



IMPORTANT DATES FOR TERM 4 (subject to change)

Keep up to date via the Skoolbag app or our website www.taps.vic.edu.au

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1 Oct	4	5	6	7	8 School Review
Week 2 Oct	11 School Review	12 School Review	13	14	15
Week 3 Oct	18	19	20 School Council	21	22
Week 4 Oct	25	26	27	28	29
29Week 5 Nov	1 PUPIL FREE DAY	2 MELBOURNE CUP HOLIDAY	3	4	5
Week 6 Nov	8	9	10	11	12
Week 7 Nov	15	16	17 School Council	18	19
Week 8 Nov	22	23	24	25	26
Week 9 Dec	29	30	1	2	3
Week 10 Dec	6	7	8	9	10
Week 11 Dec	13	14	15	16	17

ONLINE BANKING - Account Name -Toorloo Arm Primary School Council
BSB 063 832 Acc No 1002 2188

Please include details - Surname and description e.g. Fees, uniform, camp etc.

Dear Parents and Carers,

Welcome to term 4 and thanks to all families for their cooperation and understanding of the current recommendations from the Chief Health Officer for a staggered return of students to the classroom (see table on the next page). All of our teachers will be doing their utmost to reconnect with all children in their class, prioritising their wellbeing and their essential learning for term four. Our grade 3-6 teachers will be running some of their Google Meets with their whole class whether children are onsite or remote so that children can begin reconnecting with one another and seeing each other's smiling faces.

As a school we have a busy week with our school review taking place at the end of this week and early next week. This is an extensive look at our school culture, climate and successes and helps guide the strategic direction for the next four years, so we are really hitting the ground running this term.

COVID Safe Behaviours

Stay home if unwell

The most important action school communities can take to reduce the risk of transmission of COVID-19, is to ensure that any unwell staff and students remain at home and get tested even with the mildest of symptoms. Younger children may have prolonged post viral symptoms such as a runny nose or cough may return to school following a negative COVID test. They will need a medical certificate from their GP to confirm they are otherwise well or have recovered from their acute illness. We acknowledge that many parents have been doing this and thank them for their vigilance.

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Practise good hygiene

All staff, students and visitors to school should undertake regular hand hygiene, particularly on arrival to school, before and after eating, after blowing their nose, coughing, sneezing or using the toilet. Sharing of food is not permitted and the use of non-contact greetings is encouraged.

Super Heroes Wear Masks

We have been teaching the children the importance of wearing masks to keep themselves and everyone safe from the spread of COVID 19. It is parent’s responsibility to provide a mask for children to wear to school. We have purchased some kiddie’s masks if children forget to bring theirs along. Please contact your child’s classroom teacher if you have any concerns.

Parents Onsite

Parents are required to wear a mask on school grounds and remain socially distanced. Parents who need to enter the building must QR code in or check in via the office. We also have a density limit of 2 adults at one time at the office so please, wait outside for your turn. If you would like to speak to your child’s teacher, feel free to contact the office and we will do our best to get in touch.

Vaccination for school staff

The Victorian Chief Health Officer has determined that COVID 19 vaccination will be mandatory for all staff who work in schools. TAPS staff are well on their way to meeting this requirement, giving parents peace of mind.

Return to school plan – Regional Victoria

Year levels	From Monday 4 October	From Wednesday 6 October	From Monday 11 October	From Tuesday 26 October
Prep	□	□	□	□
Year 1-2	□	□	□	□
Year 3-4			Tuesday-Wednesday	□
Year 5-6			Thursday-Friday	□
Year 7			□	□
Year 8-9			Tuesday-Wednesday	□
Year 10			Thursday-Friday	□
Year 11		□	□	□
Year 12 (VCE units 3/4 and final year VCAL and IB)	□	□	□	□

Key: □ return to onsite five days

Vulnerable children and children of people on the authorised provider and authorised worker list are able to continue attending onsite.

Once again thank you for doing the right things that help to keep our school open and our community safe. Kindest regards,

Kerry Hughes

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0/1A

Hello and welcome to Term 4! What a year it has been so far! I'm so proud of all the students and what they have achieved. I can't wait to see what else they achieve this term! The students are enjoying being back with their friends and have returned with great mindsets, ready to soak up all the learning term 4 has to offer. This week we are focusing on the High Frequency Words bought and little, learning how to read them within sentences and practising writing them. We are continuing to look at long vowel sounds, with a focus this week on the spelling pattern ou/ow like in out/clown. In writing, we are going to be using our knowledge of the structure of a narrative to plan, write, edit and publish or own narrative. In maths, students will continue to refine their addition and subtraction skills by counting on and counting back, we are also going to begin our work on probability, data and statistics.

Finally, students are being strongly encouraged to wear face masks in the classroom, thank you to all the parents and carers that have assisted us with this by providing masks, it is greatly appreciated. By Wednesday students will also need a school sun hat as the weather is starting to warm up again.

Thanks, have a great week!

Eliza Cunningham

0/1B

Welcome back, I hope everyone had a lovely break and you are ready for a very busy last term.

This week we are looking at:

Reading

- Sound position – where do we hear the sound...
- Reading comprehension – We will be looking at what is happening in the story and why.
- We are focusing on the sound 'ou' using the letter combinations 'ou' and 'ow'. Student will also be revising the digraphs 'th', 'wh' and 'sh'.

Writing

- For the next fortnight students will be consolidating their knowledge of narratives. They will create their own, working through the full process of planning, creating an orientation that sets up the story, writing a climax that builds and resolving their story answering any unanswered questions. They will then move through the editing and publishing stages.

Maths:

Place Value – looking at the difference between numbers and digits and how to make the highest value using different digits.

Data and Graphing – we will be exploring different ways to gather data and how we can represent the data using different graphs.

Integrated Studies: Rights & Relationships

Stress Management: Students will identify what happens to their bodies when they get stressed, events that make them stressed and strategies that can help them.

Have a great week,

Miss Cock

1/2A

Welcome to Term 4!

I hope everyone had a wonderful holiday! The students have loved being back with friends and have settled nicely back into the classroom. We would like to say a big welcome to Ruby, who has be joined our class.

Remember that we need to wear our school hats in term 4. Please have them in by Wednesday, we will keep them in our tubs so they have less chance of being forgotten at home.

Literacy

Our writing focus for this term is Book Reviews. The students have begun to look at examples of book reviews and what is needed to be included. They will also be introduced to the text we will be basing our first book report around and getting knowledge ready to engage with the text.

Our sound for this week is the long A. They will be exposed to this through explicit teaching and small group lessons.

In reading, we have been split into smaller, need specific groups. They will complete guided reading as well as activities surrounding key vocabulary, a book response, sounds activities and sentence building.

Maths

We have started Money this week. This topic will run for the full week and we will look at recognising and ordering Australian coins and notes, skip counting with coins, finding similar values and understanding how to pay through a shop scenario challenging task.

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Show and Tell

This week our show and tell will also be on Thursday. The students who are doing show and tell are:

Chloe

Ray

William

Ruby

Have a great week!

Miss Castleman

3/4AB

Welcome to Term 4 grade 3/4s and families.

Although we have to wait a little longer to be altogether, we, Miss Haldane and Mrs Murray are really excited about our first focus for literacy this term...figurative language. "What is figurative language?" I hear you ask? It is where language is used in a way that is not how we would usually use it. It is used to make our stories more interesting. Authors use it all the time. Let us give you some examples:

Ms Haldane had to drive forever to get to her destination and when they arrived, Mallacoota felt like a ghost town. The travel was worth it because her friend caught a fish the size of a dolphin. It had a million bones but that was okay because the taste was out of this world. After eating her share of the meal, Ms Haldane slept like a log.

The sun greeted Mrs Murray as she and Daisy began their morning run. The cows in the paddocks told Daisy that they weren't ready to play so she kept running. Some cars slowed when they saw them, while others raced passed at the speed of light. Mrs Murray felt like the tortoise as Daisy bounded down the road like a hare but they finished the run together.

Figurative language comes in many forms. This week we will be looking at **similes, metaphors, hyperboles and personification**. Each of these forms of figurative language use different devices and by the end of this week we hope that you can identify which forms of figurative language have been used where in the recounts above.

Our maths focus is money so this week students will be seeing how much it costs to buy all the things they want, planning meals and calculating the cost of these meals. This topic provides the children with the opportunity to: plan, add, work with decimals and budgets and investigate. We have also included a fluency activity – Number Trails. In this activity, student will start at a specified number (given each day in Google Classroom/maths) and keep adding a constant number (also provided in Google Classroom/maths) for 1 minute. Students are encouraged to:

- Improve their score of total numbers written each day.
- Recognise patterns as they are working to assist them to predict the next number.
- Identify patterns in the number they write (there will be multiple patterns to identify each day);

We are looking forward to having all the 3/4s at school next Tuesday and Wednesday. In the meantime, please keep doing some work each day, jumping on Google Meet and sending messages to your teachers when you want to tell them what you achieved or if you need help. Google Meets are at the new time of 9.30 am for 3/4B and the old time of 10 am for 3/4A , then 2pm for both classes.

Have a GREAT WEEK!

Ms Haldane, Mrs Murray, Lisa, Lizzie, Shelley and Mr Stubbs

5/6 News

Hope you had a great break over the holidays, we are pretty lucky here in East Gippsland to be able to enjoy this beautiful place where we live, aren't we? We are so grateful about the news that we are all going to be back on-site next week, even though it is a bit off and on, so let's see if we can **make the days count, not count the days!**

It is a bit confusing but as we write this, the staggered plan for return to school is:

All Grade 5/6 to return to school NEXT week for 2 days:

Thursday 14th Oct

Friday 15th Oct

Then the same again the following week for 2 days:

Thursday 21st Oct

Friday 22nd Oct

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Google Classwork is up and running, and it was terrific to see students jumping straight into their learning, both onsite and at home. It really has been a fantastic start, well done everyone.

Our focus this week in Literacy has been to read about the power of having a dream. We will be refreshing a learning or personal goal for the term. Students will be given the opportunity to think, visualise and create an action plan of their own to support them moving forward to their dream.

This wellbeing focus is also highlighted in our journal writing activities. We encourage students to reflect on two or three things that they are grateful for at least a couple of times a week, to reset thinking and point the attention to what is going ok for them at that moment. Perhaps at home you can check in with your child and share with each other what you are grateful for too!

Students have been sharing their thinking and we all agree that we are grateful that we can travel around with relative freedoms compared to our city counterparts.

Some things that we are grateful for include:

Our families and friends, our pets, mountain biking on the rail trails, around town and Mt Taylor, Mini Golf, going to the cinema, seeing relatives, cousins and grandparents, the skatepark, going on the boat and going camping.

Our maths program will be revision of fractions concepts, which follows on from the work on multiplication and division last term. We also strongly encourage all students at home to keep up the Study Ladder and WUSHKA also to support the consolidation of learning in spelling, reading and mathematics. Have a great week and please let us know if we can further support your child in their learning.

Ali and Barb

FRENCH

Bonjour à tous and welcome back for term 4!

This term, Prep to grade 2 will continue their work on learning how to talk about where they live. We'll then move on to talking about who they live with and their opinions on where they live and some food. For grade 2 students, there will be an increased focus on reading and writing in French.

For grades 3-6, our topic this term will be "Food". While learning some words on food, we'll also review the concept of gender of words (masculine OR feminine), learn how to express our likes and dislikes, what we eat and how to conjugate 80% of the French verbs in present tense (with all subject pronouns: I, you, he, she...)

I am keeping my fingers crossed that everybody can indeed get back to school from next week.

I also would like to take this opportunity to let you know that I am expecting my second child. If everything goes well, I should still be able to finish this school year with you.

Take care! / Prenez soin de vous!

Madame Samson

ART

Welcome back! This week will see students begin to examine the idea of 'upcycling' – where throwaway objects can be combined to make artworks very different to their original purpose. Such things as plastic bottles, tin cans, practically any single-use product can be upcycled into a new product – stay tuned!

Jobi Laybourne



✓ KNOW YOUR DAILY FIRE DANGER RATING



The Fire Danger Rating predicts fire behaviour (should a fire start) and how dangerous it would be to put out. The higher the rating, the more dangerous the conditions. Fire Danger Ratings feature in weather forecasts during the fire season. To check your district's daily Fire Danger Rating, visit cfa.vic.gov.au or call **1800 226 226**.

WHAT DOES IT MEAN?	WHAT SHOULD I DO?
CODE RED	<ul style="list-style-type: none"> > These are the worst conditions for a bush or grassfire. > Homes are not designed or constructed to withstand fires in these conditions. > The safest place to be is away from high-risk bushfire areas.
EXTREME	<ul style="list-style-type: none"> > Leaving high-risk bushfire areas the night before or early in the day is your safest option – do not wait and see. > Avoid forested areas, thick bush or long, dry grass. > Know your trigger – make a decision about: <ul style="list-style-type: none"> – when you will leave – where you will go – how you will get there – when you will return – what you will do if you cannot leave.
SEVERE	<ul style="list-style-type: none"> > Expect extremely hot, dry and windy conditions. > If a fire starts and takes hold, it will be uncontrollable, unpredictable and fast moving. Spot fires will start, move quickly and come from many directions. > Homes that are situated and constructed or modified to withstand a bushfire, that are well prepared and actively defended, may provide safety. > You must be physically and mentally prepared to defend in these conditions.
VERY HIGH	<ul style="list-style-type: none"> > Well-prepared homes that are actively defended can provide safety – check your Bushfire Survival Plan. > If you are not prepared, leaving bushfire-prone areas early in the day is your safest option. > Be aware of local conditions. Seek information by listening to ABC local radio, commercial and designated community radio stations, or watch Sky News TV, visit emergency.vic.gov.au, call the VicEmergency Hotline on 1800 226 226 or via National Relay Service on 1800 555 677.
HIGH	<ul style="list-style-type: none"> > Check your Bushfire Survival Plan. > Monitor conditions. > Action may be needed. > Leave if necessary.
LOW-MODERATE	<ul style="list-style-type: none"> > If a fire starts, it can most likely be controlled in these conditions and homes can provide safety. > Be aware of how fires can start and minimise the risk. > Controlled burning off may occur in these conditions if it is safe – check to see if permits or conditions apply.

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