



Wanniassa School Newsletter

Week 10, Term 3, 2022



ACT
Government
Education



Dear Parents and Carers

The Directorate has announced two pupil free/staff planning days for term 4, Friday 28 October 2022 and Monday 28 November 2022. These days are highly valued by teachers and we appreciate your ongoing support and understanding. Teachers use this time to complete training, plan learning for the remainder of the term and will then begin working on the year ahead.

Teachers will not be allocating any additional work to students for these days, however, 7-10 students may choose to use these days to catch up on outstanding work or complete their assignments. As always, if your child cannot be at home for these days please contact us and we will arrange for them to be supervised by relief staff.

There has also been a change to how and when you will be notified about COVID-19 cases at schools. From the beginning of next term, we will notify you via text message if there is a higher number of cases in a year group or class. This change aligns with the recent change in public reporting by ACT Health. We will continue to have COVID Smart measures in place to support the health and wellbeing of everyone at school.

It is still a requirement for anyone who has attended school while potentially infectious let us know. This information is an important tool to help identify any potential outbreaks or areas of concern at our school so we can keep our parent community informed. All schools also provide this data to the Education Directorate and ACT Health each week.

To help reduce the impacts on learning as a result of illness, please remember to:

- Stay up to date with **COVID-19 and influenza vaccinations**.
- Do not attend school if unwell or if you have tested positive to COVID-19.
- Practise good hand and respiratory hygiene.
- Wear a mask when appropriate.

If your child or young person is a household contact, they may attend school as long as they do not have any symptoms and have tested negative for COVID-19. Please follow [ACT Health advice](#) and let us know by contacting the front office 61421870 or 61421840.

Kate

Dates to Remember

WholeSchool JuniorSchoolSenior School

Week 1

Mon 10 October - First day of Term 4

Week 3

Thurs 27 October - Twilight Community Fair

Fri 28 October – Pupil Free Day

Week 4

Thurs 3 & Fri 4 Nov – **Year 9 Camp**

Week 8

Mon 28 November – Pupil Free Day

Wed 30 November – **K-6 Xmas Spectacular** Wed

30 November – **Year 10 Formal** Friday 2

December – **Year 10 Graduation** Week 9

Wednesday 7 December - K-9 Awards Thursday

8 December - **Year 6 Fun Day and Graduation**

Week 10

Friday 16 December - Last Day of Term 4

School Board

Parent Members

Andrew Vella
Victoria Lamb
Melanie Perks

Teacher Members

Melanie Coffill
Stefan Latham

School Leadership Team

Kate Marshall

Cymantha Cantrill

Joanna Lambert

Stefan Latham

Ellen Ingold

Janelle Jack

Rebecca Naughton

Melanie Coffill

Peter Freeman

Kirsten Vizjak

Darren McCrea

Rebecca Owen

Principal

Deputy

Deputy

Deputy

Business Manager

P-K

1/2 & 3/4

5/6 & LSUA

STEM

English & HaSS

Arts/Tech & PE

Student Services

Student Absences

If your child is absent due to illness or needs to leave early to attend an appointment during the day, please call or email us to let us know. Alternatively, you will receive an SMS if your child is not in class by 9am. You can reply via text. Every student arriving after 9am must sign in. If leaving before 3pm please let the office know via phone or email before 1pm so we can arrange for your child to come to the front office. Students must be signed out by a parent or carer. Don't forget to include your child's full name, the reason for absence (illness, leave, appointment) as well as your contact details.

JUNIOR CAMPUS

JC Library News

Book Week on the Junior Campus was wonderful! We dressed up as book characters and hosted local Author, Jennifer Bardsley. A big thank you to families for supporting our Book Fair. This now gives the JC Library \$550 in Scholastic Dollars to spend on brand new resources for our students!



JUNIOR CAMPUS

JC STEM News

It has been a busy and fun Term 3 in STEM on the Junior Campus. This term has been focused on students using different types of digital technologies. We also celebrated National Science Week with activities that looked at the amazing properties of glass.

In Kindergarten, students have been exploring the use of digital technologies. They have used iPads to learn how to capture images, video and sound. They have applied this knowledge to capture three images to tell a story. They are ending the term by exploring the use of Scratch Junior on the Ipads. This program lets them develop their algorithmic (step by step) thinking skills through creating simple animations. Depending on their choices, these animations have included sound, voice recordings and different characters. The program is also straight out fun to play with!

Year 1/2 students have been exploring how information can be shared using digital technology. They have been introduced to the world that the school's Chromebooks open up. This includes being able to safely share information about themselves, their family and their interests using Google Slides. They have also learnt about collecting and displaying data about a question they are interested in. They have turned this data into a table. To do this, they have been learning about formatting text, conducting safe image searches and taking photographs of themselves. These photographs have then been inserted in their Google Slides. You can view their work at home by asking your child to log onto their school Google Classroom account.

The Year 3/4 classes have been exploring how they can control their digital world. They have used the free <https://scratch.mit.edu/> website to create original animations or stories. Depending on their personal choices, these might have included multiple characters, sound effects, different movements and background changes. Some students experimented with having user input such as using key presses to trigger music being played. Students are ending the term through exploring physical computing. This term refers to controlling an Edison robot in the real world.

Year 5/6 students have been exploring how they can control their digital world. They have done this initially through using the <https://scratch.mit.edu/> resource. Students refreshed their knowledge and skills initially by modifying a provided animation or making their own from Scratch (pun intended). They were then led through the process of designing, creating and testing a simple game in Scratch. A number of lessons were spent on developing students' thinking skills in this area. They will be ending the term exploring physical computing. This name refers to programming how a computer responds to interactions with the real world. One option for them is to create and code a mini-soccer goal that automatically keeps track of goals scored using a Micro:bit micro-controller. Students can explore this further at home without the need to own a Micro:Bit. Just head to <https://makecode.microbit.org/#>

Students also celebrated National Science Week by undertaking a range of special rotation activities. These included constructing periscopes and kaleidoscopes plus using torches and mirrors to reflect light around the room. Some students constructed a light maze with torches and mirrors. Students also used special light boxes and lenses to explore how different lenses affect how light travels.

Finally, students in Years 3-6 have had free access arranged to the Grok Academy (<https://groklearning.com/>). This is an excellent resource that offers students the opportunity to extend their coding skills. Students will need to login while logged in to their school Google account. They then just click the 'Sign in using Google' option.



Week 10, Term 3, 2022

JUNIOR CAMPUS Preschool



Term 3 in preschool has been very busy with children demonstrating newly discovered knowledge and skills and clearly showing their readiness for kindergarten.

As we begin our transition to kindergarten, the preschool children have spent some time in the kindergarten space, as well as with our classroom buddies.

The preschool curriculum is lead by the children's interests, curiosities and identified social and emotional development. Some children in the Dolphin's group have been interested in pushing and rolling different items down the hill. In response to this curiosity, the children were invited to explore the concept of force, motion, and gravity through visual arts.



Discovering ice in the sandpit



The Penguin class has been inquiring into food origins and healthy eating. In the coming weeks they will be cooking foods from different countries. As a class we celebrated Science Week by conducting a series of experiments using seeds, frozen water, water colour paints, and flowers.

In early childhood, play becomes more complex as the children's language and social skills develop. Our Bounce Back program is designed to support the development of these skills as we support children's play by explicitly teaching and modelling positive social behaviors.

Recently we have observed several children wanting to explore risks and rules through their play. We believe that some of the best opportunities for learning occurs through testing and exploring risks by allowing children to analyse their environments and challenging their own learning and development. This opportunity has resulted in collaborating and negotiating skills, emotions, relationships and being friendly.

We celebrated Book week by dressing as our favourite characters. This experience is designed to explore literacy and to foster a love of reading.



Week 10, Term 3, 2020

JUNIOR CAMPUS

Preschool

(Continued)



"Aboriginal people hunting for snakes and a goanna" By Michael

The Gudaman (Turtles) continue to share their cultural heritage and knowledge with each other. We have been learning from Manda what it means to Aboriginal people when the wattle blooms. Manda shared how in Wiradjuri culture (Manda's mob) the season of spring is known as Yarraga (August and September). During this time the days become warmer, but the nights are still cold; wattle begins to flower, platypus become more active during the day, and fish are starting to breed. We talked about how in Indigenous culture seasons are measured through observing changes in nature instead of using a calendar.



All classes explored aspects of Indigenous culture on Aboriginal and Torres Strait Islander Children's Day on 4 August.



JUNIOR CAMPUS

Red Unit

Kindergarten

100 Days of Kindergarten

We started the term off by celebrating 100 days of Kindergarten, with the theme "100".



Zoo Excursion

A highlight of the term was the excursion to the zoo.

Students enjoyed learning about lots of different animals and making connections with our Science unit, *Staying Alive*, where they have been learning how living things survive in their environments.

The excursion provided a rich, hands-on experience that inspired a lot of discussion and writing afterwards.



English

Students have listened to and read a wide range of stories and picture books to further develop their love of reading and their understanding of storytelling. Students have continued to learn letter sounds and patterns and sight words and apply their knowledge to their reading and writing. Students have also been learning about the purpose and structure of recount texts and writing their own simple recounts.

Maths

Students have been learning about addition. They have had lots of hands-on experiences adding collections of objects and adding numbers using a number line. Students have also been learning how to compare the mass of objects using a balance scale.



JUNIOR CAMPUS

Blue Unit

Years 1 & 2

Zoo Excursion

On 17th of August Blue Unit went on an excursion to The National Zoo and Aquarium. The students learnt about many exotic animals including native Australian animals. They also took turns feeding some animals and enjoyed a guided tour learning about their diet, habitat and interesting facts. The students learnt that the zoo has a successful breeding program and has rehomed critically endangered animals such as the white tiger.



For National Aboriginal and Torres Strait Islander Children's Day 2022, each class participated in a different activity. 1/2S painted leaves using the colours of the Aboriginal and Torres Strait Island flags, 2L painted rocks they collected and 1A played an Aboriginal game.



Maths

Blue Unit are learning about multiplication and division in maths. 2L have created an Array City to show making arrays and groups. They have shared cookies to show division. They have recorded number sentences to match the pictures.

JUNIOR CAMPUS

Blue Unit

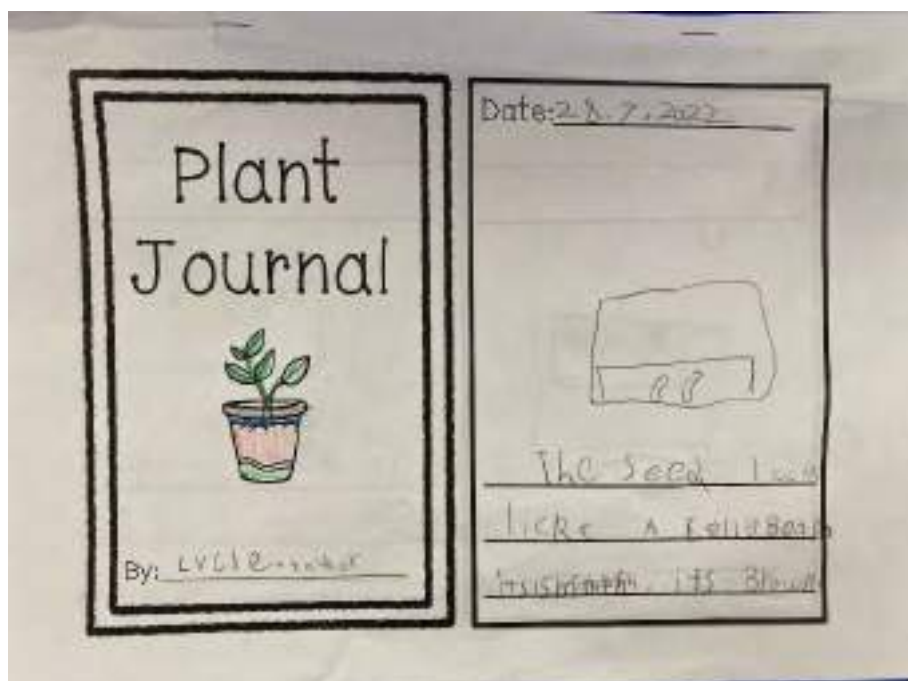
(Continued)

In English, we are learning to write Information Reports. We focused on different animals, including native Australian animals such as koalas, kangaroos and echidnas and insects such as ants and earthworms. Below is the snapshot of an information report on echidnas by 2L.



Science

In Science this term, we have been learning about Living things. Blue unit has two worm farms, and students have been learning about the body parts of worms, their life-cycle and how to take care of them, by feeding them our left-over food scraps. We have also been learning about the life cycle, structure and needs of plants by growing seeds and observing how they change. 1/2S is conducting an experiment to find out what will happen to a plant if it doesn't have light or water for three weeks.



Orange Unit

Years 3 & 4

What a term it has been in the Orange Unit. We welcomed Mr Buckley in the 3/4 class. On August 30 we went on an excursion to Lanyon Homestead consolidating our learning in History of convict life. Students experienced the restored 1850s homestead, discovered the convict-era outbuildings, and explored the stunning gardens that make Lanyon Homestead a gem in Canberra's history. Students were interested to know that the convicts were assigned to work on the property in return for rations, clothing and simple wooden huts.

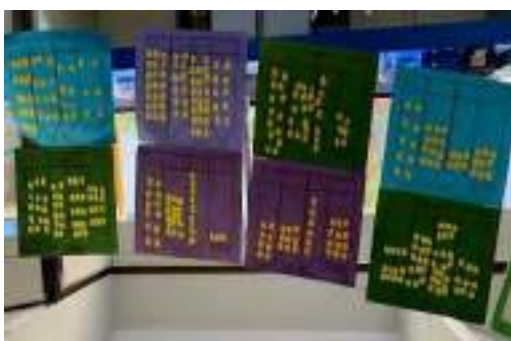
JUNIOR CAMPUS

Orange Unit

(Continued)



The students are busy in all areas of their learning and have been working hard on their information reports in Literacy. In Mathematics, we are focusing on fractions. We are also doing a lot of surveys and collecting data to create tally tables and picture and bar graphs. In Science, students are exploring how energy makes things happen. They are learning about the effects of heat energy and finding ways that heat can be transferred due to conduction.



JUNIOR CAMPUS

Orange Unit

(Continued)

A fantastic highlight this term was our wonderful Fathers' Day breakfast. It was so good to see all the dads joining us and enjoying themselves. What a fantastic morning!



The weather has started to warm up. Yay!

Please ensure your child has a hat and water bottle with them each day.

If you have any questions or concerns please feel free to contact your child's class teacher.

Have a safe and relaxing break. We look forward to seeing you all next term.

JUNIOR CAMPUS

Yellow Unit Years

5 & 6

Yellow Unit has been busy this term with our excursions, performances and everyday learning journey. Enjoy reading all about our adventures from this term and get ready for an exciting Term 4!

Dance Nation

At the end of Term 2 a group of Year 5 and 6 students participated in the Kulture Break Dance Nation program. The group of students participated in the dance program each week when they visited the Senior Campus across Term 1 and 2. They joined a group of students from Years 7 - 9 and had a dance routine choreographed by a Kulture Break representative. The students then attended a rehearsal day at the Canberra Exhibition Centre where they joined several other schools who participated in the performance day. Students showed their incredible Wanniasa values throughout the day and on the night of the performance. Congratulations to the Dance Nation Crew!



Wakakirri

This term we performed our Wakakirri Dance performance that our Year 5 & 6 students have been working on all year. We created our 'Wanniasa Rise' performance with our helpful and kind coordinator Ylaria, who was able to come into our school weekly to support us in developing our performance. We focussed on the aspect of Wanniasa rising throughout the previous couple of years, with the impact of the bushfires, lockdown and the floods. We performed our Waka dance in Week 3 after a long and exciting rehearsal day at the Canberra Theatre.



Students received awards on the night for best minimal use of props/costumes and best lighting cue and design. A massive thank you to all the families, teachers and students who supported us through our Performance!

JUNIOR CAMPUS

Yellow Unit

(Continued)

Year 5 Camp

In Week 6 of this term our Year 5 group of students embarked on their first school camp experience. To say we had fun (and ate lots of food) would be a massive understatement. The group was respectful, resilient and incredibly kind to one another through the jam packed 3 days at camp. Miss G and a few students from Purple Unit joined us on our camp and we couldn't have done it without them! We went bush walking, orienteering, participated in team initiatives, had a campfire (go Miss Kelly) and so much more! Here are just a few photos to show you how much fun we had but you will have to ask us all about it in person as we have so many stories to share!



Careers Expo

This term the Year 6 students were invited to explore the Careers Expo. The purpose of the Expo was to help students learn about their interests and explore different careers. Our Year 6 students were encouraged to ask questions and gather as much information as possible. We had a great day learning about different career pathways and collecting lots of souvenirs.



JUNIOR CAMPUS

Purple Unit

Purple Unit has had a very exciting term.

We have been very busy with so many exciting events including a Zoo excursion, Year 5 camp and our 100th day of school! Everyone in Purple Unit has continued to work hard to improve their independence and we are incredibly proud of how much we have learnt.



In Week 1 we celebrated our 100th day of school for 2022! We created 100 day hats, did 100 exercises and created 100 day art works. We also went to Red Unit for our 100 day party and ate a cake shaped like the number 100. We used a special app to see what we would look like when we are 100 years old and then wrote about all of the things we would do. Receiving our 100 days certificate was also very exciting!



In Week 5 Purple Unit went on an excursion to the National Zoo and Aquarium. We saw lots of different animals on our walk around the zoo, we were particularly excited about the lions and the giraffes. On our tours we got to pat a snake and see different animals getting fed. We played on the playground and loved climbing all over the animal statues. We did an excellent job following instructions and getting along with our friends in Red and Blue Unit.



Some of our senior students also attended Year 5 Camp this term. It was a busy three days where we got to try new activities such as crate climbing, bush walking and orienteering. We loved getting to eat new food and sharing a cabin with each other. Each student was incredibly resilient and did a wonderful job of showing our Wanniasa values.



We are continuing to work on building our independence when approaching learning tasks, with students becoming the 'boss' of their own learning. We are becoming more confident to give new tasks a go and building our resilience when we are learning something new. We know that mistakes are important to our learning and that they help us to learn new skills.

We have also welcomed Kirsten into Purple Unit during term 3. Kirsten helps us with our learning on Tuesdays and Thursdays and we are very excited to have her.

What an amazing term! We cannot wait to see what Term 4 brings!

SENIOR CAMPUS

Science

Year 7 are learning about living things and the impacts humans are having on the ecosystem. They made advertisements after learning about the Great Barrier Reef to educate people about Coral Bleaching.

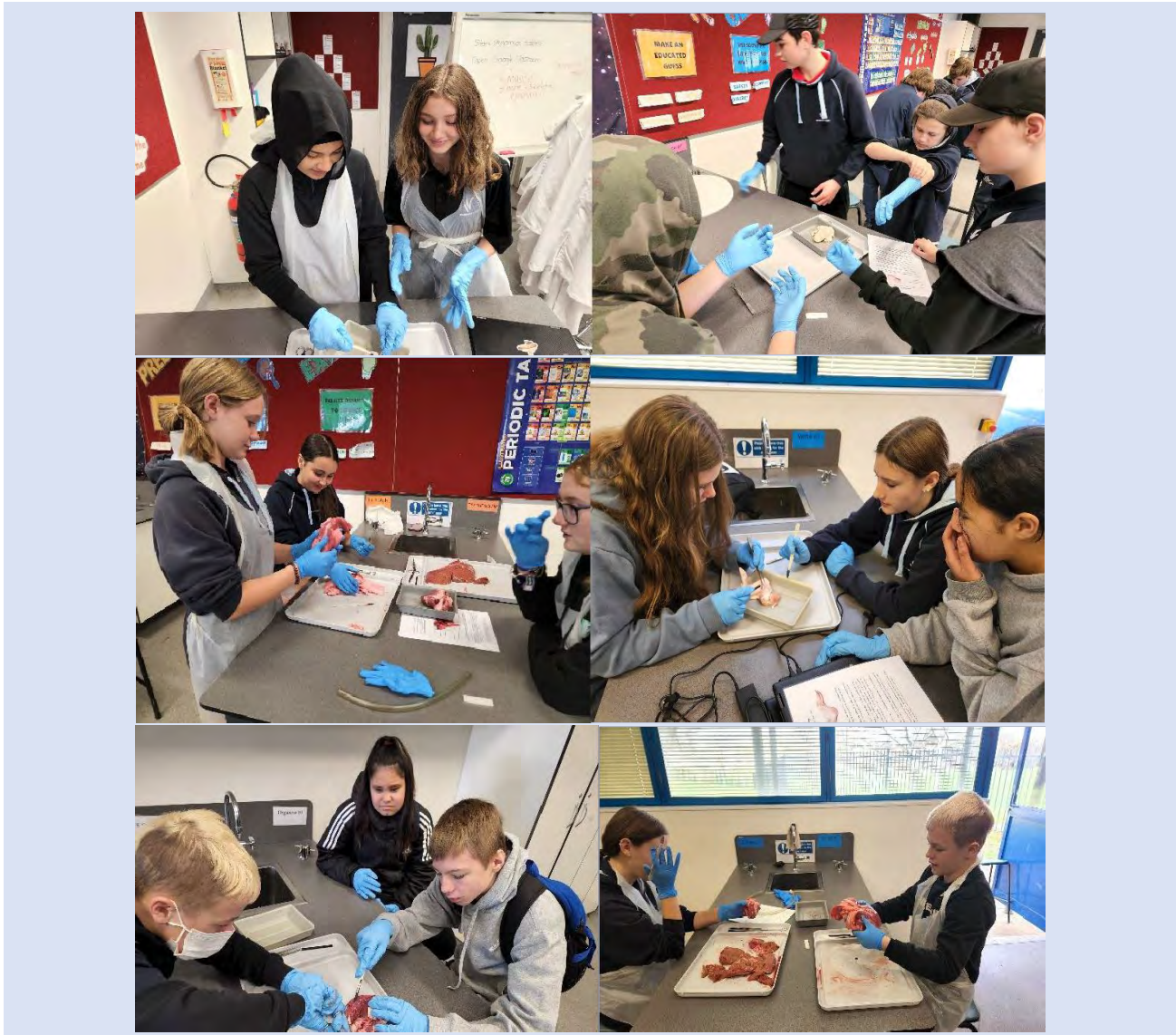


Zahra, Maddie, Emily and Chelsea



Benji

Year 8 have been busy with dissections as they learn about the structure and function of organs and how they relate to many body systems working together to keep us alive.



SENIOR CAMPUS

English

In **Year 7** English, we have been exploring the myths, legends and important stories from a variety of countries and cultures. We have looked at ancient myths from places such as Greece, Rome, and Japan, and legends from King Arthur to Robin Hood.

During our studies, students researched Folklore from a variety of countries so they could share their findings with the class.

We are currently working on our major assessment task for the term, a creative writing task. This requires students to write either a 'Creation Myth' or a myth that follows the structure of the 'Hero's Journey'. It has been a great term, filled with lots of storytelling and researching of different cultures and civilisations.

Your name: Maddie

The country you are researching: Sweden

The creature from this country: Nisse

What does folklore say about this creature?: The nisse lives in houses and barns of the farmstead and secretly acts as their guardian. The nisse is a household spirit that is responsible for the care of the farm or family.

Picture: The nisse is described as a short man or woman under four feet tall in a red hat with a long beard

If treated well the nisse will protect the children and animals from evil and misfortune they also help with chores in the farm despite their size

Offending a nisse/nisses are known to have a temper especially when they have a helper. Nisses are ever insulted they usually play tricks and can kill livestock even though there protective and caring



Your name: Little O

The country you are researching: Japan.

The creature from this country: Oni (鬼)

What does folklore say about this creature?: According to Japanese folklore, an Oni is a type of Yokai, demon or evil spirit. Oni are known for their fierce and evil intentions, and craves for carnage. The main ones you will see, have bright red skin, but they are also known to have blue skin, kind of like a spirit. Sometimes, but rarely, they will have purple skin. They are one or two short arms, which sprouts people of an on. They are of an awfully large size, strength, and fearful appearance.

Picture:



Your name: Anthony

The country you are researching: China

The creature from this country: Qilin

What does folklore say about this creature?

The Qilin is a gentle creature, it is said to have the head of a Chinese dragon and the body of a horse that is covered in scales and fur. It walked on the clouds to avoid damaging the blades of grass, the Qilin would only ever appear if there was a good ruler for China, rulers of China sought for the Qilin to appear so it would improve their reputation. Despite the Qilin being a gentle and peaceful creature, it has been told to incinerates people with ease due to its skill in pyromancy. The Qilin only ever reveals its supernatural powers to protect the good-doers from the evil-doers.



Your name: Ashton

The country you are researching: Germany

The creature from this country: Krampus

What does folklore say about this creature?: Krampus is a creature that is an opposite to St Nicholas (Santa). When Santa rewards good kids with presents, Krampus however punishes the kids who are bad by injuring them, eating them and in some cases takes them to hell.

Picture:



In **Year 8** English we spent the first seven weeks of this term exploring and unpacking narrative writing. The unit started with a focus on personal narrative writing, where students considered and then wrote and drew about items that expressed what was important to them, and in turn expressed their story. This culminated in a 300-500 word personal narrative story where students wrote about an important or interesting event in their lives. After this we moved into the nuts and bolts of narrative writing. We learnt about important features such as narrative structure, pacing, word building and characterisation, before unpacking and studying genre texts. This resulted in an assignment where students wrote two stories within two different genres, that shared similar elements such as setting and characters. From here we have moved onto our advertising unit, where students have completed a product review and advertisement critique. Some examples of our work are below.

The Valley of Time - Fantasy

The sword flew at the wood. Henry yelled as he slashed at his maximum strength. He cut the wood as he sprinted towards the next plank. He flung himself at the plank and skewered it with one swift strike. He pulled out his sword and stopped. The tree was weak from the last time he hit it. He sprinted at a nearby tree with visible sword marks in it. Henry clenched his sword as he cut that tree to the ground. By: Louis Ryan

SENIOR CAMPUS

English (Continued)

Cannibal Catastrophe – Comedy

They saw the men running down the street. "Bill, is it just me or do they look like monkeys by the way they run? "Ye they kinda do hmmm when people see them they will be going bananas."

"So now that they are gone they're not our problem anymore?" As he said that he turned around to eliminate drooling and looking like the men outside. By: Jack Bell

Regina's ghost adventure day - Horror

In a beautiful city, there was a very rich family and they had twin girls. The little sister's name is Regina. The big sister's name is Bianca. Regina was a social girl and interested in all the scary things in the world. She believed in ghosts in the world, and she sought to create something that could see ghosts. A long time later, something altered Regina's life. She can't ignore what happened that day. By: Qianwen Tan

The crystal city – Fantasy

Phew the arrow wooshed through the air as Atzia swiftly moved from tree to tree, *bang*.

"Yes! The last falloon" she scurried over to the shrivelled corpse of a falloon plucking the arrow from its deflated skin. Her skin shined in the sunlight as she hopped back to the huts, hair bouncing on her shoulders.

By Seraphina Kabay

In **Year 10** English, we've been focussing on a study of Shakespeare's great comedy, *Twelfth Night*. We've learned to understand (some of!) Shakespeare's language and discussed how his characters, stories and themes can still affect us in the modern world. Year 10 have created creative responses to the play and written personal responses to an academic critique of *Twelfth Night*'s overall meaning and moral. As we begin the run into Term 4 and the end of high school, Year 10 English will be examining the language and art of film, as well as diving into the specific skills and writing which students will need in college.

HaSS

Year 7 has been exploring life under the waves in their HaSS unit on Water in the World. They started by looking at the different ways we use and rely on water for drinking, cooking, cleaning, trade and agriculture, and have also studied practical ways to save water, including new technologies being developed. They then looked at the impact of pollution in our oceans and rivers with a case study on plastic bottles, the Pacific Garbage Patches and the Citarum River in Indonesia. They are finishing their unit by studying different marine animals, mapping their habitats, and creating a presentation on their predators and interactions with humans.

Year 8 HaSS have been exploring the majestic landforms and landscapes that both Australia and the world have to offer. From the highest of mountains to the deepest of seas, students have been researching Australia's diverse plethora of iconic landmarks and locations. Further students have been examining how these landforms and landscapes have been influenced by both environmental and human factors to help us explain their past as well as to predict their future. Specifically, students have been developing an official report focusing on the iconic Australian landform, Uluru. Within the report, students are challenging themselves to explore Uluru's geological processes, Indigenous connections, and the challenges and opportunities of tourism in the region.

SENIOR CAMPUS

HaSS (Continued)

This term **Year 9** has been working on creating their own tourism company. They have been working in teams to nominate a city or country somewhere in the world and are tasked with creating a 5 day trip full of activities and food experiences, paying special attention to the type of biome and geographical features of that location. The students have spent a significant amount of time studying different types of tourists, building a profile of their ideal customer and tailoring their trip to suit the wants and needs of that tourist, whether it be adventurous kayaking, a scenic nature walk, skiing the thrill-seeking black diamond ski slopes or staying in a luxurious 5 star resort. This is also built into their advertising materials, including posters, pamphlets and business cards with their business name and logo on them, which will be on full display in Week 10 when they run the Tourism Expo for the rest of the high school and parent visitors, as well as a special visit from the Year 6 cohort on the Junior Campus.



Learning Support (Small Group Program)



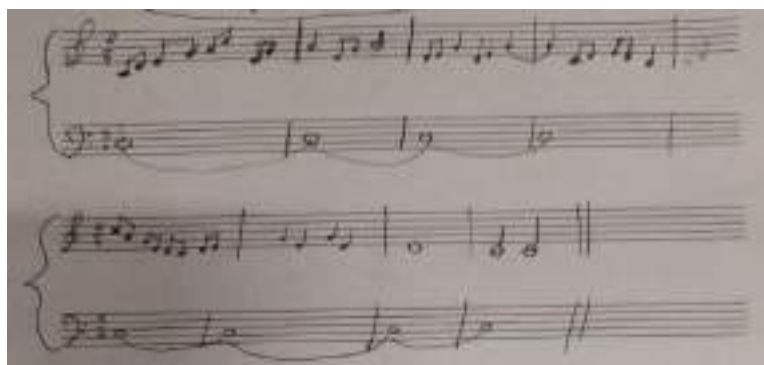
Year 7 LS Science - This term students have been exploring Newton's law of motion, with particular focus on forces and speed. Students have participated in a paper boat marble challenge; making playdough boats and experimenting with shapes and sizes to float marbles; making and flying paper helicopters; bridge making whilst exploring how to create strong and stable structures; measuring their running speed and understanding how friction interacts with the motion and speed of an object.



SENIOR CAMPUS

Arts and Technology

In **Year 8 Music** this term the students have been learning how to read and write musical notation. One of their assessments is to write a theme and variation using the C major pentatonic scale.



This term the **Year 9/10 Music** class have been learning the skills needed to create their own rock song. So far they have written chord progressions and rhythms. The next step is writing a melody and they will have completed their own songs. In addition they have been working on their instrument skills in personal projects.

This term the **Year 7 Digital Technology** class have been experimenting with the production of 3D Form ready for 3D printing using tinkercad and the development of animation similar to stop motion using scratch developing skills in problem solving and independently developing a creative response to a client briefing.

This term students in the **Year 8 Wood and Metal** class have been busy learning the basics of joinery in wood by making pencil boxes and manipulating sheet metal by making elephants.



In the **9/10 Wood** classes students have been building on their knowledge of design, construction and joinery. Students have been working on various projects including trinket boxes and deck chairs.



SENIOR CAMPUS

Arts and Technology

(Continued)



In the **9/10 Metal** classes students have been building on their knowledge of design, construction and welding. Students have been working on various projects including: dust pans, braziers and jewellery.



The students in **Year 8 Food Technology** have been developing their skills on reading recipes, equipment identification, safety and hygiene and practical cooking skills. The cooking practicals have focused on breakfast and lunch items that are affordable and accessible to cooking at home.

This term the **9/10 Food Technology** class has been looking at food equity, with a particular focus on marginalised groups who are impacted through the affordability and access of fresh food. Further to this, the class has had the opportunity to prepare the school garden in anticipation of growing fresh produce. The students are developing their basic cookery skills on a weekly basis, and more recently cooking eggs three ways - poaching, frying and boiling to demonstrate their basic cookery skills. With success, students have been compiling and presenting their theory and practical work via a digital portfolio (Google Website).



SENIOR CAMPUS

Arts and Technology

(Continued)

This term the **9/10 Hospitality** students have consolidated their basic cookery skills through the preparation and cooking of farinaceous (food containing starch) product, stock, soups and sauces. Some skills students have developed are, making fresh pasta and bread rolls, vegetable stock and minestrone soup and chicken stock and learning how to portion whole chickens with the meat portioned and shared with the Food Technology class. The students have opened the cafe numerous times this term serving meals, coffee and cake for staff, at cafe prices. With success, students have been compiling and presenting their theory and practical work via a digital portfolio (Google Website).



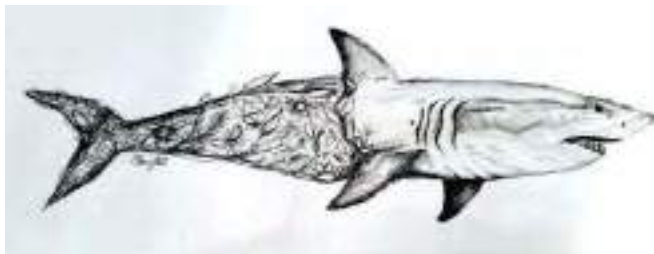
Year 7 Art students had the opportunity to be introduced to visual arts as one of their core electives. In this introductory course, students get a basic understanding of the art elements via hands-on experimental activities. By focusing on each element, artists forge their creativity and work on mastering skills not as present in other courses. Students are encouraged to express themselves with the freedom to develop their artistic skills with whichever style and mediums they choose.



SENIOR CAMPUS

Arts and Technology

(Continued)



This term the **9/10** creative students in the Wanniasa Visual Arts elective have been extending their skills with diverse artistic mediums such as acrylics, graphite, clay and pencils. Students have open interpreted activities to promote individualism through customisable assessments. We also encourage positive wellbeing with a program to support students through art.



This semester the **Year 9/10 Media** classes have worked hard to develop digital designs for various media assessments. Through crafted lessons, students have gained knowledge in Adobe Suite™, Photography and videography. The students have used these tutorials, accompanied by individual guidance, to better their artistic skills and produce the most desirable outcomes.



SENIOR CAMPUS

Arts and Technology

(Continued)

This term the **9/10 Sports and Performance** elective has explored a variety of exercise science concepts. This has included the skeletal, muscular, cardiovascular, respiratory and energy systems. As well as biomechanics and chronic training adaptations. They have investigated these via practical data collection with an overarm throw analysis, 140m sprints, carbon dioxide experiments and strength work in the gym.



Wanniassa School Sport

It has been fantastic to see so many sports teams representing Wanniassa School this term! From Futsal to Football, Netball to NRL, as well as Athletics and Table Tennis; we have been immensely proud of those students who have demonstrated such outstanding Wanniassa spirit! We look forward to another busy Term 4!





On Friday 26 August we celebrated Wear it Purple Day. Students and Staff were invited to wear purple or colourful clothing, work on a collaborative chalk mural to celebrate, heart display, enter the poster competition and have a sausage sizzle for lunch. Our school staff decorated their staff doors to show support for safe and inclusive schools, congratulations to the ATP faculty for taking home 1st place. Thank you to everyone who entered our poster competition and congratulations to our winners:

Lisa W, Stan N & Sophie W, Ben D and Rhys M

A big thank you to all our staff and students who contributed to a very successful day.

We look forward to celebrating again next year and having some more fun!

On Wednesday 14 September 6D had the opportunity to attend the Principal's lunch with Ms Marshall. Our students enjoyed a delicious meal catered for by our SC hospitality students and engaged in discussion with Ms Marshall around high school transition.



We were delighted to be able to host breakfast for our fathers and special friends during Week 7. It was wonderful to have so many Fathers and family members join us.



It has been lovely to begin welcoming families back to our morning lines on Junior Campus. Morning lines are a pre covid tradition at our school for Kindy to Year 6. It's a quick 5–10-minute assembly that welcomes students each morning and the time that we share information about the day and week ahead.

Floriade

Keep an eye on our Floriade Garden as you pass the school, our bulbs and most seedlings have survived some interference by the local cockatoos and are beginning to shoot. We can't wait for our garden to bloom!



Breakfast Club

Breakfast club is up and running Monday to Friday on JC from 8.45-9.00am. All students have access to breads and spreads. If you wish to donate any nut free spreads throughout the term donations are accepted at the JC office.



We are excited to have started planning for our Term 4 Community Picnic. We have had a wonderful response from businesses and organisations within our community keen to join us to showcase the programs and services available to our students and families.

We are excited to have Gecko Gang providing entertainment, face painting, balloon modelling and glitter tattoos. We also have a roaming magician set to entertain, a live DJ, Gecko Sports and a hands-on experience with the reptile zoo! Alongside a range of local services and support including a Justice of the Peace who will be available for witnessing and signing documents.

The Lyons club will be preparing our sausage sizzle and these (along with activities) will be free for our Wanniasa families.

If you are connected with a service or organisation and you would like to enquire about joining us on the day, or if you would like to donate a raffle prize, please email melanie.coffill@ed.act.edu.au

Our raffle proceeds will be used towards our ongoing Junior School playground upgrades.







Reading Volunteers

Do you have a spare 30 minutes a week?
Our volunteer reading program runs across K-2
Monday to Friday.

If you are interested in joining our group of
reading volunteers or finding out more please
email: waltoncuff@ednet.edu.au





THURSDAY LUNCHTIMES JUNIOR CAMPUS

SUPA CLUB

Join us every Thursday for a fun and exciting afternoon of activities and games.

Activities include:
 - Reading and writing activities
 - Art and craft projects
 - Games and puzzles
 - Storytelling and drama

Supa Club is open to all Junior Campus students.
 - Bookings are essential.
 - Bookings close on Wednesday afternoon.



Wannassa School
ENGLISH CONVERSATION GROUP

Our school group is a safe place for a friendly, welcoming and informal group for anyone who wants to practice their English language to achieve personal goals and become more confident in their communication.

There is no cost for joining the group and it operates with no fees of English language (01242 224444).

<http://www.wannassa-school.co.uk/education/learning-and-teaching/learning-english>

Times: 6.15 to 7.15
 Wed. Caroleen Jones runs
 Email: caroleen.jones@wannassa-school.co.uk

• English is spoken every week for 10 weeks to give you the chance to practice your English and to improve your confidence. There will be a focus on the topics of food, travel, shopping, the environment, the local area and the world.


[illegible]



FUTURE OF EDUCATION EQUITY FUND 2022 APPLICATIONS OPEN

Applications for the new ACT Government Future of Education Equity Fund are now open to our school community.

Whether a school is one of five schools invited to apply through the *advance search* of the Equity Panel,

The Fund provides financial assistance to low-income families with student(s) in P-12 level to help cover education expenses.

The following payments are available to those who meet the eligibility criteria:

- \$400 for preschool students
- \$500 for primary school students
- \$750 for high school and college students

Applications must be lodged by 30 September 2022 to get in now!

APPLY ONLINE NOW

<https://futureofeducationequityfund.education.act.gov.au/foee/news>

HOLIDAY HAPPENINGS™



The next Holiday Happenings edition is now available online.

To see the Programs, Activities & Events happening these holidays go to:

www.holidayhappenings.com.au/online-booklet

Gugan Gulwan

SCHOOL HOLIDAY PROGRAM

Week 1: 26th - 30th September 2022 - 8-11years.
Contact: cyndy@gugan-gulwan.com.au
Ph: 0401 414 470

Week 2: 4th - 7th October 2022 - 12-16years
Contact: alisha@gugan-gulwan.com.au
Ph: 0412 646 031

Applications Open 8th August
Applications Close 2nd September

ABILITIES UNLIMITED AUSTRALIA

Building capability, capacity and confidence of children with diverse abilities to actively and meaningfully participate in sport and physical recreation.

"MY CHILD'S SMILE SAYS IT ALL. THEY'RE SO HAPPY TO BE ABLE TO PARTICIPATE IN ANY SPORT. MY CHILD'S SMILE SAYS IT ALL. THEY'RE SO HAPPY TO BE ABLE TO PARTICIPATE IN ANY SPORT."

EACH CHILD'S ABILITIES ARE EMBRACED AND NURTURED TO FOSTER AN ENVIRONMENT WHERE EVERYONE CAN LEARN, GROW, DEVELOP AND SHINE.

- EMPOWERING
- INCLUSIVE
- WELCOMING
- EVIDENCE BASED
- TARGETED
- TRANSFORMATIVE
- WHOLE FAMILY FRIENDLY
- POSITIVE, FUN
- LIFE CHANGING

SOCIAL INCLUSION AND CAPACITY BUILDING PROGRAMS

DEVELOP CONFIDENCE, SOCIAL AND EMOTIONAL SKILLS, BALANCE, STRENGTH, COORDINATION ENDURANCE AND SO MUCH MORE...

CYCLABILITIES

Step 1: This is a fun, safe and fun program for children with diverse abilities to learn to ride a bicycle. It's a fun, safe and fun program for children with diverse abilities to learn to ride a bicycle.

Step 2: This is a fun, safe and fun program for children with diverse abilities to learn to ride a bicycle. It's a fun, safe and fun program for children with diverse abilities to learn to ride a bicycle.

Step 3: This is a fun, safe and fun program for children with diverse abilities to learn to ride a bicycle. It's a fun, safe and fun program for children with diverse abilities to learn to ride a bicycle.

SHREDABILITIES

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MOVEABILITIES

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WATERABILITIES

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www.abilitiesunlimited.com.au
info@abilitiesunlimited.com.au

Attention Year 7 Parents

The following vaccines will be offered FREE as part of the ACT High School Immunisation Program in Term 4

- Human Papillomavirus (HPV) Dose 2
- Diphtheria, Tetanus and Pertussis (whooping cough) dTpa

If you missed filling out a consent card in Term 1 - it's not too late

- Find a consent card at your school OR download one from our website
- Sign and complete the card
- Return it to your school ASAP

If your child missed any vaccines at school this year and you returned a consent card, you will receive a letter to let you know how to arrange them through your GP instead

They will be available FREE from your GP for your child's 2023 birthday

For more information:
enquiries@actimmunisation.com.au
Ph: 02 524 1555

Media enquiries:
media@actimmunisation.com.au

I NEED SOME SUPPORT BUT I DON'T KNOW WHO TO CALL

HAVE YOU TRIED PARENTLINE ACT?

PARENTLINE ACT
PHONE COUNSELLING AND SUPPORT FOR ALL CARERS IN THE ACT AND SURROUNDS
Call 02-6287 3633 for more information