

THE CREEKSIDE CONNECT

RESPONSIBILITY | ACCEPTANCE | HONESTY | RESPECT



2025 Term Dates

Term 2:

22nd April – 4th July

Term 3:

21st July – 19th September

Term 4:

6th October – 19th December

Term 3 Key Dates

Friday 22nd August:

Curriculum Day

Tuesday 26th August:

Freeman Day

Thursday 11th September:

R U OK Day

Friday 19th September:

Last day of Term 3 (1-hour early finish)

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1

JUL 21

TERM 3 BEGINS

JUL 22

JUL 23

JUL 24

JUL 25

JANINE BLACHFORD/
DAFFODIL DAY

3-6 DISTRICT ATHLETICS

2

JUL 28

PREP POLICE VISIT

Y9 MORRISBY
INTERVIEWS

JUL 29

PREP 100 DAYS

Y9 MORRISBY INTERVIEWS
Y9 GIRLS INTERSCHOOL
AFL

12PM FINISH

JUL 30

PARENT-TEACHER
CONFERENCES
1-6PM

JUL 31

PREP MONTESSORI

Y9 MORRISBY
INTERVIEWS

AUG 1

Y9 MORRISBY
INTERVIEWS

3

AUG 4

Y9 CAREERS WEEK

AUG 5

Y9 CAREERS WEEK
PREP/Y1 WELLBEING
INCURSION

AUG 6

Y9 CAREERS WEEK
Y9 ODED
ROCKCLIMB

AUG 7

Y9 CAREERS WEEK
PREP LITTLE
FLYERS

AUG 8

Y9 CAREERS WEEK
Y7 IMMUNISATIONS

4

AUG 11

SCIENCE WEEK
Y7/Y8 BOYS
INTERSCHOOL NETBALL

AUG 12

SCIENCE WEEK
Y9 INTERSCHOOL
SPORT

AUG 13

SCIENCE WEEK

AUG 14

SCIENCE WEEK
Y6 REGIONAL
HOCKEY

AUG 15

SCIENCE WEEK

5

AUG 18

BOOK WEEK

AUG 19

BOOK WEEK

AUG 20

BOOK WEEK
Y9 ODED ROCKCLIMB

AUG 21

BOOK WEEK

AUG 22

CURRICULUM
DAY

6

AUG 25

7-9 SOCCER
COMP BEGINS

AUG 26

AUG 27

FREEMAN DAY

AUG 28

Y8 INTERSCHOOL
SPORT

AUG 29

Y6 SPORT
Y4 WERRIBEE
ZOO

7

SEP 1

KINDER TO PREP
TRANSITION VISIT
Y9 ADV SPORT GOLF
EXCURSION

SEP 2

Y2 CITY EXCURSION
FATHER'S DAY
STALL

SEP 3

Y7 INTERSCHOOL
SPORT

SEP 4

KINDER TO PREP
TRANSITION VISIT
Y6 BILLY CART
EXCURSION

SEP 5

Y6 SPORT
PREP FATHER'S DAY
CELEBRATION
Y7-9 DIVISION ATHLETICS

8

SEP 8

KINDER TO PREP
TRANSITION VISIT
Y3 AQUARIUM
EXCURSION

SEP 9

SEP 10

Y9 ODED MOUNTAIN
BIKE RIDE

SEP 11

R U OK DAY

SEP 12

KINDER TO PREP
TRANSITION VISIT

9

SEP 15

SEP 16

P-6 CELEBRATION OF
LEARNING
P-2: 2:45-3:05PM
3-6: 2:10-2:40PM

SEP 17

Y9 PSYCH ARTVO
EXCURSION
SPORT JERSEY DAY

SEP 18

2:05-2:10PM
FINISH

SEP 19

TERM 3 FINISHES

TERM 3 2025



MESSAGES FROM THE PRINCIPAL

Welcome back for Term 3. I have been pleased with how students have settled back after the winter break. Term 3 is a 9-week term, with only a curriculum day in Week 5. It is very important from a learning perspective that students get back into routine and make the most of term 3.

Semester Reports and Parent Teacher Interviews

Parent teacher conferences were held on July the 30th. Teachers and families conducted over 1200 meetings over the course of the day. I would like to thank teachers, students and parents for their engagement.

Semester reports are a great time to reflect on progress that has been made as well as helping formulate goals for future improvement. I encourage parents to keep an ongoing dialogue with their teachers to ensure we are getting the best out of our students.



Peter Dalinkiewicz

100 Days of School

On Tuesday July 29th our Prep cohort celebrated 100 days of school. It was great to see parents, teachers and students embrace the occasion. Attendance rates for school children are concerning. Obviously there is a strong correlation between attendance rates and academic achievement. So it is fantastic to develop positive associations through these types of celebrations. Well done preps.

NAPLAN Results

Parents would have received NAPLAN results at the start of this term. Individually, it's important to recognise these assessments are a snapshot of how students are progressing. Schools collect data year round on student achievement. My suggestion to families is to use this information in conjunction with semester 1 reports and continue to have a dialogue with teachers to find areas for improvement.

From a whole school perspective our 2025 results were a mixed bag. Certainly, we demonstrated real strength in parts, and areas where we need to continue to focus our efforts. The job is never done, and we continue to strive for high quality teaching in every classroom.

Road Safety

I would like to remind all members of the school community about the importance of road safety around the school. The start and end of the school day are particularly busy. I ask all parents driving to ensure they safely pull over to let students out of the car. Too often this is happening in the middle of the road. Students riding to and from school should always be wearing a helmet and riding safely. E-bikes and scooters are not allowed at school.

Staffing News

I would like to welcome Anna Tsintziropoulos and Filomena Molinia to Creekside K-9. Anna will be teaching in the 7-9 sub-school in Arts and Filomena joins us as a teacher aide.



WELLBEING

Welcome back to Term 3!

It was wonderful to see so many families attend our recent Parent/Student/Teacher Conferences and celebrate the fantastic achievements your child is making in the classroom.

One common question raised by parents was: "How much screen time should my child have at home?"

Below are some handy tips from the eSafety Commissioner for monitoring both the amount of time your child spends on devices and the type of content they access at home.



Daniel Xuereb

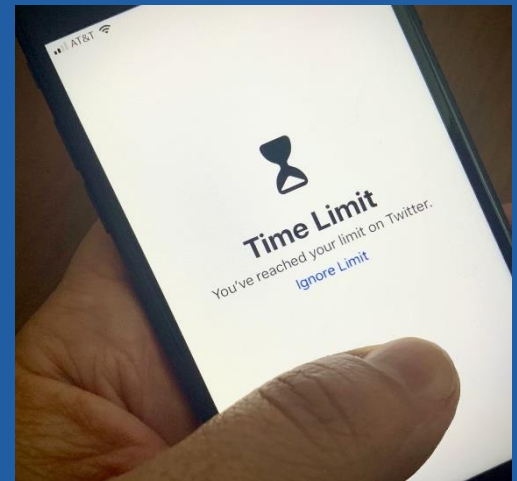
Screen Time for Your Child

Research and advice about screen time can sometimes be conflicting, and the "right" amount will depend on factors such as your child's age, maturity, learning needs, and your family's routines.

While it's easy to focus only on the number of hours, it's just as important to consider what your child is doing online and how involved you are in that activity.

Here are some practical tips:

- *Be involved – Take an active interest in your child's online activities.*
- *Set boundaries together – Work with your child to agree on clear screen-time limits.*
- *Outline consequences – Be clear about what happens if limits aren't followed.*
- *Create device-free zones and times – For example, no devices at the dinner table or in bedrooms at night.*
- *Encourage explanations – Ask your child to share what they're doing online and why.*
- *Use tech tools – Consider parental controls or screen-time tracking apps.*
- *Lead by example – Model healthy technology use yourself.*



SUB SCHOOL NEWS

K-2: Michelle Lowry



The students quickly settled into term 3 and were happy to be back with their friends and teachers after the winter break. With the colder weather, we have seen an increase in the navy school jackets and jumpers in lost property. It is easy for teachers to return items to families when the student's name is on items. If you are unsure of uniform requirements, please read our Compass posts about uniform, our uniform policy or ask one of the team.

Thank you to everyone who submitted kindergarten and prep enrolment forms for 2026. If you know anyone who is intending to enrol for kindergarten, prep or other year levels in 2026, please encourage them to get the forms in ASAP. We are in the process of finalising our transition program and will email out information early in term 4.

3-6: Suzi Stojkov

Welcome back to another term! It has been great to see our kiddos settle in as well as they have! It was great to see so many of our families join us for Parent Teacher Interviews in Week 2, our continued partnership has such an integral part to play in supporting our students and we are thankful for this.

Undoubtedly the most exciting new feature at Creekside this term was the installation of the Gaga Pit! Students have been loving the new space and enjoying having something new and fun to do at break times! A big thank you to our student leaders who played a key role in creating our own Creekside Gaga Pit Rules, creating a very informative and fun video to show their younger peers how to use the space and being out and about at break times to referee games - well done team! 🍌🍌🍌🏃



7-9: Katia Gerovasilis



We've enjoyed a settled yet vibrant start to Term 3, with lots happening across Years 7-9. It has been wonderful to see our students getting involved in Science Week activities, Interschool Sports, Blachford Day, and some of the new lunchtime clubs on offer. These opportunities are such a valuable way for students to extend their skills, make new friends, and strengthen their connections with teachers.

With Book Week here, it is the perfect time to start a conversation with your child about what they're currently reading. Explore ways to make reading a part of daily life at home and share the books or texts you've been enjoying. When children see reading modelled at home, it sends a powerful message that it's both important and enjoyable. We are delighted to welcome back Beth Nolan from parental leave; Beth will be working in The Arts and as an additional Year 9 Coordinator. We also congratulate Adrianna Kassavetis on her appointment as an additional Year 7 Coordinator. We also warmly welcome Anna Tsintziropoulos to our team, who will be teaching 7-8 Arts.

3 YEAR OLD KINDER

(Duck, Fish & Yabby group)

Book week has been a highlight with all the children having an opportunity to come dressed up as their favourite book characters or using.

Kinder children dressed up in costumes of their choice to celebrate this exciting day. We explore supporting language in this space through encouraging children to express ideas and words as they share information about their book, the costume and/or the character.

During a special book week group time, together we read and listened to a picture story book together. In reading the book together as a group, we shared all the different parts of the book we could visually see, such as the front cover, the spine, the title etc. Each room participated in different activities as per their class interests that are closely linked to celebrating book week for 2025! Using intentional play helps to explore and support a love of learning and early exploration of the excitement and magic of literacy.



4 YEAR OLD KINDER

(Turtle, Snake & Frog Group)

This term the children participated in a special Wayapa Wuurk incursion, a culturally rich Indigenous experience designed to foster a deeper connection with the land and Earth. The session introduced the Wayapa philosophy, encouraging mindfulness, respect for the environment, and a sense of custodial responsibility. Through a series of engaging and age-appropriate activities, the children explored the key Wayapa elements, including rhythm, movement, song, and gratitude. This incursion offered a meaningful opportunity for the children to reflect on their connection to nature and learn how small actions can contribute to positive change. It was a valuable step in embedding Aboriginal perspectives into our learning journey.

As a part of Book week children were very excited to dress up as their favourite character of the book. Children participated in another incursion from Flying book worms. This involved Performance presentations such as singing, dancing, storytelling, and children speaking in front of peers. Building up on these skills will play an important role in building children's self-confidence, turn taking and expressive language skills. Performing in front of others helps children overcome shyness, develop resilience, and gain a sense of accomplishment when they are celebrated for their participation.



PREP

Reading

In reading, this term we have been focusing on visualising. We have explored a range of descriptive texts to help us create a picture in our minds while we read. We have loved using the listening post in reading lessons to help us!

Writing

During writing, we have been learning to use descriptive language. We have participated in language experiences to help us use our five senses to come up with adjectives to describe things.

Maths

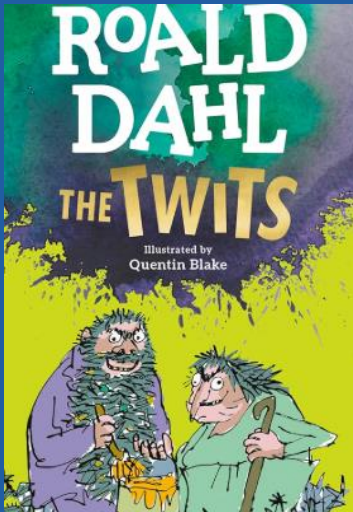
In Maths, we have spent time consolidating our counting skills. Students have counted collections of different items like unifix blocks, teddies, counters or icypoles sticks. We have been developing efficient strategies to count our collections - including line up and count, move and count and making groups of 10 to effectively count bigger collections. Students have also created a variety of patterns with materials and out in the environment.

Humanities

To build on our understanding of community helpers, we had a visit from our local Caroline Springs Police officers. Constable Cassie and Constable Steve showed us their uniforms, the police car and talked to us about some of the things they do each day as police officers. We were also reminded to call zero, zero, zero - 000 - in an emergency.



YEAR 1

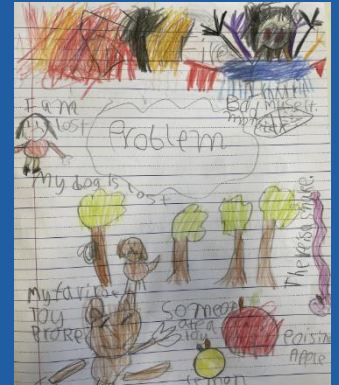
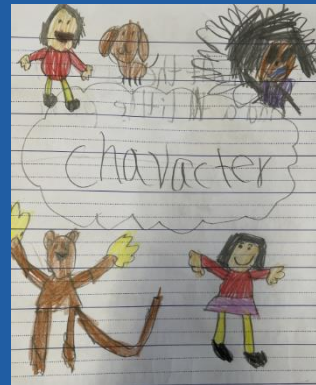


Reading

This term in reading we have been learning about visualising. When we visualise we use the words and pictures in the text to create a picture in our minds. To practise our visualising we have been reading a book called the Twits, by the famous author Roald Dahl. The story is about two people named Mr and Mrs Twit who are not always very kind to each other. We have visualised some very detailed pictures about what they look like based on how Roald Dahl has described them.

Writing

In writing we have been learning about narratives and we have worked very hard to develop our very own original story. To start with, we brainstormed what different characters and settings we could come up with. Next, we created a problem, where something goes wrong for our character. Then we needed to solve the problem by coming up with a solution. We used our brainstorms to help us write our story. We already can't wait to share them with our families at the Celebration of Learning at the end of the term.



Maths

We have been learning about subtraction, using different materials to help us subtract, including number lines. We have also been learning about mass and capacity. Mass is when we compare how heavy or light something is and capacity is about how much something can hold. To help us understand these concepts, we have completed lots of hands-on activities such as hefting two items to compare their weight, and measuring how much sand can fit in different size containers at the end of the term.



Humanities

This term in humanities, we have started learning about technology. One type of technology we have focused on is computers. So far, we have learnt how to use the student laptops, by carefully logging on and off. We have also explored different programs such as Word, Paint, Rapid Typing, Mathletics, and Get Epic. It has been so much fun!



YEAR 2

We have had a wonderful start to Term 3, focussing on getting back into work routines after a restful winter break. In our Geography Unit, we have been learning about various natural (creeks, native trees and animals), built (houses, roads, sporting facilities and the manmade lake next to C.S. square!) and maintained (parks and gardens) environments.

There was a lot of amazement with what Caroline Springs looked like in the past when only Indigenous people lived here, and some of the native animals that no longer occupy this space in large numbers - kangaroos, growling tree frogs and tiger snakes. All the kids are excited to visit the city later this term to continue to explore an array of larger environments and architecture. We have also started learning about the continents on the Earth and the names and locations of all of the Australian states and territories.

In literacy we have started an author study where we have been exploring different texts written by Nick Bland. Each week, we have been reading a different text written by Nick and explored this author's writing style! We looked at his use of characters, story arcs, descriptive and figurative language, illustrations and typography (font use). The students are challenging themselves to apply Nick Bland's writing style to their own pieces.

In maths we have all been learning about fractions, halves ($\frac{1}{2}$), quarters ($\frac{1}{4}$) and eighths ($\frac{1}{8}$), of a whole and of a collection. We have had fun making fractions by folding coloured paper, as well as with different foods, such as separating collections of m&m's.



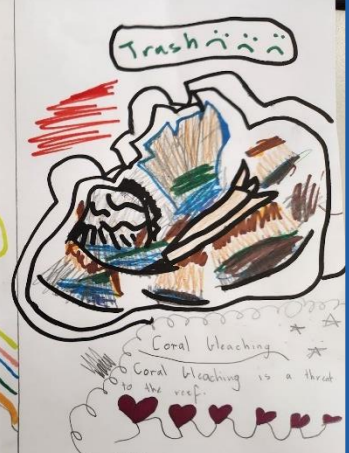
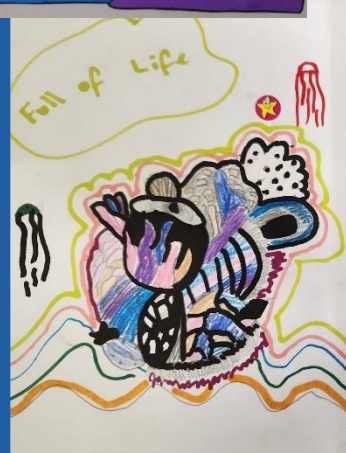
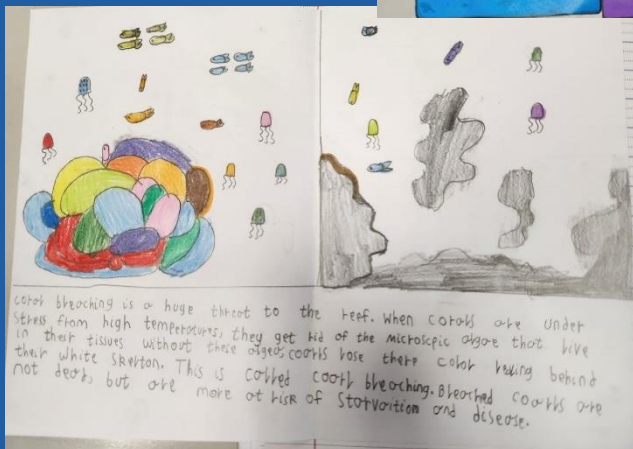
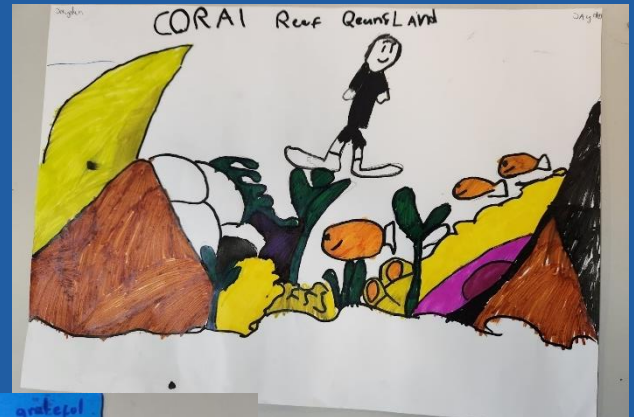
YEAR 3

So far this term in Year 3 we have been studying the text *Ninja Kid*. We have been inferring character motives, traits and emotions. We have then used Anh Do's *Ninja Kid* to help inspire our writing. We are in the process of writing our own narratives. Here are some examples of our drafting stage, we are beginning our publishing very soon!

In numeracy, we have been focusing on division, solving problems with equal groups, arrays and MAB.

We had a health lesson dedicated to being grateful and thankful for our peers. We made gratitude bricks with statements of thanks and combined them all together to make a gratitude brick wall.

In Humanities we have been learning about Geography and some of the different biomes in Australia. We specifically have looked at the Great Barrier Reef and some of the threats to the coral in the reef. We created our own versions of the reef and coral in particular. Below are some examples!



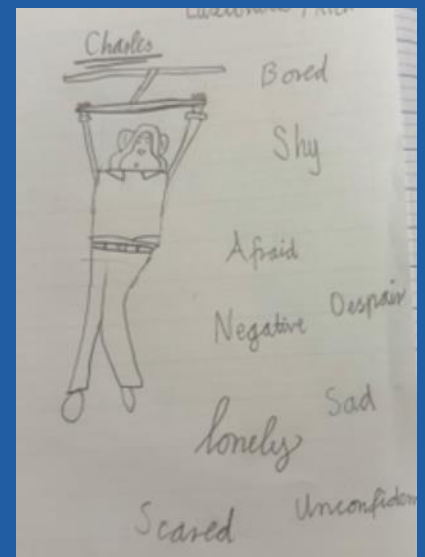
YEAR 4

Our Year 4 students have settled in nicely and are already exploring and learning lots of exciting new topics.

In Math, the term began with probability. The students enjoyed creating fun experiments to explore the chance of rolling dice and flipping coins, discovering both theoretical and experimental outcomes. They then began learning about time, making their own analogue clocks and practicing how to tell the time using phrases like "quarter to," "quarter past," "half past," and "o'clock."



In Literacy, the Year 4s have been studying the work of author Anthony Browne. They have enjoyed learning about his unique writing style and have had a great time creating their own versions of his characters, describing both their inner and outer personality traits. Everyone is excited to begin writing their very own picture story books, inspired by Anthony Browne's story Zoo Story exhibition.



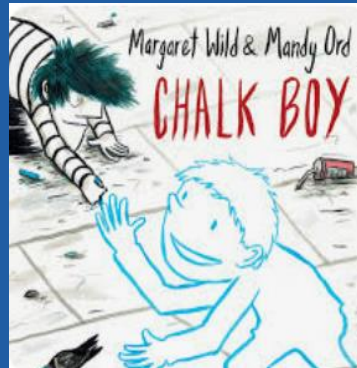
The Year 4 students are looking forward to their upcoming excursion to Werribee Open Range Zoo!! This exciting experience will allow them to deepen and consolidate their understanding of South American and African environments and wildlife which they have been exploring as part of their Geography Humanities unit.

YEAR 5

The Year 5's have had an amazing start to Term 3. The students have been really engaged in all curriculum areas and now looking forward to our upcoming camp in Term 4.

Literacy

Our learning will be inspired by the amazing author "Margaret Wild" where students will create a narrative inspired by Margaret Wild's themes, morals, language features, symbolism and emotions. Here are some chalk drawings created by the Year 5 students inspired by 'Chalk Boy'.



Numeracy

We'll strengthen our fluency of multiplication facts, explore fractions, decimals and percentages and experiment with length, mass and capacity through cooking experiments. We will also dive into more algebra using multiplication and division equivalent number sentences.

Humanities

We'll investigate the human and environmental characteristics of Australia, Asia and North America through population, climate, native people and interpret maps using colour coding and keys. We'll investigate natural disasters and how countries come together to support each other when in need.

Health

We'll continue working through the Resilience Project focusing on Empathy, Kindness and Mindfulness. Also guide discussions through Respectful relationships and Ethical capabilities.



YEAR 6

The Year 6 students have been busy training for our next round of Interschool Sports. The students got to choose from Softball, Cricket, Volleyball, Tennis and Basketball.

We have been training twice a week to be ready to verse surrounding schools in weeks 6 and 7. The students have been training at break times as well to build their team connection and strengthen their skills.

Our Year 6s are also continuing on with our buddy program with the preps. Each week they meet with their allocated prep class and share a story or two in the library. The relationships they have built has transferred out to the yard, running up to say hello during their breaks.



YEAR 7

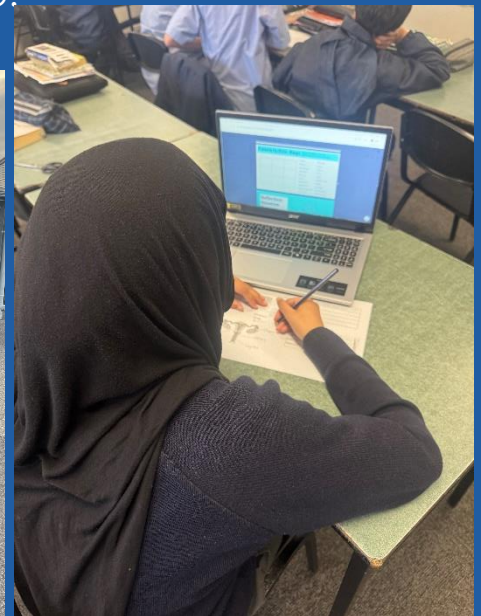
English

Is Ben a good person, or is he bad just like his parents? Year 7 students have been immersed in the novel 'Two Wolves'. It follows the life of Ben Silver; an adolescent boy who discovers that his parents are responsible for stealing money and have taken him and his sister on the run with them. Being that Ben fantasises a life of crime solving and justice, he can't help but try to dissociate himself from his seemingly selfish parents.

The themes explored have been 'choices shape our identity' and 'actions have consequences'. Author Tristan Bancks' use of descriptive language has allowed students to study different writing skills that will prepare them to write their own narratives. These skills include characterisation, utilising varied sentence types and descriptive language. As we reach closer to the end of the novel and the Discussion CAT, students are encouraged to complete their comprehension booklet, refresh their knowledge of character, plot, settings etc, and join in on class discussions.

Visual Art

Term 3 brings a new group of students into the art room to discover the skill of lino printing. Students have explored visual language through song lyrics and considered how this can influence their artistic expression and creative choices. With a focus on annotations and the understanding of art elements and principles, they have practiced generating ideas through sketches and describing their choices to build confidence in communicating meaning. Through this process, students will move from concept development to refinement, applying drawing and design skills before transferring their imagery onto lino.



YEAR 8

As we settle into the new term, students have returned with enthusiasm, curiosity, and a strong sense of community. From creative expression to scientific discovery and athletic ambition, the term is already shaping up to be an exciting one.

In Art, students have been getting hands on with ceramics, exploring clay as they learn sculpting techniques. The classroom has been buzzing with creativity as students experiment with form, shape, and texture to bring their ideas to life. We are looking forward to seeing their final pieces featured in the upcoming Art Show.

Over in Science, our budding biologists took part in a fascinating and practical lesson on heart dissections. With guidance and care, students examined real specimens to explore the structure and function of the heart. This hands-on experience helped deepen their understanding of the circulatory system. It was a challenging activity, but students approached it with maturity and scientific curiosity.

On the sports front, students have participated in sports team tryouts across multiple disciplines, including football, netball, basketball, and athletics. Coaches have been impressed by the level of skill and the commitment and team spirit shown by all. It's fantastic to see so many students challenging themselves, pushing boundaries, and supporting one another in the process. Team selections will be announced shortly.

As we look forward to the rest of the term, we are proud of the way our students are embracing opportunities both in and out of the classroom. Their creativity, resilience, and enthusiasm continue to make our school a vibrant place to grow and learn.



YEAR 9

Our Year 9 cohort have been enthusiastically participating in a variety of tasks that directly relate to their future, which has seen some students start to really think about a career for the first time. Week 2 was full of Morrisby interviews, where students spent time unpacking the information from their profiling reports, and helped shape their understanding of how to think about Year 10 subject selections and possible pathway options. The feedback from students was overwhelmingly positive, especially after they spent an hour attending two different career presentations, linked with areas that they had expressed interest in. We are very proud of the focus and genuine maturity that was demonstrated by our Year 9 students during Careers Week.

Aside from our Careers focus, the Year 9 cohort has also started their second semester with new electives on Mondays and Wednesdays. These new subjects, coupled with the Careers Week focus and Lakeview Senior College presentation about subject selections for next year, are really helping students start to shift towards planning for their final few years of high school and beyond.

Last but not least, Mr Skaftouros gave up a lot of hours of his personal time to take a group of Year 9 boys to the Victoria Schools Volleyball Competition for 3 days. We were largely considered underdogs in this field, but Josiah, Anaiah, Isaac, Paul, Tyran, Richado, Aliyaan, Donovan and Aaron proved victorious in the end. After 3 days of competing, the boys came out as the Division 1 winners and we could not have been prouder of them. Such a wonderful achievement for our group of talented young men and an epic coach.



JANINE BLACHFORD DAY

On the 25th of July we had Janine Blachford day!! This day is to honour our former principal, Janine Blachford, who sadly passed away from breast cancer. The day was filled with warmth, generosity and community spirit. Students, staff and families all supported the bake sale, ribbon sales and raffle tickets. We raised a total of \$2929.82!!! These funds were split between the Breast Cancer Network and the Cancer Council Network. This day was also a powerful reminder that the impact of one persons' legacy can inspire kindness and unity.



PREP/Y1 WELLBEING INCURSION

On Tuesday the 5th of August the Prep and Year 1 cohorts were a part of our very first wellbeing incursion, focused specifically on building resilience. The students participated in group, partnered and solo movement activities to encourage them to build their confidence to try new or challenging things. Students participated in a Ninja Warrior course of inflatables (quite popular), a team building Marshmallow River challenge, dance and team building Giant Earth Ball games. Students gave all activities a go and continued to build connections within the school community and make lasting memories by participating in these engaging activities.

"My favourite part of the incursion was the Ninja Warrior course because I got to go down the slide and press the button!" Evanghelina 1D

"I loved the bouncy castle and the marshmallow river. I had so much fun, it was the best day ever." Diamond Prep C



PREP 100 DAYS OF SCHOOL

On Tuesday the 29th of July, our Preps celebrated their first 100 days of school. They dressed up as '100 days older' or '100 days brighter'! The day started with a mini parade for families under the big shade to show off their fantastic outfits. During the day they enjoyed arts and crafts activities including decorating a picture frame that will contain their 100-day photo.





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SCIENCE WEEK

Science Week 2025 was out of this world! This year's theme, "Decoding the Universe – Exploring the Unknown with Nature's Hidden Language", saw students get involved in space-inspired activities that promoted inquiry and curiosity. From making galactic slime and DNA bracelets to launching bottle rockets and discovering how many rubber bands it takes to explode a watermelon, break-time activities were packed with energy and excitement. Daily science-themed homegroup trivia added an extra challenge each morning, and on the final day, our science teachers really embraced the week, dressing up in a variety of space-inspired outfits. It was a fantastic week, and the enthusiastic participation from students made it one to remember!



Y9 CAREERS WEEK

The Year 9 cohort have spent the first few weeks of Term 3 with a major focus on Careers. This is a great time for students in Year 9 to start thinking about what they might want their life after high school to look like, if they haven't already been doing that.

Students participated in some self-development work, by creating a Career Action Plan that centered around themselves as a person and what values and achievements they have made in their lives so far.

The next step was for students to draft up a booklet full of examples of their values, employability skills, curricular and extra-curricular achievements, work experiences and references. This meant that some of our students needed to think about themselves in an entirely different way to what they normally do. This type of 'bigger picture' thinking was embraced by the students, and for some it was a 'light bulb' moment for them in realising that the workforce is no longer in the far distant future - many of them are now already at the age where they might want to consider a part-time job if it suits their families and schedules.

The final part of Creekside College's Careers Week was on Friday morning, where a wide selection of different career people came to our school and provided students with a 30 minute presentation about the pathway they took to getting their chosen job, the skills and subjects that proved to be essential to focus on, and what a day in the life looks like when working in that profession. Students were initially surveyed to gauge their top preferences of the 12 options



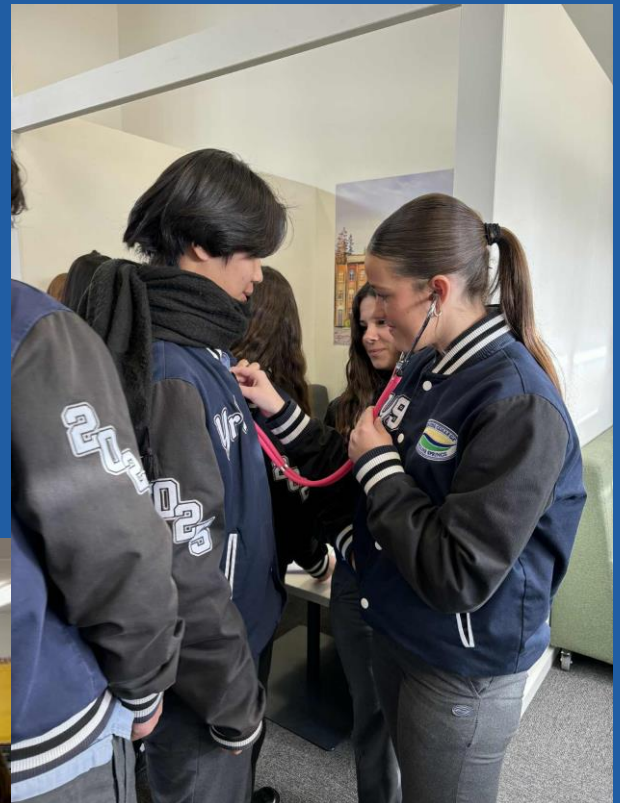
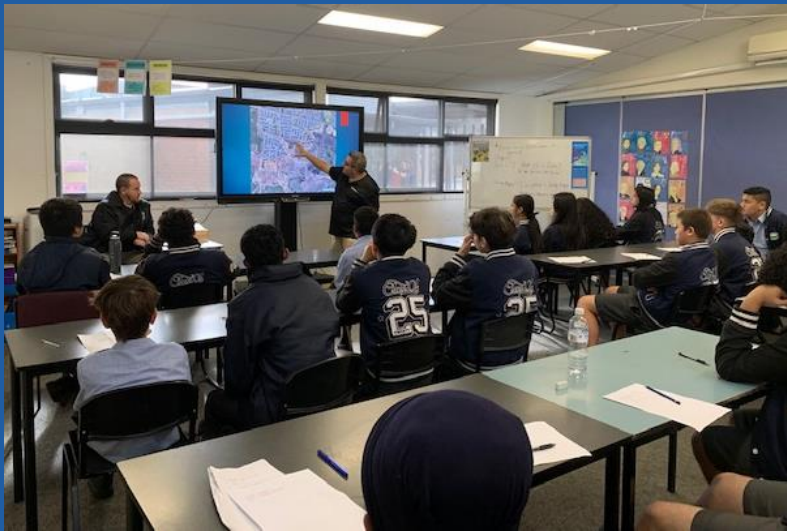
The Career Talks that were offered included:

- Psychologist
- Engineer
- Childcare/Education
- Police
- Paramedic
- Barber
- Professional Soccer Player
- Nurse
- Hairdresser
- Personal Trainer
- Trade



Students were authentically engaged in these talks and took the opportunity to ask questions and gain insight into what a real-life career looks like in those industries.

We would like to thank all of the presenters that came and spent time advising our students about their potential career pathways. Overall, the Careers Week was a great success and we encourage students to revisit any of the tasks that they may not have finished during the week, as they will certainly prove useful tools for their future.



Y9 INTERSCHOOL SPORTS

Basketball

The Year 9 boys were able to start the day off with a big win over Footscray City before playing two tough opponents in Lakeview and Southern Cross Grammar A who were too strong for Creekside. Shout out to Lucas Taylor as the best player of the day, CJ who showed good determination and Jacob for his playmaking skills.

Table Tennis

Well done to Aaron, Richado, Malaki and Paul for competing in the singles and doubles Table Tennis. On the day they played against Footscray High school and Southern Cross Grammar, overall beating Footscray by 15 points to 4. We won a couple of games against Southern Cross, however, the overall score between the singles and doubles led to a defeat. Southern Cross went on to beat Footscray, putting them into the semi-finals.



Futsal

The intermediate boy's futsal team won one game and lost two. Great effort by the boys for the day!



UPCOMING EVENTS

Freeman Day

Freeman Day will take place on Wednesday 27th August. We will be raising money for the Murrup Foundation, which supports First Nations children, young people and their families.

Across P-9, there will be *Pie a Teacher* at first break, and a *Teacher vs Student sprint* at second break. There will also be raffle prizes that can be won! Please bring along some money to donate and participate in our events or get the chance to win the raffle prizes!



RUOK?TM

R U OK Day

On September 11th, the college will celebrate R U OK Day. This day advocates for mental health and focuses on having conversations with others.

We will be celebrating by spending Session 2 with our buddy classes across the college. Secondary and upper primary classes will work with the lower primary classes on some activities that promote friendship and having positive conversations with others.

Sport Jersey Day

As students involved in the Western Bulldogs Youth Leadership Program, Tyran Pham & Alexis Bosidis are organizing a Sport Jersey Day **on Wednesday September 17th** to raise awareness and funds for youth mental health (Beyond Blue). On this day, **students can wear their favourite sports jersey by making a gold coin donation.** Your team's jersey will need to be worn over your full school uniform. **No scarves, hoodies, t-shirts, jackets or beanies are to be worn. The jersey must belong to a professional team.**



STUDENT RECOGNITION GOLD COIN SHOUTOUTS



At Creekside, we have four school values. They are respect, honesty, acceptance and responsibility. If a student displays any of these four school values within the classroom or outside, a teacher can reward them with a Gold Coin. These are gold stickers that are displayed on either a chart in their classroom or in their school diaries. Students can then redeem their gold coins for prizes at the Creekside Gold Coin Shop which happens at the end of each term.

Prep: Zeydi Perry-Trist from Prep C for following teacher expectations in the classroom with Ms Scerri!

Year 1: Romeo Pettinella (1A) for demonstrating the school value of honesty by handing in money that he found.

Year 2: Matthias Tulimaiau from 2C for acting responsibly by approaching tasks with a positive mindset. Well done, Matthias!

Year 3: Ariana Bala from 3C, for demonstrating responsibility by following teacher expectations and acting responsibly around other's behaviour.

Year 4: Ivy McBain (4A) for acting responsibly around others' behaviour in the classroom with Ms Earl. Great work, Ivy!

Year 5: Henry Nguyen in 5A for showing respect, by keeping the school yard and classroom clean.

Year 6: Evaan Chahal in 6E for being responsible by following teacher expectations with Ms Nguyen in food tech!

Year 7: Louie Macugay (7G) demonstrated responsibility by going above and beyond with her Mathspace work. Louie answered more questions than anyone in the class and consistently finishes top 3 each week.

Year 8: Georgia Sultana (8C) for demonstrated responsibility by voluntarily helping Ms Bennett pack up the bikes during PE for bike ed.

Year 9: Alexander Stephenson from 9F for demonstrating the value of responsibility by consistently topping the class in Mathspace each week.





CREATING A LOVE FOR WRITING

1. HELP THEM GET STARTED

Even for adults, a blank page can be intimidating! So, it's understandable that it would be just as intimidating for a child. You could start by posing a fun question about something that interests them. Maybe help them by starting a mind-map with them, to support them with building ideas about what they want to write about. This exercise is an excellent way to teach your child that not everything has to be perfect straight away and that they can make changes whenever they want.

2. ENCOURAGE THEM TO READ

Reading is perhaps the most important thing to help a child learn to write. It's a great way to expose readers to new words to expand their vocabulary!

This can also show children how to structure sentences, the more they read, the more they will see and understand how writers link words together to do this in their own writing.

3. KEEP A JOURNAL

Encourage your child to keep a reflective journal! Children need to express what they feel, as often they can feel like their opinions don't matter - but wonderful news!

They can have an outlet to express themselves all through a diary or journal.

4. MAKE WRITING FUN

Try playing writing games e.g. hangman or fill in the blanks, as games will make writing more fun and interactive. Psychologically, if a child enjoys a task, they will not feel like writing is tedious work but fun and enjoyable. Keep incorporating fun with writing and you will see your child bloom with their writing ability.

Write a letter to your child's favourite character! Is your child's favourite superhero Batman or a Disney character? Maybe their hero a family member? Why not help them write a letter to them?

Whether your child's addressing their letter to Gotham City or Disney World, it is a brilliant way to teach them the power and excitement in writing.





FUN WRITING PROMPTS!



Fantasy flight

Imagine tumbling upon a hidden door in your attic leading to a magical world. Describe this world in detail – what creatures live there?

What are the rules? Let your children write stories about their adventures in this fantastical place.

Historical hero

Travel back in time to a historical period that your children find fascinating. What if they become a character living in that era? What would they write about daily life, challenges, and dreams in their diary?



Animal Antics

If animals could talk, what would they say? Have your kids choose an animal and write a story from their perspective.

What are their hopes, fears, and daily routines?

Mystery on the playground

During recess, the kids discover a mysterious note hidden under the swings.

Who left it, and what does it mean?

Prompt them to write a detective story as they try to solve the playground mystery.



The misunderstood monster

Monsters are always portrayed as scary creatures, but what if a monster was kind and misunderstood? Write a story about a friendly monster who befriends a human child.

The shy superhero

Superheroes are usually bold and brave, but what if a superhero is secretly shy?

Write a story about a superhero who overcomes their shyness to save the day.

MATHS CONFIDENCE

THE SECRET NO ONE TOLD YOU!

Ever heard someone say, "I'm just not a maths person"? Here's the truth: there's no such thing. Confidence in maths isn't something you're born with — it's something you build, step by step, problem by problem.

MYTH BUSTING: MISTAKES MEAN YOU'RE LEARNING

In maths, mistakes aren't a dead end — they're brain workouts. Each time you get something wrong, your brain builds new connections. That's why confident maths students aren't afraid to mess up — they know it's part of the process.

WHAT CONFIDENCE IN MATHS LOOKS LIKE:

It's not about getting every question right the first time. It's about:

- Asking **"Why?"** when you're unsure.
- Trying a problem more than one way.
- Celebrating small wins — like finally nailing fractions or solving a tricky equations



Quick Confidence Boosters

- 1 Start small – Warm up with a question you know you can do.
- 2 Talk it out – Explaining your method to someone else makes your understanding stronger.
- 3 Switch the voice in your head – Replace **"I can't do this"** with **"I can't do this... yet"**.

CREEKSIDE TERM 3 MATHSPACE STARS!

Aleena

Murali Bhatnagar

Ahmed Azhar

Louie Macugay

2

1

3



CREEKSIDE
MATHS DEPARTMENT



TIME

The measurement of time is a complex skill as time involves more than just reading a scale (like a clock face). Time is different to other areas of measurement as it cannot be perceived through sensory experiences like other aspects of measurement, i.e. it cannot be seen or touched.

Things to think about when learning about time:

- Remember the hour hand is the smaller hand even though it is a longer unit of time.
- The same divisions on the clock that refer to hours also refer to the number of minutes after the hour, but then some of those sections of the clock also show minutes to the next hour.
- Time is stated differently depending on the clock used or the person saying it: nine fifteen or a quarter past nine.
- You require a basic knowledge of fractions: quarters and halves
- Even when they do have enough understanding of fractions, we refer to 3:15 as a quarter past but 3:45 is not called three quarters past.

In Prep-Grade 2, experiences with duration should be explored using the senses and movement. For example, children could listen to and create regular but informal units like clapping. This sets up an audible tempo to judge duration. For example:

What can you do in 10 claps?

How many claps will it take to put your shoes on?

Can we finish packing up the toys as we play Mary Had a Little Lamb?

Children could keep a record of how long it takes them to do something then try and improve on this time. It might be running to the fence and back, saying the months of the year in order, or even tying their shoe laces.



In Grades 3-6, students are asked to calculate time to the minute as well as duration. Duration relates to how much time has passed between the start and finish of an event. This elapsed time may be measured in very small units of time (milliseconds) or much larger units like a millenium (1000 years). It can be measured by a range of tools, for example: a sand timer, sundial, calendars and clocks etc. Children need to experience the passage of time.

In Years 5 & 6, students should be familiar with reading and interpreting timetables or itineraries, therefore, exposing students to bus timetables, movie schedules or travel itineraries will help support their understanding.



WELCOME TO **BIG** CHILDCARE



Who are we?

Big Childcare is a trusted Outside School Hours Care (OSHC) provider. Our directors Ted and Sian Hatzakortzian have served families for over a decade in the industry, delivering a unique and holistic service across Australia. But we are more than just an OSHC service! At Big Childcare we pride ourselves on ensuring every child's needs are put first, to give them a sense of belonging and safety, whilst of course having loads of fun!

We can't wait to meet your child, get to know them and ensure they have a great time when they are with us!

What is oshc?

OSHC stands for Outside School Hours Care which your school has outsourced to us because we have expertise in providing Before School After School, Curriculum Day and Holiday Care. We operate in partnership with schools so that you can drop your children off before heading to work or pick them up after you finish, knowing they are well cared for by our team.

big
CHILDCARE



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