

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 2 Key Dates

Monday 26th May:

Curriculum Day (Student Free Day)

Friday 30th May:

Cowan Day

Monday 9th June:

King's Birthday Public Holiday (School Closure)

Friday 4th July:

Last day of Term 2 (1 hour early finish)

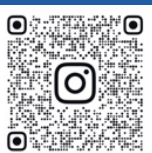


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1

APR 21

EASTER MONDAY
(NO SCHOOL)

APR 22

TERM 2 BEGINS

APR 23

APR 24

APR 25

ANZAC DAY
(NO SCHOOL)

2

APR 28

YEAR 7 2026
INFORMATION NIGHT

APR 29

3-6 DISTRICT CROSS
COUNTRY
P-6 CLASSROOM
HELPER INFO 9AM

APR 30

MAY 1

3-6 ATHLETICS
P-6 CLASSROOM
HELPER INFO 2:40PM

MAY 2

3

MAY 5

7-9 SPELLING BEE WEEK
9E/9H HUMS
EXCURSION

MAY 6

MOTHER'S DAY STALL

MAY 7

9C/9G HUMS
EXCURSION

MAY 8

9B/9D HUMS
EXCURSION
Y7-9 GIRLS AFL

MAY 9

PREP MOTHER'S DAY
YEAR 6 SPORT
9A/9F HUMS
EXCURSION

4

MAY 12

7-9 PRIDE WEEK

MAY 13

MAY 14

MAY 15

MAY 16

YEAR 6 SPORT

5

MAY 19

7-9 DOWNBALL
COMP WEEK
YEAR 2 DAY CAMP

MAY 20

LITERACY FAMILY
NIGHT

MAY 21

Y9 ODED
ROCKCLIMB
PREP FIRE ED

MAY 22

Y7-9 BOYS NETBALL

MAY 23

DIVISION CROSS
COUNTRY

6

MAY 26

CURRICULUM DAY
(STUDENT FREE
DAY)

MAY 27

MATHS FAMILY NIGHT
6-9 LEADERSHIP CAMP
Y8 INTERSCHOOL SPORTS

MAY 28

6-9 LEADERSHIP CAMP
PREP FIRE ED

MAY 29

MAY 30

COWAN CHARITY DAY

7

JUN 2

JUN 3

JUN 4

Y2 COMMUNITY
WALK

JUN 5

JUN 6

8

JUN 9

KING'S BIRTHDAY
(NO SCHOOL)

JUN 10

JUN 11

JUN 12

Y9 INTERSCHOOL
SPORTS

JUN 13

9

JUN 16

JUN 17

JUN 18

JUN 19

REGIONAL CROSS
COUNTRY

JUN 20

10

JUN 23

7-9 EXAM WEEK

JUN 24

Y7 INTERSCHOOL
SPORTS

JUN 25

3-6 DISTRICT
ATHLETICS

JUN 26

JUN 27

11

JUN 30

NAIDOC WEEK
Y9 MORRISBY
PROFILING

JUL 1

Y9 MORRISBY
PROFILING

JUL 2

Y9 ODED HIKE
P-6 LEARNING
CELEBRATIONS

JUL 3

2:05-2:10PM
FINISH

JUL 4

TERM 2 FINISHES

TERM 2 2025



MESSAGES FROM THE PRINCIPAL

Welcome back to Term 2. The term has started in a very settled fashion across the school. Teachers and students are getting into the rhythm of the term after a very short week 1.

At the end of Week 2, I was named the substantive Principal of Creekside K-9 College. I am humbled by the support and well wishes I received from across the College. I'm proud to lead a very dedicated staff and strong school community. As I have mentioned before, we have much to be proud of. There is never an easy time in education, but I would argue the last 5 years, with the pandemic and teacher shortages have been particularly challenging.

We are very well placed to achieve excellent outcomes for our students in the coming years. There is plenty of room for improvement and a lot of hard work ahead of us. I am looking forward to the challenge.



Peter Dalinkiewicz

I would like to thank Gary Eckersall for his contribution to Creekside K-9 as Principal over the last 5 years. Gary provided strong leadership and left an outstanding legacy in education. Since becoming an assistant principal in 2010, Gary was able to develop a number of teachers to become Leading Teachers, Assistant Principals and Principals. He was also able to impact the lives of many students in Caroline Springs over the last 20 years. Personally, Gary has been a great mentor and friend to me. I know there are a number of members of the community who would like to thank Gary personally, to which I have tried to convey to him. But in true Gary form, he has stubbornly wanted to 'ride off into the sunset'.

On a sad note, I would like to inform the Creekside community of the passing of ex-staff member Cheryl Jackson. Cheryl worked at Creekside K-9 College between 2011-2021 as the PSD coordinator. She made a fantastic contribution to the college and was a caring person. A number of staff represented the school at Cheryl's funeral.

School Uniform

Despite some unseasonably warm May weather, the colder months are upon us. I ask families to be familiar with the colleges 'Dress Code Policy'. The school offers a full winter uniform including jumpers, jackets, beanies and scarf. I ask that families do not send students to school in black puffer jackets or hoodies. I urge families to make use of the \$400 School Savings Bonus. Please contact the school office for information.

The state government recently announced changes to policy regarding school branded - shorts, pants, socks etc. I will be working with school council over the coming weeks to ensure the Creekside Dress Code policy reflects these changes. I hope to communicate this to families in due course.

WELLBEING

It has been a successful start to Term 2 for our Wellbeing team, with a number of valuable programs running throughout the school.

One highlight has been the Blue Edge Program, which is being delivered to a select group of Year 7–9 students in partnership with members of our local community. This program focuses on building confidence, resilience, and leadership through physical activity and positive mentoring.



Daniel Xuereb

In the Primary years, our RAP and Resilience Projects have also been making a strong impact, helping students build emotional awareness, social skills, and a greater sense of wellbeing.

As the colder weather sets in, we'd like to take this opportunity to remind families about the importance of regular school attendance. Attending school every day plays a crucial role in your child's education and development. Each day, students are learning new concepts, developing friendships, building routines, and gaining important life skills.

Attending and participating in school helps your child to:

- Develop essential knowledge and learning skills
- Build social and emotional skills such as communication, resilience, and teamwork
- Form friendships and a sense of belonging

Even occasional absences can add up. For example, missing one day of school every fortnight equates to four full weeks of learning missed over the course of a year.

Whenever possible, please schedule appointments outside of school hours and plan family holidays during school breaks to support your child's learning and progress.

Thank you for your continued support in making Term 2 a positive and productive time for all our students.



SUB SCHOOL NEWS

K-2: Michelle Lowry



Term 2 has been another busy term across K-2. During break times I have noticed a huge improvement in how students have been solving problems in the yard by using the Wheel of Choice strategies. Our students who play soccer have been talking it out when problems arise. This helps them to solve problems quickly as they are understanding the perspective of others.

Prep enrolment for 2026 is now open and closes on July 25th 2025. Enrolment enquiry forms can be collected from the college office. We encourage you to get the forms in early as this will support us with developing our transition program.

Thank you to everyone who attended the Classroom Support Program information session. We value your support.

3-6: Suzi Stojkov

What a busy and exciting start to Term 2 it has been! It is hard to believe we are almost halfway through already. After a restful break, it was great to see our students settle so well back into their school routines. We've had lots happening across the subschool. The 3-6 district round of cross country trials kicked off the term with our superstars placing second! Our annual 3-6 Athletics Carnival, soon followed that same week, with the best turn out of attendees we've had in the last few years; it was a great day out for our students, teachers and the many families who came along to support and spectate. The many other events have included: Our Year 6 students participating in their first round of interschool sports, our year 3's enjoyed a visit from a published author, Maxine Beneba Clarke and our Year 4's just wrapped up their annual Footy Clincs with Year 12 students from our neighbouring senior school, Lakeview. With such a busy start to the term already, I have no doubt the second half will prove to be that much more exciting!



7-9: Leeza Thompson



It has been a busy and productive term so far, marked by strong student engagement, dedicated teaching, and positive school spirit. Our academic programs are progressing well, with students showing increasing effort in class. In English, students have been studying filmmaking techniques and analysing the director's creative choices. In Mathematics, our Year 7 and 8 students have been learning about integers and percentages, while our Year 9 students have been studying indices, algebra and probability.

We've also seen excellent participation in extracurricular activities, including interschool sports, the Berthe Mouchette French poetry competition, cross-country running, and the Spelling Bee and Downball tournaments, all of which contribute to a vibrant school culture. With semester one exams fast approaching, now is the time for our 7-9 cohort to start revising term one content and seeking further support from teachers where needed. I look forward to the rest of the term with optimism and continued focus on student wellbeing, engagement and academic success.

3 YEAR OLD KINDER

(Duck, Fish & Yabby group)

The three-year-old children are currently participating in the Sports Tots program, an initiative designed to enhance physical skills and promote social interaction among young children. Through their involvement in various physical activities, the children benefit from improved coordination, teamwork abilities, and increased confidence, which all significantly contribute to their overall developmental well-being.

There is noticeable enthusiasm among the students as they gather on the school grounds to engage in different physical activities. They are also learning to use various types of tools and sports equipment, including hockey sticks, soccer balls, and goalposts.

Additionally, we celebrated Special Person Day, filled with fun and excitement. This event was created to express our joy and appreciation for the special people in our lives. The children worked hard to prepare for this occasion by creating unique handprints and designing artistic photo frames as gifts for their mother or a special individual. The colours of the cards and photo frames beautifully reflected their gratitude.

The highlights of the event was a captivating PowerPoint presentation displayed on the interactive board, accompanied by joyful singing from the children. The celebration concluded with light refreshments and engaging activities. A busy photo booth captured these memorable moments.

This term, the three-year-olds are also developing skills using a variety of creative art techniques, such as stamp painting, crayon drawing, free-range easel painting, and more. These activities not only enhance their artistic expression but also help develop their critical thinking skills while working on their fine motor skills.



4 YEAR OLD KINDER

(Turtle, Snake & Frog Group)

Mother's Day was a meaningful opportunity to honour the special people in our lives who show us love, care, and support, whether they are mothers, grandmothers, aunts, or other important figures. These community celebrations reminded us how vital it is to express gratitude to those who nurture us and make a difference in our lives. Taking the time to appreciate these special people helped us build stronger connections and brought a sense of warmth and togetherness into the Creekside kinder community.

This term our kinder children visited the prep classes as part of our school readiness program. This provided a valuable opportunity for the children to get a feel for the prep learning environment and continue to build on social skills through interacting with others who had transitioned to prep this year. Participating in programs such as these are important for children as they learn to adjust into new learning environments and be aware of all expectations of formal schooling. These programs are aimed to ease children's tension and anxiety before attending their primary journey. This will further support children's social, emotional and academic skills.

Children also participated in the Recycle Man Incursion program, where they learned about the different sides of the bin and what items can go into our recycling bins at home. They had the exciting opportunity to experience a didgeridoo instrument and explore its unique sounds together. The program also taught children how they can be superheroes by helping to make the planet a better place. By recycling correctly, we all play a part in protecting the Earth—because when we recycle properly, we're acting like superheroes who care for our world.



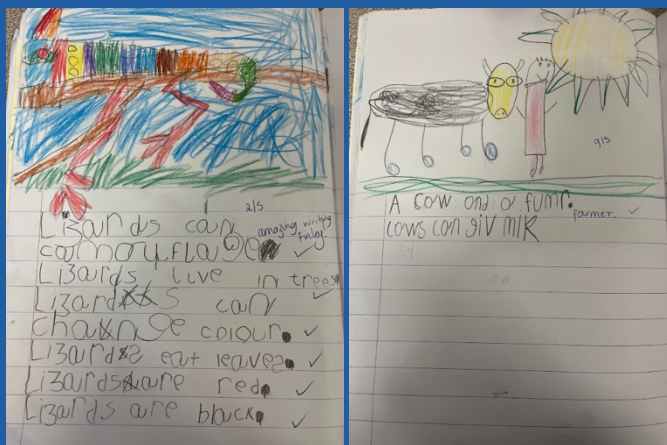
PREP

Our Prep students have continued to grow and learn, making a fantastic start to Term 2. They are settled into the increasing pace of their days and rising to the challenges that new learning brings.

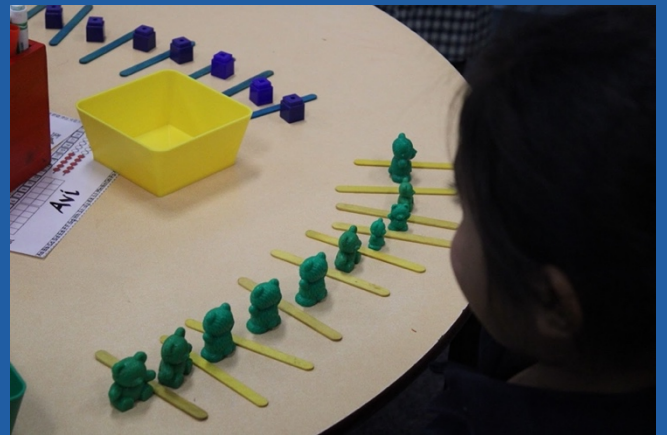
In Reading, students have enthusiastically applied themselves to the comprehension strategy of Questioning when reading. They have been posing 5 W questions (who, what, when, where and why) before, during and after reading. We regularly revisit Making Connections to self when reading new books to consolidate this comprehension strategy from Term 1. Students are beginning to blend CVC (consonant-vowel-consonant) words and are encouraged to use continuous phonation (keeping their voice on) when sounding out words. We are now up to Unit 6 in Sounds Write. Thank you for your continued support of their home reading - all the practice is evident in their developing fluency.



In Writing, students have immersed themselves into Informative Writing. They have explored different non-fiction texts such as Space, Farm Animals and Reptiles. After engaging in rich discussions about the information they had learnt from the text, they chose an interesting fact they would like to write about. Students used their sound knowledge and writing checklist to help them write a full sentence, ensuring that their sentence starts with a capital letter, has finger spaces between words and ends with a full stop. The students are then encouraged to read their sentence again to check if it makes sense. We are very proud of the amazing writing our Preps have produced so far this term!

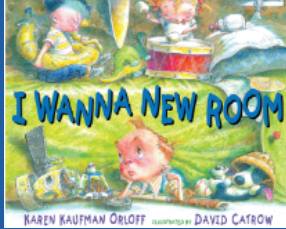
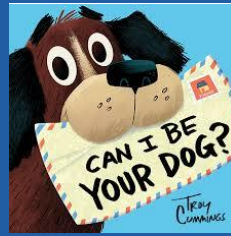
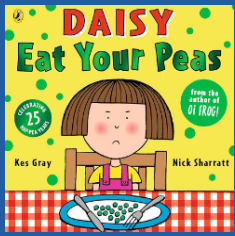


In Maths, students have explored patterns. Students recognised predictable repetitions and regularities in various forms. They have explored patterns in movements, objects, colours, shapes, and even in nature. Students learnt to predict what comes next in a pattern by understanding the unit of repetition. Students used concrete materials like Unifix cubes, dice, beads and counters to make their own patterns in the classroom. They also went outside in nature to find natural objects to make patterns with. Teachers were excited to observe students making two step patterns (AB), and three step patterns (ABC, ABBA or AAB) with objects from nature.



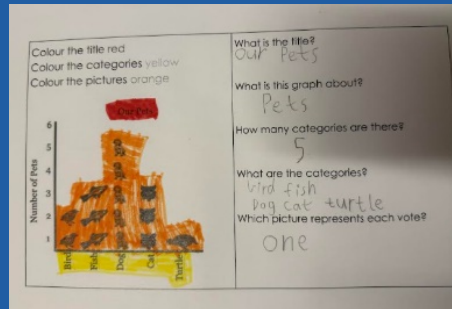
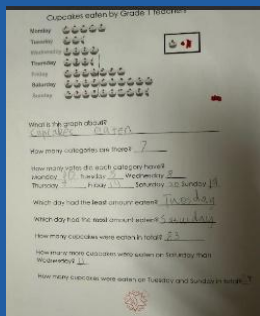
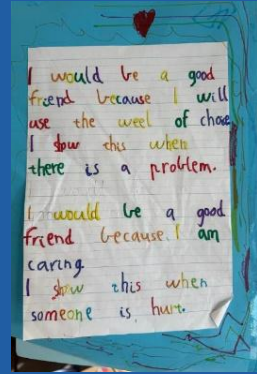
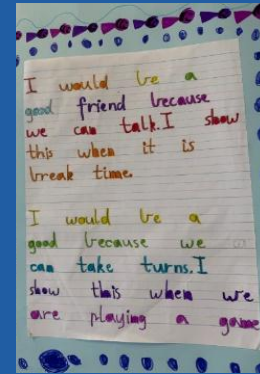
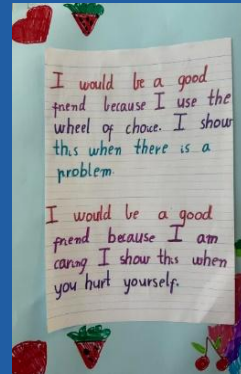
In Health, students have been learning about personal strengths and character strengths. In relation to this, students have been able to discuss how it's okay to like different things and feel more confident in doing different things to their friends. Linking into Pride Week, students were able to draw pictures of objects that make them feel proud of themselves for who THEY are. This could be particular foods, colours or activities that they like. Students have also been engaging in rich conversations about themselves and what makes them the amazing little human that they are.

YEAR 1



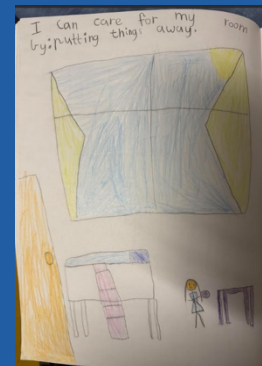
In Reading, students have been learning how to make connections with books they read whether it's a personal connection, a connection to another text, or to the wider world. Throughout the unit, we studied three different mentor texts. These texts were also persuasive, allowing students to make links between what they were reading and what they were writing. It's been wonderful to see how students apply their knowledge across learning areas.

In Writing, students have been learning all about persuasive writing. They've explored the different ways we can persuade others and have brainstormed ideas around persuasive topics. From there, they've been working hard to turn those ideas into full sentences, explaining their opinions with clear reasons. Students have practised drafting their work, editing it carefully, and publishing a good copy to share their final pieces.



In Maths, students have been learning how to interpret data. They've been introduced to pictographs and explored the key features of these graphs. They've practised reading pictographs and answering questions using the data shown. It's been a great way to build their confidence in data interpretation and visual representation.

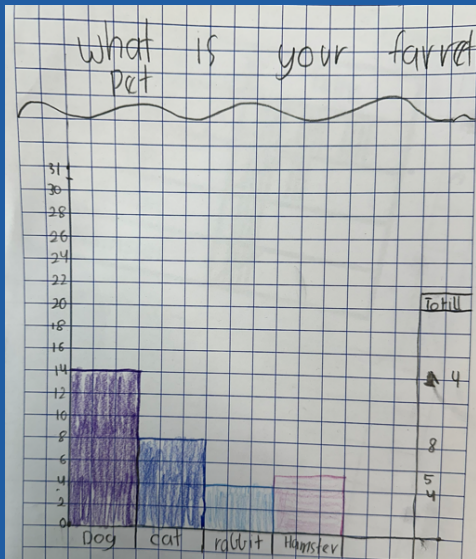
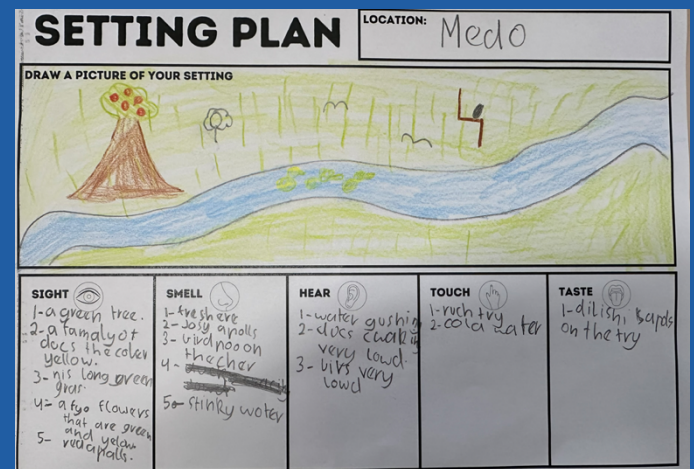
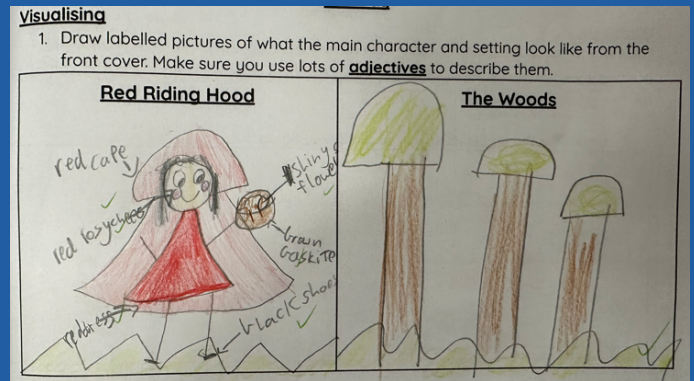
In Humanities, students explored places that are important to them. They shared meaningful locations such as their homes, parks, and our school and gave thoughtful reasons why those places matter to them. They also reflected on how they can care for these special places by both writing and drawing their ideas. Our school was a popular choice, and students came up with creative ways to keep it clean and care for it.



YEAR 2

The year 2's have settled really well into term 2. They have come back from their holidays with lots of excitement and were rejuvenated for the new term.

In Literacy, we have been looking at fairy tales. We have used fairy tales such as Rumpelstiltskin and Little Red Riding Hood to support us in both Reading and Writing. In Reading, we have used the books to support us with our comprehension strategies. We have continued to build upon our making connections and summarising strategies and begun our units on predicting and visualising. In Writing, we have used these fairy tales to help us identify the different parts of a fairy tale and to help us create our own characters, settings, complications and resolutions.



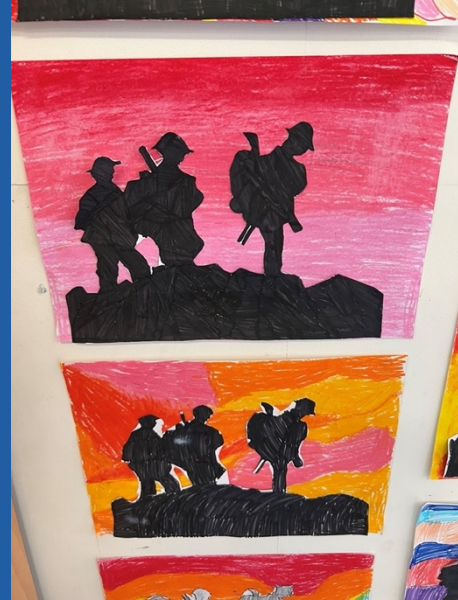
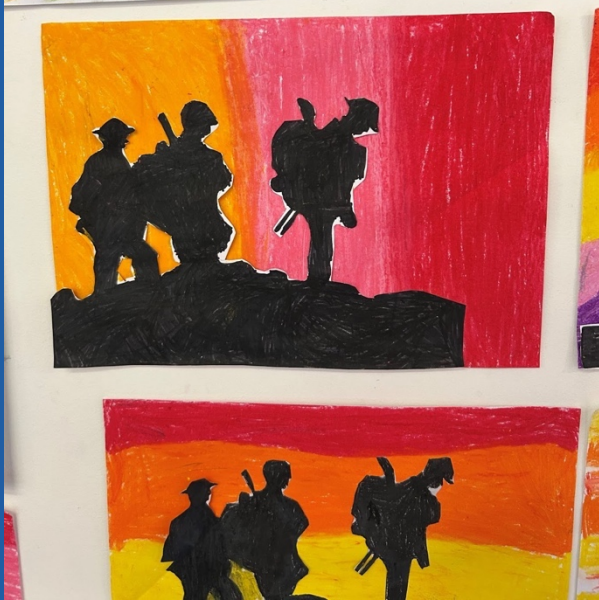
In Maths, we have completed our length unit and created our own graphs. We have had fun surveying our classmates to find out information on a certain topic and displaying them on bar graphs or column graphs.

In Humanities, we have started our unit on sustainability. So far this term, we have learnt about natural vs. man made products and food safety/hygiene. To show our understanding of this, we made fruit skewers to show how we could prepare food safely and demonstrate good hygiene.

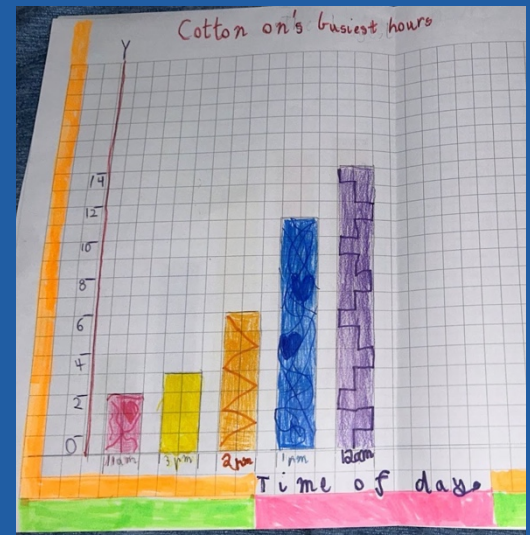
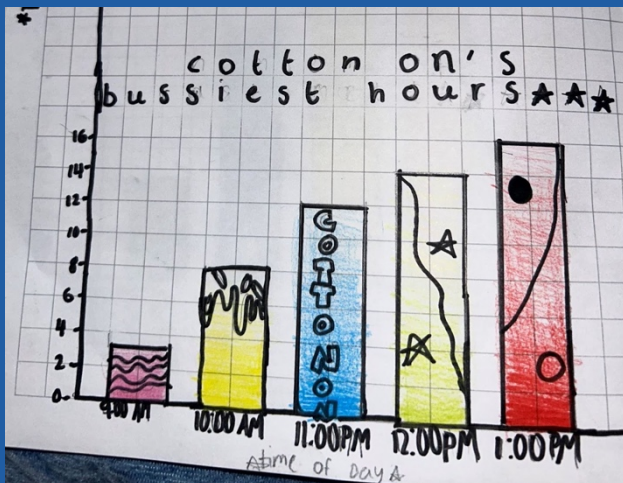


YEAR 3

The year 3's have had a great first half of term 2. We came back and did some lessons around acknowledging the ANZACS. You can see some of the amazing pastel silhouettes our cohort completed.



This term in maths we have been working on statistics and data. We have been collecting data, surveying class mates, interpreting data sets and also create our own graphs. Here are some examples of the wonderful graphs we have created so far!



We are looking forward to what the rest of the term brings, in particular the Puzzlemania incursion in a few weeks!

YEAR 4

The Year 4 students have jumped into Term 2 with great enthusiasm, kicking off with a Book Club unit featuring a selection of Goosebumps titles. Throughout the unit they will be building their comprehension skills which include predicting, visualising, inferring, questioning and summarising. Alongside their reading, students are also excited to begin creating their very own fictional story as part of their writing focus.

In numeracy, students have explored the concepts of area and perimeter and developed their skills in interpreting data by creating digital column graphs. Coming up, students will be diving into a new unit on fractions while continuing to strengthen their understanding of multiplication and related division facts. We encourage families to support this learning at home by helping students practice their times tables regularly. Every bit of practice makes a difference!

In Humanities this term the focus is on Australian History. Students will explore the early encounters between Aboriginal and Torres Strait Islander peoples and British settlers.

As part of the unit, students will visit the Melbourne Museum to view significant artefacts and deepen their understanding of this important time in our nation's past.



Students have had so much fun engaging in some fun AFL and Soccer Clinics run by Year 12 Lakeview students.



YEAR 5

Year 5 students have settled into Term 2 with enthusiasm and curiosity, ready for another exciting term of learning and growth.

Students have been diving into the novel, *There's a Boy in the Girls' Bathroom*, engaging in thoughtful discussions and deepening their reading comprehension skills. Through this shared reading experience, they have been learning how to infer the feelings of characters and analyse the events unfolding in the story. By closely examining the characters' actions, words and interactions, students have developed the ability to read between the lines, piecing together subtle clues to understand emotions and motivations beyond what is explicitly stated.

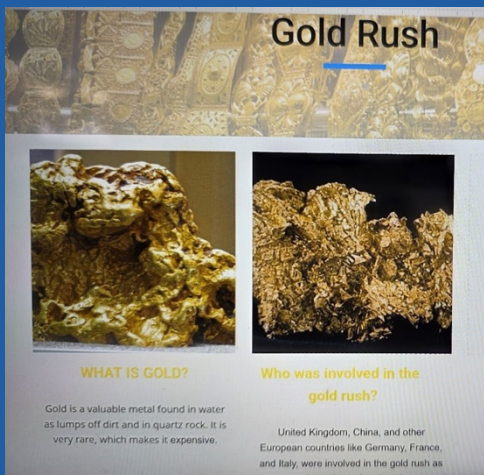
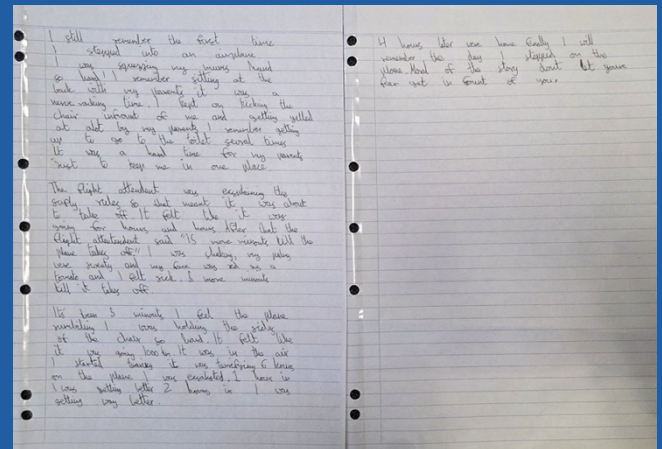
There's a Boy in the Girls' Bathroom - Chapter 19

- Infer:** After reading Chapter 19 what do you think of Jeff now?

<p>My opinion of Jeff now is...</p> <p>My opinion on Jeff now is that Jeff is getting a bad influence from the basketball boys and I also think that he is becoming more like Bradley and he doesn't even know it.</p>	<p>My reasons for my opinion (what did Jeff say or do that caused you to have that opinion?)</p> <p>I think that Jeff is getting a bad influence from the basketball boys that by being modest and saying, 'Why would I need to see a counselor if I have eight friends?' He's also becoming more like Bradley because previously, it says about Bradley, 'His mouth stretched so wide it was hard to tell whether it was a smile or a frown.' It says the same thing about Jeff in chapter 19, 'That was the way he liked it.'</p>
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- Themes:** He hated everyone and everyone hated him. That was the way he liked it.

What does the author mean by this statement? Multiple Choice – choose the best answer:

In Writing, students have been diving into the art of memoir writing. Through this unit, students have been crafting memoirs that bring their experiences to life using catchy titles, a strong first-person voice, and rich literary techniques such as personification, metaphors, and similes. From heartwarming childhood memories to unexpected adventures, students have learned to transform simple moments into vivid, engaging stories.



In Humanities, students have been uncovering the fascinating history of the Gold Rush and the impact of Chinese migration during this period. Beyond the search for gold, students explored what life on the goldfields was like, gaining insight into the challenges faced by Indigenous Australians, Chinese migrants, and European settlers. They examined how this historical event shaped communities, influenced migration patterns, and impacted the land and its people. To demonstrate their understanding, students created a Google Site, showcasing their research and key learnings.

YEAR 6

The Grade 6 students have had a wonderful start to the term, showing enthusiasm, creativity, and teamwork!

In English, we've been studying the novel *Can You See Me?* by Libby Scott and Rebecca Westcott. This powerful story has opened up discussions about friendship, empathy, and acceptance. Through the eyes of the main character, students have reflected on how these themes relate to their own experiences and the ways they can support others in their school community.

Sport has also been a major focus, with our Grade 6's proudly representing our school in Interschool Sport. Students have competed against several local schools in Tee Ball, Hockey, Netball, AFL and Soccer. All teams demonstrated sportsmanship, enthusiasm and determination. Their hard work during training sessions paid off, and we are proud of their efforts and the way they supported one another.

In Humanities, students have been learning about Australian history, exploring significant events and developments of the 20th century. As part of their studies, they are currently working on an artefact project. Each student is tasked with designing and creating an item that could have existed during a period of the 1900s. It's been fantastic to see the thought and imagination that students are beginning to bring to their creations—we can't wait to see the finished products!

It's been a busy and rewarding term so far—well done, Grade 6!



YEAR 7

The Year 7's have had a busy start to the term with lots of activities going on inside and outside the classroom.

Selected students participated in the French language competition, The Berthe Mouchette. This event was first established in 1894 by Berthe Mouchette, the first president of the Alliance Française in Melbourne, and it has grown to become the largest French-language poetry competition outside France, with over 16,000 participants from more than 90 schools. Students from Creekside College participated in the Oral Recitation category, where they were required to recite a French poem from memory in front of an examiner. Students who excelled in this round will then move onto the finals.

Our Year 7 students were also involved in a Menstrual Health and Pelvic Pain incursion, which focused on increasing students' knowledge of the physiology and management of their menstrual health, along with education on pelvic pain. It aimed to educate students on the process of menstruation and increase confidence in managing their own health and/or supporting their peers to do so, as well as reduce stigma around these topics.

In Vis Comm, students have been using manual drawing methods and conventions to create a one point perspective representation of a bedroom. Below are some samples of the fantastic work students have created.



YEAR 8

It has been a busy term in Year 8, with our students settled into their classrooms and busy working in all their different subject areas.

One event we have had is the Berthe Mouchette Competition, which is a cornerstone initiative in promoting Francophone language and culture in schools. This is held annually from May to November, it engages over 16,000 participants. A French examiner visits each participating school, where students from Years 3 to 10 recite a poem selected by the Alliance Française. We had over 50 students participate across the Year 7-9 cohort.

Late last term, our Year 8 students embarked on an unforgettable journey back in time with a visit to Kryal Castle, immersing themselves in the captivating world of the medieval era.

This hands-on experience brought history vividly to life in the most engaging way. A highlight of the excursion was the interactive enactment of the Battle of Hastings. Through a dynamic and informative presentation, students experienced the tactics, drama, and historical significance of one of history's most pivotal battles. No medieval adventure would be complete without a taste of action; students tried their hand at archery, sharpening their skills with bows and arrows just like medieval warriors.



YEAR 9

The Year 9 students are continuing to work hard in class, working towards the end of semester exams which will take place in Week 10 this term. To complement their learning in Humanities, all students were invited to attend an excursion to the Shrine of Remembrance. During this excursion, students got to see real artefacts from World War 1, which provided them with the opportunity to pay respect and take in the solemnity of the building and the sacrifices made by soldiers of the past.

The Psychology elective students attended an excursion to Artvo to put their knowledge of visual perception to practice. This venue is filled with illusions to experience how “trick-art” can alter our perception of reality.

In Week 11, students will complete the Morrisby survey, which helps them to target their strengths and suggest career choices for the future. It will also help them select subjects for Lakeview, which will happen later in the year. Parents need to provide consent for this survey, so please make sure to check this out on Compass.



P-6 BUSKING DAY

On the 3rd of April 2025 we had Busking Day! Everyone was very excited in the lead up to the day. The Year 6's ran the sport stall with a penalty shootout and bean bag toss. Some of the other stalls we also had face paint, guess the lolly jar and more.

We also had some food/snacks like popcorn, sausages, slushies and cotton candy. The Year 6 student leaders helped run the stalls for the other classes and we took turns selling the items. We also had live music played by some students that play instruments and students who were brave enough to go up and sing songs with their friends.

A big shout out to all the leadership captains, Miss Emily and Miss Strafonda for helping us be organised for the day.

Kayla Tran (School Captain) and Milla Culakovsi (Freeman House Captain).





7-9 BUSKING DAY

We celebrated Busking Day on April 3! The air smelled like buttery popcorn, kids were lining up for soccer shoot-outs, and lolly bags were selling fast. It was great to see everyone enjoying and having fun!

But the best part? Every dollar raised is going straight to the Royal Children's Hospital to help kids in need. We raised a total of **\$7488.51**. It was awesome to see everyone pitching in, running stalls, cheering each other on, and making the day a huge success.

Big shoutout to everyone who got involved—whether you ran a stall, bought a snack, or just came along for the fun. Your efforts helped a lot!

Agam Kaur (School Captain)







Y7 INTERSCHOOL SPORTS

Boys Volleyball:

The Year 7 Boys Volleyball team performed very well at the division competition on the 1st of April. The students lost a close match to start the day, but went on to win their next three matches. The team worked well as a team and improved as the competition progressed. Well done to all students involved.



Mixed Tennis

The team worked hard in every game and played some excellent shots. We won three of our matches, 2 individual and 1 doubles. They were a great representation of the school.



Girls Volleyball

We had a great day out at the interschool sports with two teams. The A team won two games and lost one game. The B team unfortunately lost two games, but finished with a win in their last game.



3-6 ATHLETICS & CROSS COUNTRY

On the 1st of May, our students took to the track for the highly anticipated 3-6 Athletics Carnival at Melton Athletics. The day was filled with excitement as a tremendous number of students participated in various events, showcasing their athleticism and determination. From sprints to long jumps, there were some truly exceptional performances that had everyone cheering.

While we've still got a few events to catch up on back at school, stay tuned for the announcement of our district athletics team and the results from the day. We're proud of all our athletes – it's been a fantastic experience!

On the 6th of March, our dedicated students competed at the District Cross Country Carnival, making Creekside College incredibly proud. Thanks to their hard work and effort, our school finished in 2nd place overall – a fantastic achievement!

A special congratulations goes out to the following students, who have qualified to represent us at the upcoming Division Cross Country Carnival on Wednesday, 28th of May: Sam Chahrouk, Seren Afacan, Milla Culakovski, Zara George, Ivanna George, Emily Najdovski, and Jordan Popa. A very special mention also goes to Aleigha Romijn, who took 1st place in her event.

We can't wait to see all our students continue to do themselves and Creekside proud at the next event. Go Creekside!!





RESPONSIBILITY | ACCEPTANCE | HONESTY | RESPECT

EASTER HAT PARADE

During the last week of term 1, our Prep, Year 1 and Year 2 students participated in Creekside College's annual Easter Hat Parade.

The students were able to show off their colourful and creative hats which they made in Visual Art.

Thank you to our Year 6 School Captains for hosting the event, and to all the families for attending and supporting the event.





Y9 OUTDOOR ED CAMP

Outdoor Ed Camp, a camp full of fun and laughter. The three days our group spent in a caravan park in Anglesea were an absolute thrill. Everyone had fun with the the different activities we participated in.

Our first day at camp was a very chill day with everyone getting familiar with the camping ground and setting up the tents. During our free time it was usually the ping pong table and foosball that was occupied by most of us. We also made sandwiches during the afternoon for our lunch the next day. For dinner we had to cook pasta and choose between a spaghetti or a carbonara sauce.

Day two was definitely one of the most eventful days. Coming up on the agenda were surfing and mountain bike riding, with the bigger group split into two. It was a fun 2 hours of learning how to surf and catching some big waves. After surfing, we went mountain bike riding. It was definitely very tiring especially after surfing. Either way, the track was a thrilling track with many narrow paths and downhill slopes. Later, for dinner the group came together to have fish and chips.

Our last and final day was fun, but it came at one expense- waking up at around 5am to go snorkelling. Snorkelling was very fun, we got to see some schools of fish and a few seals. After all the snorkelling everyone got a chance to jump off the top of the boat.

In conclusion, camp was a very thrilling experience and I'm very grateful to have been able to go.

Josiah Santos (School Captain)





NATIONAL STORY TIME

This year we celebrated the National Simultaneous Storytime event for the second year running as a whole school. On Wednesday 21st May at 12pm, all classes right across the college were paired to enjoy the online read aloud of 'The Truck Cat' with over 2 million other people from right across the country!





RESPONSIBILITY | ACCEPTANCE | HONESTY | RESPECT

UPCOMING EVENTS

Cowan Day

The Cowan House captains Jordan and Dylan have organised lots of activities to raise money for the Victorian Women's Trust. Activities will include guess the lolly jar, selling red ribbons at lunch time and penalty shoot out and handball target at recess.

In Secondary, The Cowan House captains Monique, Alyssa, James and Eden have organised lots of activities. Activities will include a break time bake sale, raffle and a Teacher vs Students Basketball game during second break.



NAIDOC Week

Creekside College will be celebrating NAIDOC week from June 30 - July 4. During this time, the college will be celebrating and respecting Indigenous Australians and their lasting culture. The theme for NAIDOC week 2025 is 'The Next Generation: Strength, Vision & Legacy'. In order to celebrate this theme, there will be featured displays in the library in both the general fiction and teen reads sections, as well as a series of activities and games at lunch times for our 7-9 students.



Year 9 Morrisby Profiling

The Morrisby Careers Survey, also known as Morrisby Profiling, is a comprehensive career assessment tool designed to help individuals understand their strengths, interests, and potential career paths. It typically includes a combination of aptitude tests, personality questionnaires, and interest inventories. The results provide tailored career suggestions and guidance for education or training pathways, supporting students and job seekers in making informed decisions about their future careers.

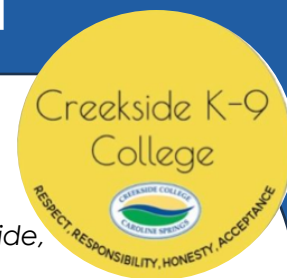
Profiling will take place in Week 11, Term 2. **Consent is due on Compass by June 6th.**

In term 3, student will talk with a careers counsellor about the results of their survey.



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: Harper Trickey from Prep A, for displaying responsibility by following teachers expectations.

Year 1: Jackson Ozrel from 1A for showing the Creekside value of responsibility when reminding students how they should behave.

Year 2: Gabby Dadivas from 2A for always following teacher instructions.

Year 3: Lazar Brkljac from 3C for acting responsibly around others' behaviour by demonstrating maturity when faced with a problem.

Year 4: Imran Sadikovic from 4B went above and beyond by cleaning up other student's mess. His actions not only made our space cleaner, but they also set a wonderful example for everyone around him.

Year 5: Louis Yu (5A) for acting responsibly around others behaviour.

Year 6: Jacob Vella (6E) for demonstrating responsibility, by putting in a significant amount of effort to ensure his group is prepared to share their Australian History project. This has included supporting his peers and putting in hours of extra work outside of school.

Year 7: Abhijot Singh (7G) went above and beyond in his 'About Me' learning task. Demonstrating responsibility, showing initiative and putting in effort from home. Keep up the great work, Abhijot!

Year 8: Jayde Demiri (8A) for exceeding teacher expectations by writing a TEEL paragraph which incorporated multiple film techniques and thematic elements.

Year 9: Abraham Koroinivalu from 9H for demonstrating acceptance by inviting others to be apart of their activity.

Junior Competition

1st - Aaiza Sami 8A

2nd - Mitravinda Shirgurkar 7C

Senior Competition

1st - Alisha Zawahir 9E

2nd - Vivian Le 9E

7-9 Spelling Bee



PREP BUILDING BLOCKS OF READING/ENGAGING RELUCTANT READERS

ORAL LANGUAGE

WHY IT'S IMPORTANT: A strong vocabulary and ability to understand and use spoken language support reading comprehension.

ACTIVITIES: Storytelling, rhyming games, conversations, asking open-ended questions, and reading aloud.

WHY IT'S IMPORTANT: This is the ability to hear, identify, and manipulate sounds in spoken words.

ACTIVITIES: Clapping syllables, rhyming games, I spy with sounds rather than letter names.

PHONOLOGICAL AWARENESS



PHONICS



WHY IT'S IMPORTANT: Children learn to connect sounds with letters to decode words.

ACTIVITIES: Practising decodable readers that are taken home in satchels, using Decodable Readers Australia (the barcode is inside student's diaries)

WHY IT'S IMPORTANT: A strong vocabulary improves understanding of what is read and heard.

ACTIVITIES: Using rich language during discussions, reading picture story books and discussing any new words

VOCABULARY



FLUENCY



WHY IT'S IMPORTANT: Reading with speed, accuracy, and expression helps with comprehension and enjoyment.

IN PREP: This starts with rereading familiar books- you can read the same decodable more than once! Learning to point to each word as children read helps develop this skill further.

WHY IT'S IMPORTANT: Understanding what is read is the ultimate goal of reading.

ACTIVITIES: Asking your child to predict what will happen in the story, using the front cover and prior knowledge to help them inform their prediction

COMPREHENSION



WHAT CAN I DO IF MY CHILD DOES NOT WANT TO READ WITH ME?

Try to fit reading into everyday routines at home so it becomes a familiar part of the day.

Use your child's interests when choosing a book with them.

Read in short, fun bursts. If your child is tired, 5 minutes of reading time is enough!

Use Audiobooks and Story Apps

Try Story Box Library, BorrowBox, Epic! Or Storyline Online for digital read-alouds.

Listen to stories together and chat about them afterward.

YR 1-9 BUILDING BLOCKS OF READING/ENGAGING RELUCTANT READERS

The purpose of reading is to understand what we read; therefore we must have discussions before, during and after reading.

Whilst there are many different comprehension strategies we learn and practise at school, below is an outline of 4 key strategies that you can help your child practice at home.

- encourage your child to make predictions BEFORE, DURING AND AFTER
- prompt your child to use their prior knowledge of the text topic, or the features of the text, to make their predictions
- ask your child to outline the reasons for their predictions

PREDICTING

CLARIFYING



This involves children clarifying the meaning of unknown words, phrases or concepts.

Strategies:

- Prompt your child to read on to the end of the sentence to gain context clues, then re-read the sentence from the beginning
- Encourage your child to use smaller, known words within a word, for example, the word 'real' within the word realistic
- Model how to use a dictionary to find the meaning of an unknown word

SUMMARISING

- Provide sentence starters to help your child summarise a section of the text including the main idea, purpose and / or intended audience

Eg, The main topic of this text is ...
The character faced the problem of ...

The problem was resolved when ...

QUESTIONING

Encourage your child to formulate a VARIETY of questions [wonderings] throughout the reading process

Question stems - WHAT, WHEN, WHY, HOW, WHERE

Knowing what questions to ask in the moment can be tricky, so we do have some question prompts for you that might help when you are reading with your child.

Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood?
By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you feel by writing...? Why?



Retrieval Questions with Rex

- Find the... in this text. Is it anywhere else?
- When/where is this story set? How do you know?
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- What might this mean?



Summarising Questions with Sheba

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in X words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?



Be an Author with Arlo

- What does the word... tell you about...? How?
- Find two ways that the author tells you...
 - What do you think the author meant by...?



Inference Questions with Iggy

- What do you think.... means? Why do you think that? Could it be anything else?
- I think....; do you agree? Why / why not?
- How do you think....?
- Can you explain why....?
- What do these words mean and why do you think that the author chose them?



Prediction Questions with Pip

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?




Compare, Contrast and Comment with Cassie

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which is better and why?



- Which words do you think are most important? Why?
- Which words do you like the most? Why?
 - How has the author made you feel happy / sad / angry / frustrated?





MATHEMATICS FLUENCY

WHAT IS MATHS FLUENCY?



Mathematical fluency refers to the ability to perform mathematical calculations quickly and accurately and includes the ability to recall facts automatically. It also involves a strong understanding of mathematical vocabulary and symbols, as well as the ability to read and interpret mathematical equations.

Fluency provides a foundation for higher-level mathematics skills needed for problem-solving, reasoning, and critical thinking, as well as real-world problem-solving. When students are fluent in basic mathematical skills, mathematics anxiety is reduced and a positive attitude towards mathematics is fostered.

HOW CAN YOU SUPPORT?

- Counting forwards and backwards from different starting points
- Subitising: quickly recalling the number of items in a collection below 5 without counting 1 by 1 (e.g. there are 4 pencils)
- Practising their multiplication facts (times tables) through youtube songs or challenges
- Creating flashcards for basic addition, subtraction, multiplication, and division facts.
- Regularly reading analogue time
- Automatic recall of 1 digit addition facts e.g. $4 + 3$

USEFUL FLUENCY APPS

- Quick Maths Jr 
- Timestables Rockstars 



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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.

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Saturday 9am

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