcomes.

Congratulations 7G for receiving the highest number of positive RISE posts in week 2. 7G received a total of **71** positive posts, well done! 8H received the most positive RISE posts in Year 8 **again**, with a total of 48 positive posts.

Congratulations to the following students for their outstanding demonstration of RISE during week 2:

Sophia Vagenas

Jake Stratton

Tia Lonsdale

Amelie Carmont

Eli Heta

George Tanousis

Marcin Szeliga

Laylani Ngatokorua

Lachlan Hillenga

Carter Khouzame

Maddison Harrington

Analise Vicente

Elliana Kozaris

Isabella Toplak

Ben Short

RESPECT

We value ourselves,
others and our
environment

INCLUSION

We welcome and
celebrate all

STAMINA

We build our capacity to
embrace challenges

EXCELLENCE

We have pride and
confidence in everything
we do



WHAT IS TOM?

Tournament of Minds (TOM) is an Australian educational program developed especially, but not exclusively, for talented and creative students across all sectors of primary and secondary school education.

It provides a dynamic approach to learning, whilst developing students' enthusiasm for experimentation, problem finding and problem-solving.

Students are formed into vertically grouped team structures at Primary and Secondary levels, and undertake one of the four discipline groups: STEM; The Arts; Language Literature; and Social Sciences.

The team members work together for six weeks - without assistance from teachers, parents or peers - to develop a creative way to communicate their solution to a panel of judges and an audience, working within pre-determined parameters, complex criteria and the deadline of Tournament Day.

The teams must also participate in an unseen Spontaneous Challenge® on the day.

AIMS & OBJECTIVES

Tournament of Minds' aim is to enhance the potential of our youth by developing diverse skills, enterprise, time management, and the discipline to work collaboratively within a challenging and competitive environment.

TOM is dedicated to increasing the chances of success that, as a society, we capture and grow the gifts and talents of as many students as possible. We believe that the first requirement for achieving such an outcome is that we value, reward and celebrate intellectual excellence, creativity and originality. The second requirement is the recognition that this is a team endeavour - the enormous challenges facing our world require us to learn how to work in teams.

Therefore, we promote a team activity that thrives on overcoming challenges and values creativity, originality, diversity, respect and encouragement in addressing challenges across the spectrum of science, technology, arts and humanities.



The Tournament of Minds' objectives are:

- To promote the stimulation of real, open-ended challenges;
- To develop creative problem-solving approaches and techniques;
- To foster cooperative learning and teamwork;
- To promote knowledge and appreciation of self and others;
- To encourage experimentation and risk-taking;
- To expand and reward creative and divergent thinking;
- To stimulate a spirit of inquiry and a love of learning;
- To develop enterprise; and
- To celebrate excellence.

If this appeals to you, or even if you are unsure, please fill in the appropriate Microsoft form attached here:

Yrs 7-10

<https://forms.office.com/r/GXzc2kBKU8>

Yrs 11-12

<https://forms.office.com/r/ZB6PjBBueK>

If you would like more information please contact Mr. Pearson or Mrs Kinnersley

NAPLAN ONLINE



Next week all year 7 and 9 students at Gleneagles and across the state will be completing NAPLAN testing in literacy and numeracy.

The tests provide an opportunity for all students to demonstrate their knowledge and understanding in these areas.

The results provide important information for students, families and teachers, to ensure that all students are being met at their point of learning need and for teachers to provide more targeted teaching to support academic growth.

The tests also provide our students with an opportunity to demonstrate our school value of excellence and demonstrate pride and confidence in everything we do.

NAPLAN Team

- *Ms Salehi*
- *Ms Mcluskie*
- *Mr Ding*
- *Mr Young*
- *Ms Dickinson*
- *Mr Cameron*
- *Year 7 & 9 Team leaders/ Sub-school leaders*

All Year 7 and 9 HG Teachers will be:
'Test Administrators' and extra support teachers

When?

	10.05 Tuesday	12.05 Thursday	13.05 Friday	16.05 Monday	17.05 Tuesday	18.05 Wednesday
	READING	WRITING	LANGUAGE CONVENTIONS	NUMERACY	<i>Catch up NAPLAN sessions will run across period 1-5</i>	
HG & P1	Year 7 & 9	Year 7 & 9	Year 7 & 9	Year 7 & 9		
P 2&3						
P 4&5	<i>Catch Up NAPLAN sessions</i>					

Where?

- All NAPLAN sessions will run in allocated NAPLAN **rooms** (will be the same room each session and an event will show up on your compass)
- All NAPLAN sessions will run by your **HG teachers**
- In the case of HG teacher being absent, the NAPLAN session will be allocated to a **NAPLAN trained staff member**

Reminders:

- Check NAPLAN schedule
- NAPLAN lockdown browser should be on your desktop
- Restart your laptop
- Charge your laptop/ bring charger if your batteries don't work well
- **Headphones/earphones**
- Bring a Reading book
- **Student not allowed leave class during the test/ after test to go to their lockers**
- **Students not allowed to play games or use their laptop once they have finished their test, you can read/colour in or work on puzzles**
- Ask questions if you don't understand how to function the browser
- Withdrawals/exemption to see Ms Salehi
- Practice using the demo site to build confidence
- **Demonstrate RISE Values**

Types of Questions on the Online NAPLAN Test



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01 : 59
Hours Mins

Hide time

Sequencing
Drag and drop

YEAR 7 READING

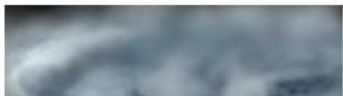
Animals from the sky

Reports of all kinds of animals falling from the sky date back almost two thousand years: not only frogs, but fish and mussels, lizards and salamanders, spiders and worms—even baby alligators.

There have been all kinds of theories to explain these strange happenings. In the early 19th century, scientists thought that violent winds could lift animals, carry them aloft and then drop them in a new landscape. More recently, scientists have studied the enormous power that can be generated by weather phenomena such as waterspouts and tornadoes. They believe these vacuum cleaners of the weather world are capable of sucking up small animals, lifting them to relatively high altitudes, transporting them over large distances and then allowing the unfortunate creatures to fall to earth in a localised area.

This recent theory seems to be supported by the types of animals that are mostly found in these showers: small and light, and often aquatic. It is further strengthened by the fact that a rain of animals is usually preceded by a storm.

However, this theory doesn't yet account for why a powerful storm selects animals from just one species and not an assortment of



Place the following events in the order in which these scientists believe this could happen.

The animals are lifted into the air.

The animals fall from the sky.

A waterspout forms near the animals.

The animals are transported for long distances.

1

2

3

4

Back

Flag

Next

Fill in the blank/complete the sentence & compare and contrast two texts

Drop down box; use tabs to view each text

YEAR 7 READING

Strange weather

Animals from the sky

Text #2

Text #1

Wongarron Times

Strange weather in Wongarron

Lee Burns

Yesterday around noon the locals of the small western town of Wongarron were surprised when storm clouds overhead released a shower of frogs instead of water!

The unlucky amphibians tumbled down on the township for about five minutes.

Local businesswoman June Marin was outside her shop when the deluge started.

'They have taken up residence in the duck pond,' said council gardener Doug Pitt, 'so they'll be safe enough there'.

Scientists say that occurrences like this are rare but have happened before.



Use the tabs to look at both *Strange weather in Wongarron* and *Animals from the sky*.

Choose the words that best complete this sentence.

It is most likely that *Strange weather in Wongarron* would appear in a while *Animals from the sky* would appear in a .

Back

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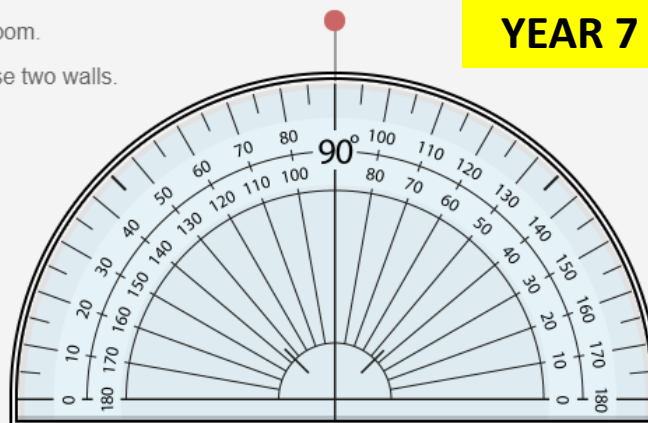
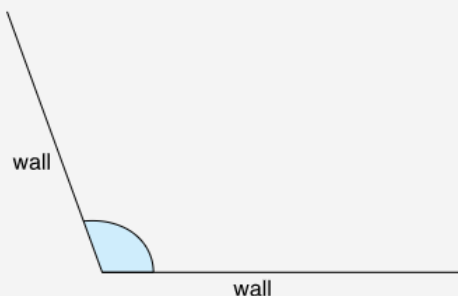
Next

Measuring angles Use the online protractor



0:00 / 0:19

Max is building a cabinet for the corner of his living room.
He needs to know the size of the angle made by these two walls.



What is the size of the shaded angle, to the nearest 10°?

YEAR 7 NUMERACY

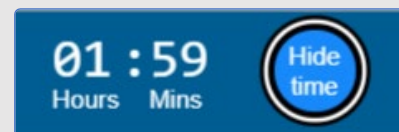
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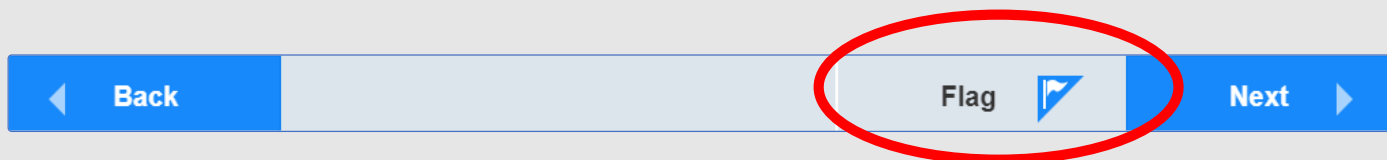
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Understanding of the Test Format and Structure for Online NAPLAN

- You can choose to hide the timer

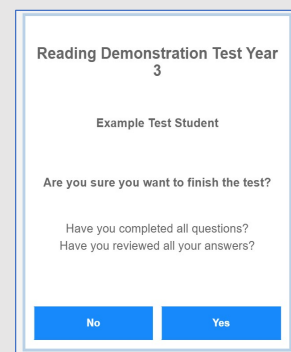
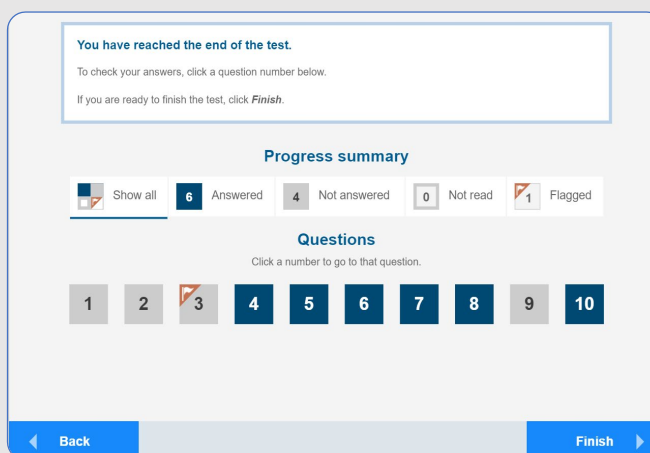


- Avoid spending too much time on one question; you can flag questions on the online system and come back to that question at the end of the testlet



- Teach students to go through **the test twice**; with the online test, it is pivotal that students go through their questions at the end of the testlet as once they have moved on to the next testlet, they **cannot return back** to the previous one

Strategies to Support Your Students Understanding of the Test Format and Structure for Online NAPLAN



Practice demo site

- <https://www.nap.edu.au/online-assessment/public-demonstration-site>