

INSIDE IVANHOE

Ivanhoe Primary School Newsletter

Issue 6 – 7th March 2019

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From the Principal.

Dear Parents and Community.

Student Voice

What are our students' hopes and dreams for the future? Over the next few weeks I'm going to ask them the following questions. What would you do if you were the principal of the school? What would you do if you were the Prime Minister of Australia? And, if you had one wish that was not about yourself that would change the world what would it be? No coaching please.

How do you think they will respond? Quite frankly I have no idea. Watch this clip <https://www.youtube.com/watch?v=izTxdUU10Xc> it made me smile and feel hopeful! Let's bring students' voices into conversations and give them more agency in decision-making?

Pancake Day

Pancake day was a great success. Thank you to Jenny and Rita and the parent volunteers that helped make this special morning tea a success. Without community support these events couldn't happen so thank you for your support.



School Swimming Sports Update

Our enthusiastic swim finalists proudly raced and represented IPS. Everyone swam well achieving the following excellent results. Aden 3rd butterfly, Claudia 3rd breaststroke, Hannah 2nd butterfly and 4th freestyle and Arthur - 3rd breaststroke. Well done to you all and thank you from your school.



Term 1

Monday 11 th March	Labour Day Public Holiday
Sunday 17 th March	Working bee- Foundation and friends
Monday 18 th March	School Photo Day
20 th – 22 nd March	Grade 4 Camp
Monday 25 th March	Foundation students start full time
Friday 5 th April	Last Day Term 1



DESPERATELY SEEKING

Class Representatives - Can you help.

The role of the Parent Representative is to maintain good communications links with our community and to provide support for the classroom teacher. Ideally there is a representative linked with each class.

In essence, the role of the Parent Representative is to assist and support the classroom teacher and to provide an additional informal communication link between the school and community. Parent Representatives provide a valuable point of contact for the teacher to communicate to the rest of the parents in their class. Parent Representatives will establish a class phone or email list which can be shared with the parents in the class, being mindful of some parents need for privacy.

The relationship between the Parent Representatives and the teacher is a sensitive one and relies on goodwill and consideration to achieve common goals that benefit the students and the school. Some issues that come to the attention of the Parent Representative will need to be treated as confidential, and may need to be referred to the teacher or the principal.

Expectations of Parent Representatives is flexible, taking in to account the time each rep has to give to the role. Ultimately, how and when a Parent Representative is used within the classroom is decided by the classroom teacher.

An important role for the Parent Representative is to develop a supportive relationship with other parents in the class. He/she is not expected to carry out all the tasks that may arise and hopefully he/she will be able to engage most parents in the arranged activities and to share the tasks throughout the year.

Parent Representatives may be involved in one or more of the following activities:

- Contact with new families.
- Coordinating class support for the teacher for activities such as classroom helpers' sessions and helpers for excursions or special activities.
- Assist with raising interest in fund raising activities such as encouraging families to attend and organising class groups to participate in school social events. This may be particularly beneficial for individuals and families who don't frequent the school and therefore may not feel comfortable turning up without knowing someone familiar.
- Encourage working bee participation.
- Coordinate support such as flowers or meals for families who may need some temporary extra assistance.

Child's Name: _____

Guardian 1 FULL NAME: _____

Guardian 2 FULL NAME: _____

Preferred Contact Number: _____

Email Address: _____

Please return this section of the newsletter to your child's classroom teacher. Thank you

Slow Down Kids Around

This week the Year 4s sent a message to the motorists in Waterdale Rd. "Slow down there are kids around".

Roads are complex and very busy places that change from minute to minute. Let's get the road safety message out there.



Welcome Ms Knowles and thank you Mrs Rodriguez

Welcome to Veronica Knowles who begins this week as the new teacher of Grade 1S. Ms Knowles has taught in Melbourne as well as in London. Please make her feel welcome say hello if you see her. Sadly this means the class says farewell to the fabulous Mrs Rodriguez who has worked so well with the class and the team for the first part of this term. Mrs Rodriguez is known to most of the students as one of our “go to” relieving teachers so we will continue to benefit from her expertise.

Specialist Showcase : What am I learning about today?

Physical Education – Violet (1M)

“I am learning to pass the baton to other people”.



Art – Hamish (1Z)

“I am learning to draw a boat”.



Music – Leroy, Louis, Vivienne and Madeleine (4L)

“We learn to play lots of different songs...the recorder notes...some singing...and dancing”



Italian – Henry (1K)

“I am learning instructions in Italian”.



Staff Parking Issue makes a headline.

heldelbergleader.com.au

Fines add up for teachers

Frustrated over lack of staff parking

Anthony Piovesan

TEACHERS at Ivanhoe Primary are averaging two fines a year as they grapple without a dedicated space for staff parking.

School principal Mark Kent said staff must shift their cars every couple of hours, and sometimes park five blocks away, to escape being slugged with the parking fines.

"I was fined twice last year — the council won't supply staff with parking permits, so now I just get dropped off to get around it," he said.

"The street is always empty — staff are always shuffling around their cars, or others simply park further away where they have more time between having to shift their cars."

Banyule Mayor Cr Wayne Phillips said the council was not in a position to issue parking permits for non-residents of Banyule.

"The responsibility for provision of parking for staff and parents at schools lies with the Department of

Education and Training," he said.

Australian Education Union Victorian branch president Meredith Peace said they were aware of the issue. "This has been particularly difficult since the council introduced two-hour timed parking several years ago," she said.

"The safety of staff and students must be paramount, particularly after-hours, and safe access to cars must be ensured.

Ms Peace said the union understood the council's position, but encouraged more consultation between the school and the council.

"Often schools have been successful working with local councils to find solutions," she said.

"We encourage the council to proactively consider some possible solutions such as staff carparking permits — similar to a residents parking permits, an analysis of any vacant land that could be utilised for carparking, or changing the two-hour parking limits."

Context for this week's Leader article.

As the area around our school becomes more congested and the enrolment numbers continue to go increase we continue to strategise how we might best meet the needs of our students on a block of land that will not increase in size.

One of our issues is staff parking and as the article says staff at school – not just teachers – continue to receive fines from the local council for overstaying in two and four hour zones because they cannot leave their classes or are attending to other school business.

We will continue to endeavour to negotiate with local council and hopefully they will provide a number of permits for staff at IPS.

What the article does not mention is the piece around congestion at pick up and drop off due to the lack of thoroughfare through Ailsa Gve and Tate St or the increasing pressure of traffic endangering the safety of our students / your children.

If you are in a position of influence to leverage council decision making please let me know how we can collaborate to create a change.

Confidence

Independence

Persistence

Resilience

Respect

Digital Learning Technologies at IPS.

Three years ago we introduced the Voluntary Digital Learning Technology Co-contribution so that we could build some strong foundations for the achievement of enhanced learning outcomes in this important area.

In 2019 we will be continuing to invest in the tools and knowledge required for teachers and students across all year levels. Our primary focus for this year is:

1. Further increasing student access to technology tools and resources; such as 3D Printers, web conferencing devices, coding and robotics.
2. Increase student access to Innovative furniture for collaboration.
3. Develop and resource a STEM program.
4. Subsidise science and technology related incursions.
5. Increase access to regular technical support.
6. Support and teach staff to increase their confidence and capacity to use technology in the classroom with your children.



Since we began the DLT initiative, feedback from parents of students entering Year 7 is that IPS students are now starting secondary school with the right technological skills, aptitude and attitude to learn. Four years ago technologically speaking IPS was in the lowest quartile compared to the other government schools and now we are somewhere near the top. Thanks to the dedication of our staff, the enthusiasm of our students and your support.

As many will relate to – it is one thing to master new technology yourself, it's another thing all together to teach it to someone else! We are absolutely committed to providing the tools and building the capacity of our teachers so they can make our DLT vision a reality. Make a voluntary contribution [click here](#)

Tips to Help your child succeed at school.

LITERACY – HELPING YOUR CHILD TO WRITE

If your child struggles to write then help them. Here is a strategy:

- Ask your child to talk about an experience or something that interests them.
- Ask your child what part of the conversation they would like you to write down.
- As your child is talking, write down their ideas. Use their language
- Ask your child to describe back to you what you wrote down or ask them to read back the writing.
- Your child may want to draw a picture or create something to match the writing.

Encourage your child to take over some or all of the writing when they feel confident. When your child starts writing, try the following:

- Discuss the topic to give your child some ideas to explore. This gives them confidence to begin writing.
- Teach your child any vocabulary they might need.
- You can encourage your child by writing on a similar topic alongside them. Then you can share your writing with each other and discuss the differences.

Each week in the IPS Newsletter or on the IPS Website look for “Tips to help your child succeed at school.”

Thank you.

Mark Kent (Principal)



Visual Arts News

It is wonderful to see the children bringing their smocks to Art. There are still many students who do not have a smock. It is essential that all students have an art smock at school as art materials can easily stain school clothing. A large old shirt is acceptable as a smock. Please make sure your child's smock is clearly named. The smocks are kept in a box in your child's classroom.



The art room is still in need of small plastic containers with lids, ice cream containers or smaller please. Just drop them off at the art room.

Parents are more than welcome to visit the art room, during your child's art lesson or after school.

Gill Dowker and Tanya Roberts.