

THE CREEKSIDE CONNECT

RESPONSIBILITY | ACCEPTANCE | HONESTY | RESPECT



2025 Term Dates

Term 4:

6th October – 19th
December

Term 4 Key Dates

Download the Compass app



03 8363 6400

November 26th

Art Show

December 1st – December 5th

7-9 Exams

December 4th

P-2 Athletics

December 8th - December 12th

Kinder, Grade 6 & Year 9
Graduations

December 15th

Student Free Day

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M**T****W****T****F****1**

OCT 6

TERM 4 BEGINS
P, 3 & 4 SWIMMING
HOUSE ART OPENS

2

OCT 13

P, 3 & 4 SWIMMING
Y7 2026 INFO NIGHT

3

OCT 20

Y1-2 SWIMMING
Y9 ADV SPORT MCG TOUR

4

OCT 27

Y1-2 SWIMMING
YEAR 7 CAMP

5

NOV 3

STUDENT FREE DAY

6

NOV 10

DUNLOP DAY
KINDER 2026 INFO SESSION
PREP BREAKFAST

7

NOV 17

KINDER TURTLE GROUP TRANSITION
HEALTH/PE WEEK

8

NOV 24

KINDER TURTLE GROUP TRANSITION

9

DEC 1

7-9 EXAMS

DEC 2

7-9 EXAMS

10

DEC 8

KINDER SNAKE GROUP GRAD (1:30-3:30PM)

DEC 9

KINDER TURTLE GROUP GRAD (1:30-3:30PM)
LAKEVIEW TRANSITION
YEAR 7 ORIENTATION

11

DEC 15

CURRICULUM DAY

DEC 16

P-2 CONCERT
Y9 FUNFIELDS
Y8 INTERNAL ACTIVITIES

T

OCT 7

P, 3 & 4 SWIMMING

W

OCT 8

P, 3 & 4 SWIMMING
7-9 REGIONAL ATHLETICS

T

OCT 9

P, 3 & 4 SWIMMING

OCT 10

P, 3 & 4 SWIMMING

OCT 14

P, 3 & 4 SWIMMING

OCT 15

P, 3 & 4 SWIMMING
Y1 MELB ZOO EXCURSION

OCT 16

P, 3 & 4 SWIMMING

OCT 17

P, 3 & 4 SWIMMING
ALCOTT DAY

OCT 21

Y1-2 SWIMMING
GRADE 3 CAMP

OCT 22

Y1-2 SWIMMING
GRADE 3 CAMP

OCT 23

Y1-2 SWIMMING
Y7 REGIONAL HOCKEY BOYS

OCT 24

Y1-2 SWIMMING

OCT 27

Y1-2 SWIMMING
YEAR 7 CAMP

OCT 29

Y1-2 SWIMMING
YEAR 7 CAMP

OCT 30

Y1-2 SWIMMING
Y8 REGIONAL TABLE TENNIS GIRLS

OCT 31

Y1-2 SWIMMING
WORLD TEACHER'S DAY

NOV 3

MELBOURNE CUP PUBLIC HOLIDAY

NOV 5

YEAR 9 ODED CAMP

NOV 6

YEAR 9 ODED CAMP

NOV 7

YEAR 9 ODED CAMP

NOV 10

DUNLOP DAY
KINDER 2026 INFO SESSION
PREP BREAKFAST

NOV 12

GRADE 5 CAMP

NOV 13

GRADE 5 CAMP
KINDER 2026 INFO SESSION

NOV 14

GRADE 5 CAMP

NOV 17

KINDER SNAKE GROUP TRANSITION
GRADE 1 STAY LATE

NOV 19

EXTERNAL KINDER GROUP TRANSITION

NOV 20

KINDER FROG GROUP TRANSITION

NOV 21

Y7&8 FRENCH DJEMBE INCURSION
Y4 BUNNINGS INCURSION

NOV 24

KINDER SNAKE GROUP TRANSITION

NOV 26

EXTERNAL KINDER GROUP TRANSITION
ART SHOW- 3:05PM

NOV 27

KINDER FROG GROUP TRANSITION

NOV 28

DEC 1

7-9 EXAMS

DEC 3

7-9 EXAMS
PREP 2026 TRANSITION

DEC 4

7-9 EXAMS
P-2 ATHLETICS

DEC 5

7-9 EXAMS
Y2 BRAIN MAGIC

DEC 8

KINDER SNAKE GROUP GRAD (1:30-3:30PM)

DEC 9

KINDER TURTLE GROUP GRAD (1:30-3:30PM)
LAKEVIEW TRANSITION
YEAR 7 ORIENTATION

DEC 10

GRADE 6 GRAD
LAKEVIEW TRANSITION
PREP 2026 TRANSITION

DEC 11

LAKEVIEW TRANSITION
YEAR 7-8 STEP UP
Y6 FUNFIELDS
KINDER FROG GROUP GRAD (1:30-3:30PM)

DEC 12

YEAR 7-8 STEP UP
YEAR 9 GRAD

DEC 15

P-2 CONCERT

Y9 FUNFIELDS

Y8 INTERNAL ACTIVITIES

DEC 16

Y7-9 ADVENTURE PARK

DEC 17

Y9 BRIMBANK PARK
Y7 INTERNAL ACTIVITIES
Y8 ICESKATING & LASER TAG

DEC 18

1:05-1:10PM FINISH
TERM 4 FINISHES

TERM 4 2025



MESSAGES FROM THE PRINCIPAL

The start to term 4 has been extremely busy across the school. This has included several camps and excursions. I would like to thank all the staff involved in Year 3, Year 7 & Year 9 camp. It is very hard work, and I know the students had a wonderful time. A special mention to Marg Keatley, our head of wellbeing, who attended both Year 3 & 7 camps in order to support students. Also, the leaders of the respective year levels: Jarred Grainger, Mareeka Papadopoulos, Simone Smakman, Adrianna Kassavetis, Shannon Smith & Luke Vassallo.



Peter Dalinkiewicz

Project

It is with great excitement that the long-awaited basketball court renovation has started. The project will take a number of months and be completed in the first few weeks of the 2026 new year. In the past, the school has raised money through voluntary contributions to help fund this project. It is the final piece of a yard plan set out by Gary Eckersall and the school council over a number of years. Frustratingly, the project has been delayed several times. It will be great for our students to be able to use this part of the yard in 2026. Fencing will block off the work site and access areas to ensure student safety.

Dress Code Policy

Early in Term 4 the School Council passed an updated 'Dress Code Policy'. This was in response to changes implemented by the Department of Education regarding unbranded pants, shorts, skirts etc. The changes in the policy reflect this. For example, students will no longer need to buy Creekside branded tracksuit pants. These can be plain blue without logos (Nike, Adidas etc.). The changes that have been implemented aim to support families with cost of living pressures. Dobsons will now be offering plain blue track pants, grey trousers and shorts etc.

In addition to this, we will be introducing some new items to the school uniform over the course of 2026. The first item which will be available in approximately April is a long sleeve T shirt (polo material). This can be worn by P-6 students daily and 7-9 students during PE classes.

Murals

I encourage families to come and have a look at two murals that have been created by our students with the support of a visiting artist. They are located between the Year 4-5-6 buildings. I want to thank Beth Nolan for organising this and all the students who contributed. They look great.

WELLBEING

As we reach the midpoint of Term 4, our senior students are entering a crucial phase of preparation for their upcoming examinations. In the coming weeks, we also look forward to welcoming our 2026 Year 7 cohort, who will join us for their Orientation Day in early December. Concurrently, our Year 9 students will begin their transition program to Lakeview, marking an important milestone in their educational journey.



Daniel Xuereb

From 10 December 2025, there will be significant changes to how young people in Australia can access and use social media platforms. Under the new regulations, children under the age of 16 will no longer be permitted to create or maintain accounts on certain platforms.

Key information:

- The restrictions are expected to apply to Facebook, Instagram, Kick, Reddit, Snapchat, Threads, TikTok, X (formerly Twitter), and YouTube, among others.
- Online gaming services and standalone messaging applications are not expected to be affected.
- Children under 16 will still be able to view publicly available content that does not require logging into an account.



It is recommended that families begin discussing these upcoming changes with their children to ensure they are well informed and prepared. The eSafety Commissioner has provided a range of resources and online webinars designed to support parents and carers in understanding the impact of these new regulations. These can be accessed on the eSafety website.

As we approach the conclusion of the school year, I look forward to finishing 2025 on a positive and successful note.

Thank you for your continued support.

SUB SCHOOL NEWS

K-2: Michelle Lowry



Term 4 is off to a busy and exciting start! Our Kindergarten children enjoyed learning about farm animals during their excursion to Diggers Rest Farm. Meanwhile, at school, we have a range of special events coming up, including the Year One Stay Late, Year 2 Marvellous Minibeasts Incursion, Prep to Year 2 Athletics Carnival, and our much-anticipated Prep to Year 2 End of Year Concert.

We are also thrilled to share that the Prep to Year 4 Swimming Program was a huge success. The students' behaviour throughout the program was outstanding, they represented our school values throughout the whole program. A big thank you to all our teachers and ES staff for your dedication and support in making this valuable program run so smoothly.

3-6: Suzi Stojkov

What a busy and exciting start it has been for our last term this year! Our Year 3 and 4 kiddos hit the ground running joining the preps for their swimming lessons in week 1 and 2. It has been a huge success with our students displaying our school values as the superstars they are! A big thank you to our incredible teaching and ES staff who go above and beyond to ensure the program is smooth every year.

Our Year 3 campers had an incredible time at Lady Northcote and were brave, resilient and amazing little adventurers!

A reminder as the weather continues to warm up this term, students must have a wide brimmed school hat to play outdoors. Sunscreen is recommended and a water bottle to stay hydrated is a must!



7-9: Katia Gerovasilis

We've had a smooth start to Term 4, with plenty unfolding for our Year 7-9 students. Our Year 7 campers had a fantastic time at Lake Dewar. It was a wonderful opportunity for them to develop independence, take on fun yet challenging activities, and strengthen their relationships with both peers and teachers. After a busy few days, there were even some unusually quiet students on the bus ride home!

A heartfelt thank you to all staff who planned, attended, and supported our Year 7 & 9 camps this year. Your time, energy, and care ensured every student had a memorable and rewarding experience. We appreciate your commitment to creating such positive opportunities for our students.

Looking ahead, the coming weeks provide an opportunity for students to focus on their learning and prepare with confidence for exams. After exam week, we look forward to celebrating their growth and supporting a smooth transition into 2026 through our Step-Up program, Lakeview transition, Year 9 Graduation and Activities Week.



3 YEAR OLD KINDER

This term in the 3-year-old kindergarten program we celebrated the Diwali Festival!

Diwali, also known as the Festival of Lights, is a time to celebrate joy and togetherness. The children created beautiful firework artworks using colourful paints, glitter, and straws, expressing their creativity in unique ways. Some children also made bright and sparkling lanterns using glue, glitter, and confetti.

A big thank you to all the parents for taking the time to dress up the children so beautifully in their cultural dress for the celebration.

The kindergarten children also had Aussie wildlife animals come to visit us. We got to see a variety of different Australian animals up close, and we had the opportunity to hold and/or pat the different animals.

We saw snakes, lizards, wombat, a baby freshwater crocodile, squirrel glider and a black cockatoo. It was a very educational experience where we learnt about how to be safe around animals, and we learnt all about their habitats and what they like to eat. It was lots of fun!



4 YEAR OLD KINDER

(Turtle, Snake & Frog Group)

This term, our four-year-old kindergarten children visited the farm for a rich and meaningful learning experience. Through hands-on interactions with various farm animals, the kindergarten children deepened their understanding of where food comes from and developed empathy and

a sense of responsibility for living things. The children seemed curious as they were asking thoughtful questions such as how old the animals were, what they ate, and where they slept.

During the visit, the children identified a range of farm animals, including chickens, cows, sheep, pigs, ducks, rabbits, guinea pigs, and even a pony, which they had the joy of riding on. They also had the opportunity to experience milking a cow and making butter using a butter box. These activities led to meaningful discussions about where milk comes from and the dairy products made from it. When visiting the chicken area, the children were fascinated to see eggs in the cage and asked questions about how eggs are produced and how the chickens are cared for.

This excursion allowed the children to make meaningful connections between their classroom learning and the real world. It supported their cognitive, emotional, and social development while nurturing curiosity, empathy, and an appreciation for nature and the environment.

This term, our four-year-old Kinder children are focusing on developing their school readiness skills as they prepare for the exciting transition to primary school.

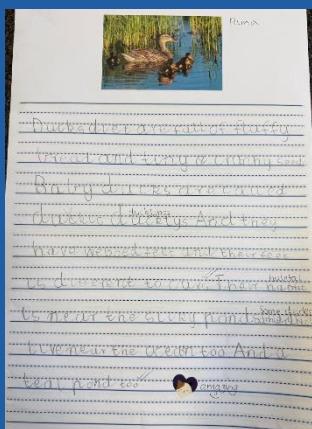
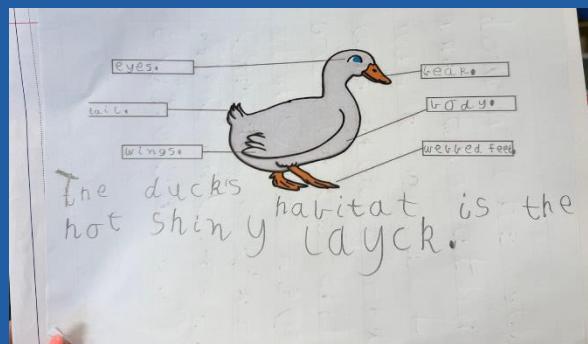
Educators have planned a range of engaging activities that encourage children to explore numbers, letters, and sounds in playful and practical ways — such as counting games, storytelling, drawing, name writing, and simple problem-solving tasks. These experiences help children grow in confidence and curiosity as they begin to see themselves as capable learners.

Another aspect of school readiness is building independence. We are encouraging children to take responsibility for their belongings, make choices during play, follow routines, and complete simple tasks on their own — such as packing their bags, putting on their shoes, and tidying up after activities. These skills help children feel capable, confident, and ready for the structure of school.



PREP

The Prep students participated in their first swimming lessons and did a fabulous job! Teachers were impressed with how they were able to listen to instructions, show responsibility for their belongings and develop their independence with getting dressed. Well done, Preps!



This term in writing, students have really understood the difference between a fact and an opinion when it comes to writing a factual information report about animals.

Students have been exposed to new and stronger vocabulary. They have also made the connection between reading and writing as they are finding out facts through reading nonfiction books and then incorporating those facts into their writing pieces. Students began by creating a labelled diagram of their animal to assist them when writing about the appearance in their information report. They have also been adding in cloud words (adjectives) to make their writing more engaging for readers. Some students have also been experimenting with asking questions within their writing pieces, for example "did you know that baby ducks are called ducklings?" Students are doing a fantastic job so far, and even better that they're having fun completing them too!

In Humanities this year, the Prep have explored History and Geography concepts about their local town, Caroline Springs. We have investigated how Caroline Springs has changed over time, the important services and facilities Caroline Springs has and their purpose. This term they have the opportunity to bring all this knowledge together when embarking on their inquiry unit, 'Building Caroline Springs!' They will firstly plan the services and facilities they want in their town and then make their town using clay materials. After they have made their towns, they will give each other feedback on things they liked about each other's towns and ways to improve. We are very excited to get creative and start making our towns!



YEAR 1

Reading

This term in reading we have been learning about questioning. When we question in reading, we do this before, during and after reading the text. Students have explored a variety of nonfiction texts and have enjoyed learning about different animals and weather types. In alignment with their questioning unit, they have also been learning about summarising nonfiction texts which involves them identifying the main idea in the text and retelling 3 facts that they learnt.

Writing

In writing we have been learning about information reports and have worked very hard to develop our very own pieces. To start with, we researched different topics within nonfiction texts from our library and

online texts found on Epic. Next, we wrote down subheadings and information we found such as an animal's diet, habitat, appearance or fun facts. Then we edited our writing and published our information onto a poster paper that included images and diagrams. In week 2, students attended a Melbourne Zoo

excursion to learn more facts about animals that could be used within their information report unit.

Students had an amazing time at the zoo learning and seeing all the different animals and are very excited to share their amazing work with their families.

Maths

We have been learning about fractions, using different materials to help us divide regions and collections into two equal parts. We have also been learning about collecting data and 3D objects. Collecting data is when students asked other students a question and placed that data into a pictograph that included a title, categories and a key. Students really loved this unit as it involved asking students about topics they liked and were able to draw pictures to match their data in their pictograph.

Swimming

This term we attended swimming lessons at the State Swim swimming centre directly across the road.

Students are having so much fun learning to swim and are loving being in the pool with their peers.

Students are also showing outstanding independence skills with organising their clothes and dressing themselves after swimming.



YEAR 2

At the start of term 4, the year 2s had the swimming program. Throughout our two weeks, we continued to develop our confidence around the pool through learning the different strokes. We also continued to build upon our own independence, continuing to get quicker and better at looking after our belongings and getting ready.

In Maths, we have also continued to build upon our understanding of the four operations.

They learnt different strategies to solve multiplication and division. These strategies included: repeated addition, drawing our groups and using manipulatives such as counters and MAB. We also applied our understanding of multiplication and division to solve worded problems.

| Multiplication | | |
|---|---|---|
| $3 \times 26 = 78$ $3 \times \underline{6} =$ $3 \times \underline{20} =$ | $4 \times 23 =$ $4 \times \underline{20} =$ $4 \times \underline{3} =$ | $3 \times 15 =$ $3 \times \underline{10} =$ $3 \times \underline{5} =$ |
| $4 \times 16 = 54$ $4 \times \underline{10} =$ $4 \times \underline{6} =$ | $5 \times 13 = 65$ $5 \times \underline{10} =$ $5 \times \underline{2} =$ | $4 \times 25 = 90$ $4 \times \underline{20} =$ $4 \times \underline{5} =$ |
| | | |

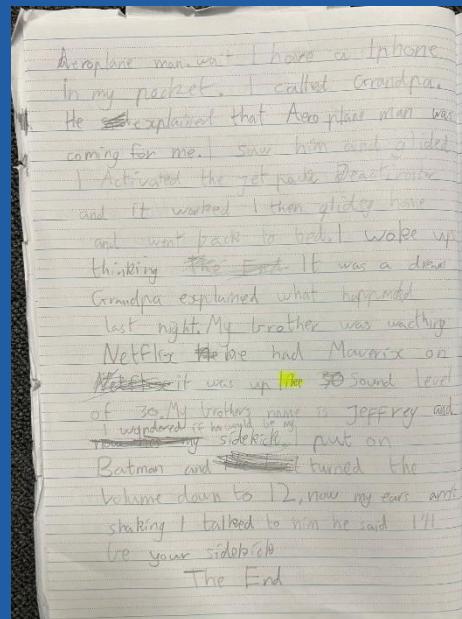
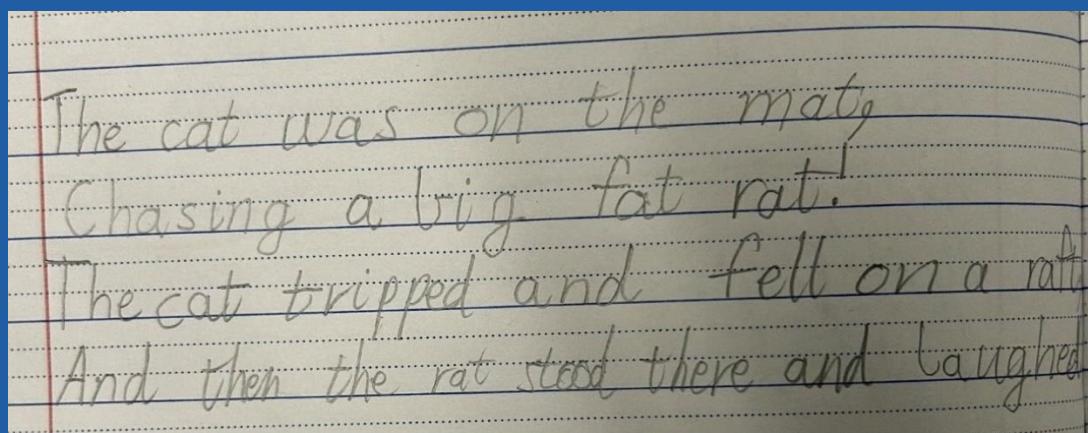
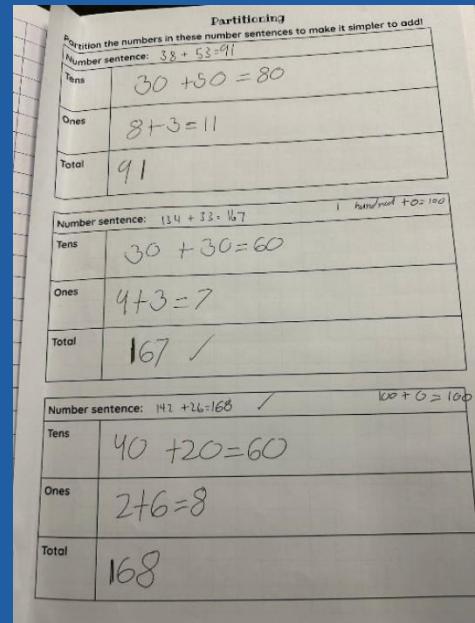
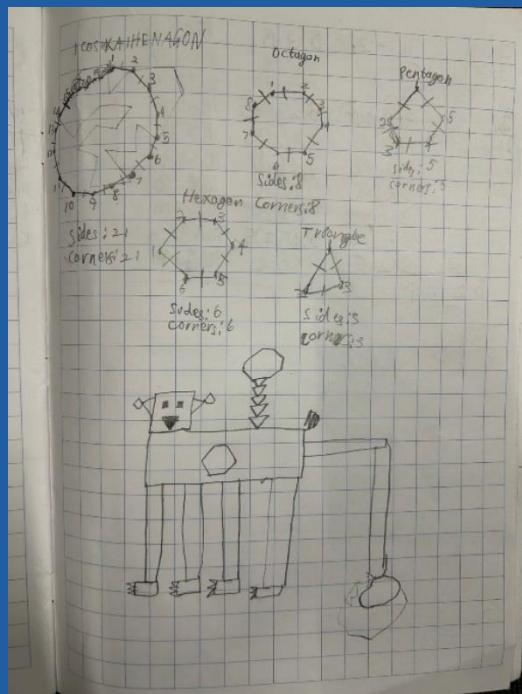
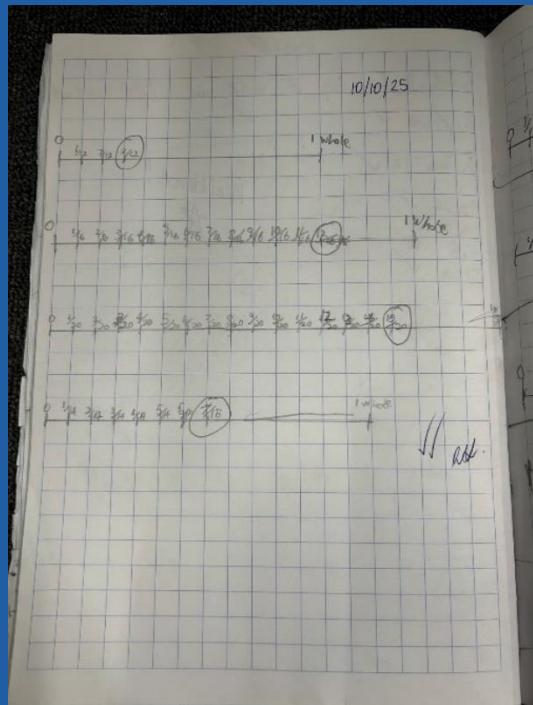
| Division | | |
|---|--|--|
| A class has 24 students. They need to get into groups of 6 for a game. How many children will be in each group? Number sentence: $24 \div 6 = 4$ Picture: | Miss Kaur purchased 25 new picture story books for 5 Year 2 classes. How many books will each class get if they all have to get an equal amount? Number sentence: $25 \div 5 = 5$ Picture: | |
| Jill is packing bottles of water for a picnic. She has 18 bottles of water and 3 esky coolers to put them into. How many bottles should she put in each esky? Number sentence: $18 \div 3 = 6$ Picture: | 3B students are playing a card game. They have 28 students playing and 28 cards to deal out to each player. How many cards will they each get? Number sentence: $28 \div 4 = 7$ Picture: | |
| | | |

| | |
|--|--|
| $5 \times 4 = 20$ W. 5 groups of 4 | $N. 8 \times 5 = 40$ W. 8 groups of 5 |
| $R. 4+4+4+4+4=20$ | $R. 5+5+5+5+5+5=40$ |
| $N. 9 \times 3 = 27$ W. 9 groups of 3 | $N. 11 \times 2 = 22$ W. 11 groups of 2 |
| $D. \square \square \square \square \square \square$ | $D. \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$ |
| $R. 3+3+3+3+3+3+3+3+3=27$ | |

YEAR 3

Greetings from year 3! We have had such a busy start to term 4! We started the term with 2 weeks of swimming. Even us that didn't go swimming got to do some fun activities like the shape monster you can see!

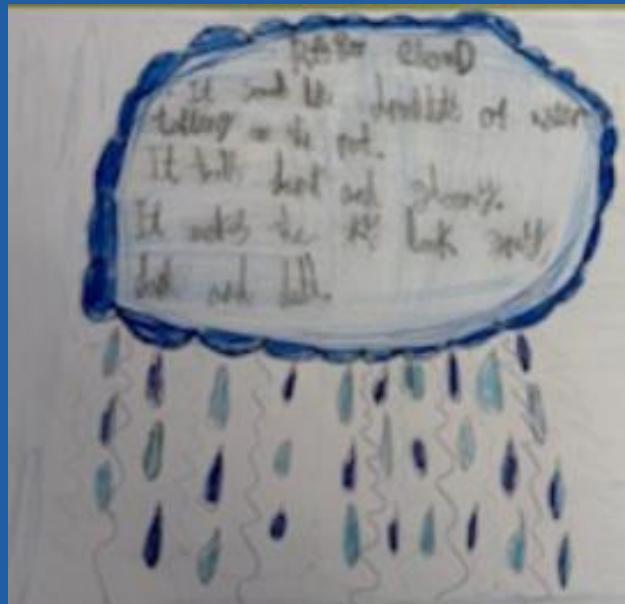
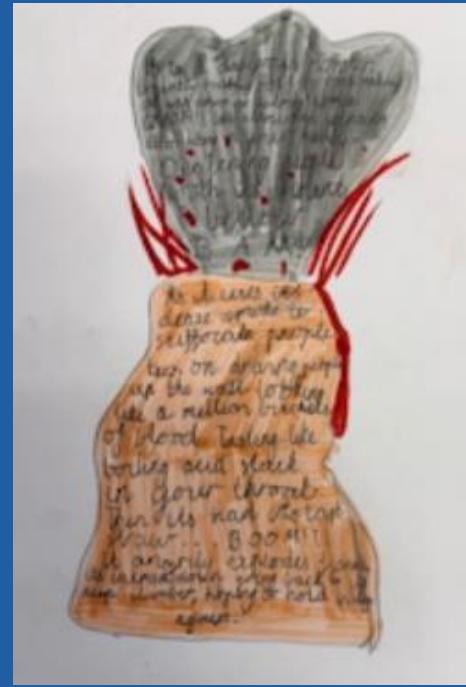
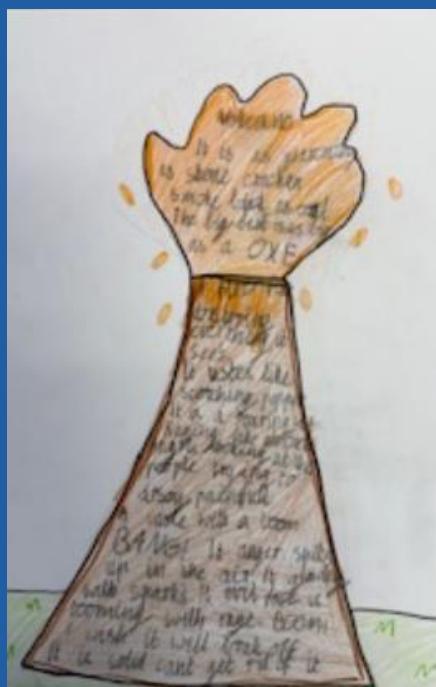
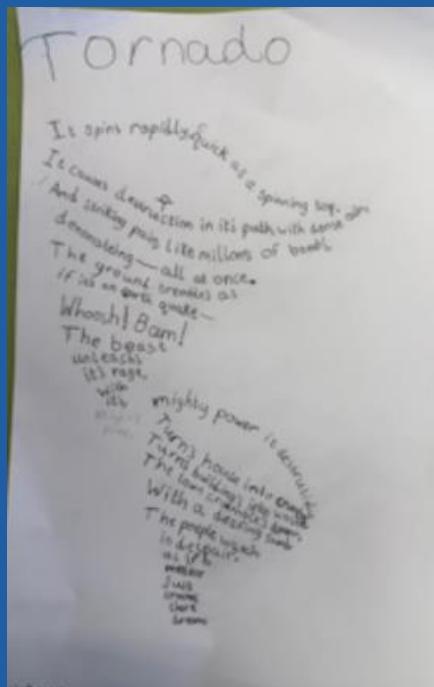
In Maths, we have looked at placing fractions on number lines and even revisited addition again to showcase how much we have learnt this year. In Literacy, we had a chance to edit and revise our narratives from term 3, making sure we had the correct punctuation as well as capital letters. We have been learning about Poetry as well, identifying rhyming words, schemes and even having a go at writing our own poems.



YEAR 4

What a busy start to the term it has been! We began with an intensive swimming program and had so much fun learning about water safety and different swimming techniques such as diving, backstroke, freestyle, butterfly, and breaststroke. We finished off the two weeks by playing some exciting water games.

We have also started some great new units this term. In Math, we're learning all about money, practicing shopping, calculating totals and working out change. In English, we have been experimenting with figurative language to create some wonderful calligram poems. In our Humanities Design Technologies unit, we are exploring food and food production.



YEAR 5

The Year 5's have had an amazing start to the term! Term 4 brings plenty of excitement and plenty of learning.

So far this term, the Year 5's have explored a range of tanka poems which is a structured poem unpacking figurative language such as, similes, metaphors and personification. Students are also identifying the correct syllable count and discovering imagery to create themes and tone.

Snow parachutes down
I stride through layers of frost.
I watch the flames grow
The burn feels like deep, deep hell.
Winter now, autumn falls dead.
By Aleighen SB

mood
It is freezing cold. ✓
A snowflake lays on my tongue, ✓
like a lucky charm. ✓
The fire crackling, hot ✓
I wait for the cold to end. ✓

The blinding sun shines,
hot sand breathing on my feet.
Waves swallow the shore,
sticky sweat runs down my face.
My heart beats with warmth and peace.
by Sidak

Also this term, the Year 5's have learnt and discovered 24 hour time. We have been converting between 12 and 24 hour time, using timetables to track ways to get from A to B and creating an itinerary using bus, train and flight timetables. It's always fun revisiting telling the time on an analogue clock!



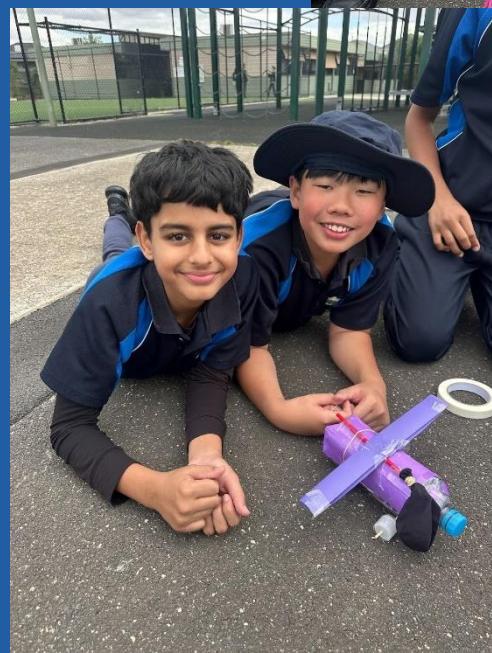
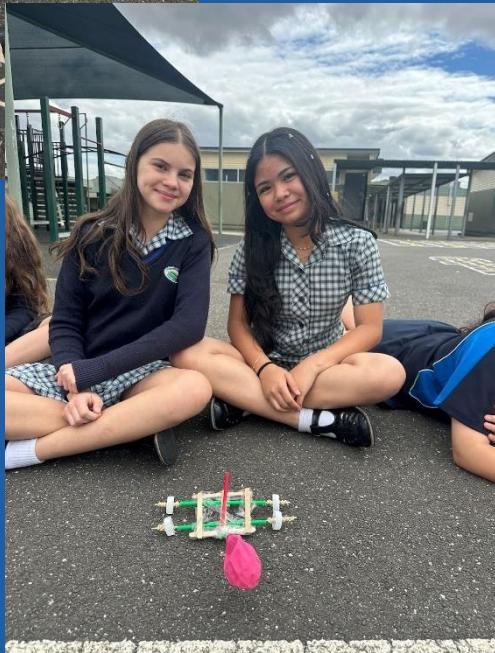
YEAR 6

As part of our Design and Technology unit this term, our Year 6 students have been busy designing, building, and testing their very own balloon-powered cars!

Students worked through each stage of the design process, from researching and sketching initial ideas, to constructing prototypes and testing how far and fast their cars could travel. There was plenty of trial and error (and a few balloons that didn't quite cooperate!), but every student showed persistence and creativity in refining their designs.

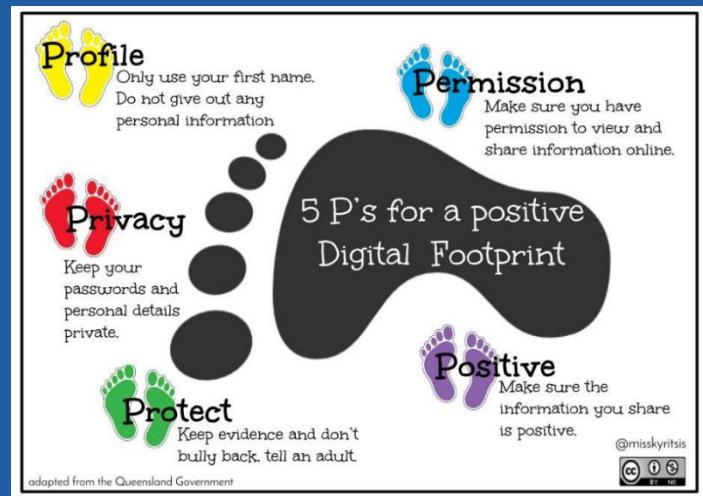
Once testing was complete, students reflected on their results by writing detailed evaluations. They analysed what worked well, what could be improved, and how changes to their designs affected performance.

The classroom was filled with excitement, laughter, and a bit of friendly competition as the cars zoomed (or sputtered!) across the floor. It was a fantastic way to combine science, creativity, and problem-solving and a great example of hands-on learning in action! Well done to all our innovative Year 6 engineers!



YEAR 7

Students returned from the break feeling rested and ready to get straight back into what is always a busy term. In Health this term students are learning about the importance of Online Safety. With students using online devices on a daily basis, the unit helps educate students about the potential dangers they may be exposed to and how to minimise the risks of issues, such as cyberbullying and social media/online gaming addiction. Students explored the resources available through the Carly Ryan Foundation. We encourage parents to look through the resources available to help support online safety at home. The unit has also looked at what a digital footprint is, how it can impact you in the future and ways to create a positive digital footprint.



In Science this term, students have been working hard on Physics, focusing on simple machines. This included pulleys and incline planes. Students have been learning about how these simple machines help make our day to day lives easier. Some of these simple machines include blinds, scissors, ramps and screws. Students have completed practicals on levers and incline planes. During the incline plane practical, students experimented how the gradient of a ramp affected the force required to pull a wooden block up the ramp. Students noticed that the steeper the incline, the more force required.

YEAR 8

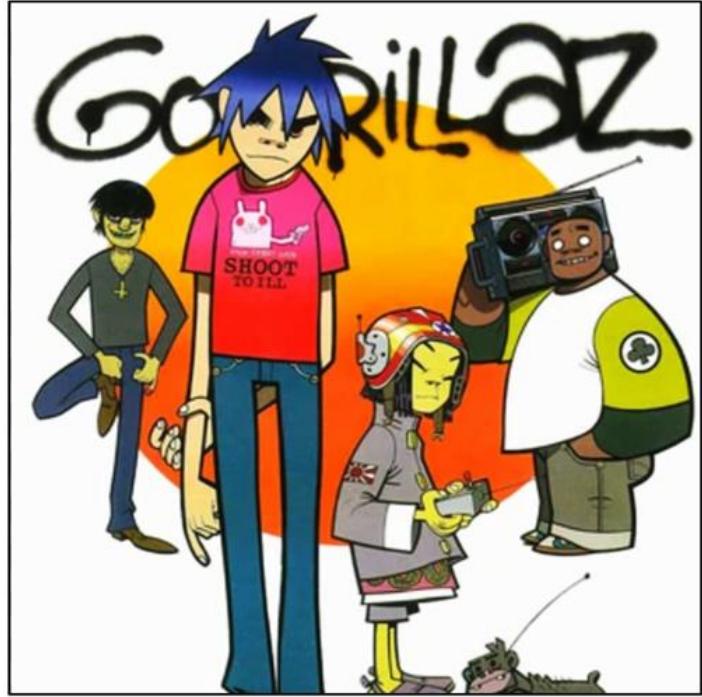
Each week during Homegroup, Mr. Ivankovic transforms the classroom into a mini cultural study, using music videos as a window into history, society, and the arts.

What might sound like a simple playlist is actually a creative educational experience, one that connects students to the stories and contexts behind the songs.

Students don't just watch and listen, they discuss the historical background of the band, the social messages in the lyrics, and the events that made these songs headline worthy.

The sessions have quickly become a highlight of the week for many students, who appreciate learning in a fresh, engaging way. Whether it's classic rock, pop, or contemporary hits, each video opens up a new avenue for discussion and a new appreciation for the power of music.

'CLINT EASTWOOD' – GORILLAZ (1998)



A British virtual band formed in 1998 by musician Damon Albarn and artist Jamie Hewlett. The band consists of four fictional, animated members — 2-D, Murdoc, Noodle, and Russel — presented through music videos, interviews, and cartoons. Gorillaz were conceived as a commentary on MTV, manufactured pop acts, and the emphasis on personality over music. 'Clint Eastwood' is the first single from their debut album and features raps by Del Tha Funky Homosapien.

YEAR 9

It's a bittersweet feeling with students starting to wrap up at the end of the year, ready to move onto Year 10. Students are very excited to make new experiences, but also nervous about moving on from a comfortable environment here at Creekside. We are getting ready for exams coming up in Week 9 and preparing for the final few weeks of transition, activities and graduation.

We have had a bit going on in the year 9 electives, with excursions in Outdoor Ed, Advanced Sport, Psychology and Forensics, and the mural being finished up by the Visual Arts elective.

Students in the Year 9 Psychology elective attended a "trick-art" gallery called ArtVo. During this visit, learners had the opportunity to take pictures of each other with various illusions and explored how art can be used to alter our perception of reality.

Over the last 8 weeks the Year 9 Visual Arts Elective have been working with a visiting artist, Candela Alaconda and a small group of primary students to complete two large scale murals in the Year $\frac{3}{4}$ and $\frac{5}{6}$ area. The students really enjoyed the experience of working with a professional artist to create their mark on the school.



ALCOTT DAY

To celebrate Alcott Day this year to raise money for the Alcott Foundation, our House Captains Vicky and Inia organised a Crazy Hat Day! Students were invited to wear a silly or crazy hat for a gold coin donation. It was so great to see so many creative and wonderful hats, many home made with lots of love and silliness! Many teachers also got involved, with Sombreos spotted across the yard as well as a banana on Mr Jason's head! We look forward to Crazy Hat Day becoming a tradition for Alcott Day moving forward.

In Secondary, our Alcott Captains, Ria and Lam organised a day to remember. At first break, 5 unlucky teachers underwent the water balloon challenge, where students (or staff) had the opportunity to throw a water balloon at their chosen teacher. However, the staff did return the favour at second-break with the staff v student dodgeball game. The students looked to be in the lead early on, but some clever tactics from Mr. Vassallo and Mr. McCutcheon meant that the teachers came back and redeemed themselves to take victory. Overall, the staff and students had an excellent day raising money for the Dylan Alcott Foundation.





RESPONSIBILITY | ACCEPTANCE | HONESTY | RESPECT

DUNLOP DAY

Dunlop house is named after Sir Ernest Edward Dunlop, a famous World War II veteran. Due to this, Dunlop Day is celebrated on November 11th, Remembrance Day.

The day involved ANZAC biscuits, tea and poppies being sold in the morning, and a minute silence later in the morning to commemorate all the fallen soldiers. We had a coin toss available for students at break time and a guess the lolly jar competition.

Unfortunately, due to the heavy rainfall on this day, we were unable to have the teacher vs student soccer match that was planned. Regardless, Dunlop had a great day, and we would like to thank all the student leaders and Dunlop teachers who got involved!



YEAR 3 CAMP

This year the year 3's yet again went on a camp to Lady Northcote discovery camp. The only difference from this camp to previous year 3 camps is that it was only one night!

We left Tuesday morning and arrived at our location before midday.

When we arrived, we collected our bags and found our cabin buddies for the night. We left our bags in our cabins and got ready for lunch. We had some absolutely delicious meals across the 2 days including chicken wraps, pasta (with 3 sauce options), cereal, toast, pancakes, burgers and ice cream!

We had a rotation of 4 activities which included archery, giant swing, pizza making in the kitchen garden and canoeing. Unfortunately due to the extreme weather on Wednesday morning some groups didn't get to do canoeing but we were able to get through all other activities safely.

We got some free time to ourselves before dinner on the first night to relax and get ready for a movie before bed. Then it was lights out and time to sleep, luckily even the teachers were able to get a little bit of sleep as well.

In the morning apart from waking up early the most challenging part of any camp is always packing our sleeping bags back up. We were able to get back to school on time on Wednesday and a good night's rest before going back to school on Thursday.





RESPONSIBILITY | ACCEPTANCE | HONESTY | RESPECT



RESPONSIBILITY | ACCEPTANCE | HONESTY | RESPECT

YEAR 7 CAMP

Our Year 7 students headed to Lake Dewar Discovery Camp in Week 4 this term. We were faced with some cold weather, but very lucky we didn't get any rain. The activities that all groups rotated through across the three days were flying fox, gorge walk, kayaking, stand up paddle boarding, raft building, tunnelling, kick biking & archery. The flying fox and stand up paddle boarding were definitely highlights for most of our students!

We also had some nighttime activities which included trivia on night one and then a bonfire and a disco on night two. Our students enjoyed their time making memories, learning new skills and some even facing their fears.





RESPONSIBILITY | ACCEPTANCE | HONESTY | RESPECT



RESPONSIBILITY | ACCEPTANCE | HONESTY | RESPECT



RESPONSIBILITY | ACCEPTANCE | HONESTY | RESPECT

WORLD TEACHERS' DAY

To recognise the fantastic and hard work our teachers at Creekside do each and everyday, we celebrated them on World Teacher's Day. We held a morning tea before school for the teachers to mingle and share stories. We also surprised them with a video from students from each year level across the school. The students told us what their teachers at Creekside are good at and what they like about the teachers at Creekside.

"They are really good at teaching us and helping us learn." - Liam, 2B

"Our teachers are good at showing us that they want us to be successful, and they help you choose where you want to go in life." - Tyran, 9C

"Great at teaching us. They are super sweet and kind because they make us learn like five lessons and that's like teaching us. And they also keep us for like six hours, and it makes us learn more and more." Shanaya, 1B

"Keeping me interested in learning and explaining things to me in a way that I can understand things easier." Jessica, 7E





RESPONSIBILITY | ACCEPTANCE | HONESTY | RESPECT

OUTDOOR ED CAMP

Our Year 9 Outdoor Ed elective students headed down to Anglesea in Week 5 for their 3-day camp. Students were able to put all their knowledge to work by setting up tents and ensuring all their stuff was packed away. Night one involved camp cooking on trangias, making pasta with two choices of sauces. We also visited the iconic Great Ocean Road sign and the Aireys Inlet lighthouse.

On day two, students completed both surfing and mountain biking. Surfing was a new activity for most students and mountain biking was definitely a challenge! The Year 9s then enjoyed a well-deserved fish and chip dinner at Torquay and settled in to prepare for the final day. This involved heading out to Queenscliff at 6am to embark on a boat experience, where we were able to snorkel with seals at Pope's Eye and hang out on the net on the side of the boat. We unfortunately did not see any dolphins, but all students had a great time and made amazing memories.





RESPONSIBILITY | ACCEPTANCE | HONESTY | RESPECT



RESPONSIBILITY | ACCEPTANCE | HONESTY | RESPECT

PREP BREAKFAST

On November 11th, the Preps had breakfast at school! They came to school in their pyjamas, independently got their food, cleaned up after themselves, brushed their teeth, and got changed into their school uniform. They had a wonderful time sharing toast, pancakes and cereal with their friends. We received a lot of feedback on how beautiful their manners were from other teacher helpers. What a great start to the morning!





RESPONSIBILITY | ACCEPTANCE | HONESTY | RESPECT

SCIENCE TALENT SEARCH

Congratulations to the following students who participated in the Science Talent Search competition this year. This year's theme was "Decoding the universe."

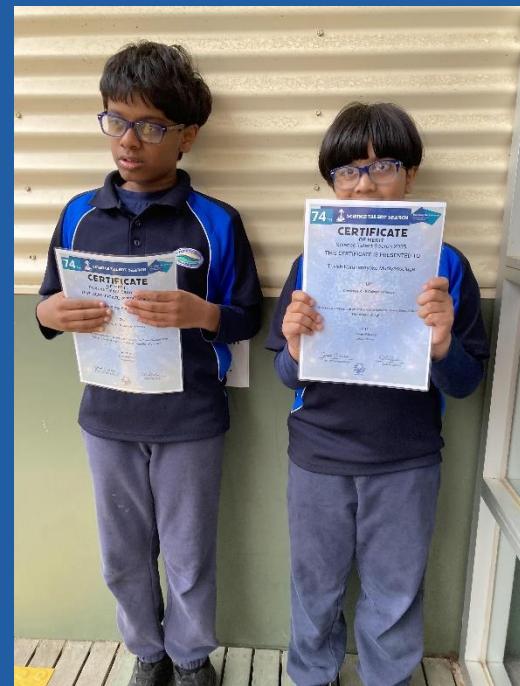
Ria Saini 9B - Merit award for her poster entry titled "AI and Quantum Science: the future of technology".

Duaa Ali 8D- Acknowledgement award for her game entry titled "Journey to Earth."

Zara George 4D and Ivanna George 3A – Merit award for their experimental research entry titled "Sunset in a glass: discovering the secret."

Gavish Karunanayake Mudiyanselage 5A- Merit award for his creative writing entry titled "The patterns of the night sky: a map for explorers."

Trivish Karunanayake Mudiyanselage 2C- Merit award for his creative writing entry titled "The magic of light."



PRIMARY REGIONAL ATHLETICS

Creekside College would like to extend a huge congratulations to two of our outstanding young athletes, Aleigha Romjin and Ari Yacoubian, for their incredible achievements in this year's athletics season.

Both students proudly represented Creekside College as they advanced through each stage of competition — beginning at the school athletics carnival, progressing through the district and division levels, and ultimately earning their place at the highly competitive regional athletics finals.

Their dedication, perseverance, and sportsmanship have been nothing short of inspiring. Aleigha Romjin showcased her determination in the *1500m event for 9 & 10-year-old girls*, while Ari Yacoubian demonstrated his speed in the *200m event for 12 & 13-year-old boys*. Reaching the regional finals is a remarkable accomplishment, and we are immensely proud of the way both students represented our school with pride and excellence.

We are truly grateful to have Aleigha and Ari flying the flag for Creekside College on such a significant stage. Their commitment and enthusiasm exemplify the values we hold dear as a school community.

Congratulations once again, Aleigha and Ari — the entire Creekside College community is incredibly proud of you and can't wait to see what's next in your sporting journeys!



UPCOMING EVENTS

Health & PE Week

In Week 7 (November 17th – 21st), the college will celebrate Health & PE week.

During this week, we encourage students to think about an active lifestyle and making informed decisions to be active and healthy. We will offer a range of activities at break times, including soccer, sprints and skipping. We will also give students a daily challenge that they can have a go at! If students participate, they get a raffle ticket to win a prize.

More info on Compass to come!



Arts/Design/Technology Show

On November 26th, the Art Show will take place in the college auditorium.

On this day, parents are invited to come into the auditorium from 3:05pm, open until 4:30pm. Students' work from their arts subjects, from Prep to Year 9 will be on display during this time.

There will also be an instrumental music concert at 3:10pm at the stage, featuring students who participate in drums and guitar.

We are looking forward to seeing you all there to see your child's amazing work!



7-9 Exams

From December 1st to December 5th (Week 9), the 7-9 students will sit their Semester 2 exams for their core subjects. Exams will take place for English, Maths, Humanities & Science (and Health for Year 9 only). These will take place in the morning sessions each day.

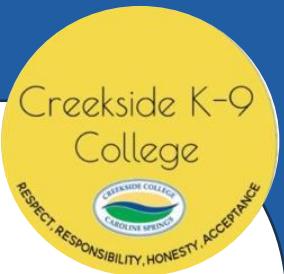
This is a great opportunity for our students to develop study skills and the skills to manage time under pressure.

Please note: if your child is absent on the day of their exams, a medical certificate must be provided to resit the exam on the catch-up exam day.



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: Mustafa Bilal from Prep B for following teacher expectations with Ms Robson, demonstrating the value of responsibility.

Year 1: Safiya Shabani (1B), was recognised for demonstrating respect by respecting others' belongings.

Year 2: Hazal Kaman from 2D, for handing in found money, showing honesty.

Year 3: Roran Rayner-Mifsud (3D), for keeping the classroom tidy, demonstrating respect for the space.

Year 4: Ashleigh Creighton from 4B, being recognised by Ms Cowling for following teacher expectations.

Year 5: Ava Aidonis (5B), for demonstrating the value of respect, by helping others when they are in need.

Year 6: Inia Ite from 6A, for demonstrating responsibility, by showing initiative consistently across a range of classes.

Year 7: Cruz Galgano from 7F for going out of his way on camp to help others in need, demonstrating responsibility.

Year 8: Katelyn Vong (8F) for approaching tasks with a positive mindset in English.

Year 9: Jake Markovski from 9F for approaching tasks with a positive mindset and working excellently in maths, recognised by Mr Marum.



P-6 MATHS

Creekside Numeracy Fluency Program

We are excited to be rolling out Dr Ange Rogers Numeracy Fluency Program across Prep to Year 6 during Term 4 this year. Number fluency relates to the automatic fluent recall of number facts. Number fluency is developed after skill acquisition and is the ability to perform mathematical calculations quickly, accurately, and with understanding by recalling facts automatically and choosing appropriate procedures. This is achieved through repeated practice that moves beyond rote memorisation, solidifying foundational skills and freeing up cognitive resources for higher-level problem-solving. Many of these skills can be developed verbally with your child for example what is 1 more or 1 less of a number or 10 more or 10 less of a specific number. The take home practice element of this program will begin later in 2026 once the program is set up in classrooms and student levels are established.

The Number Fluency Program (NFP) was developed by Dr Ange Rogers, an experienced educator and Numeracy consultant. With a PhD in Mathematics Education and a background in teaching and leadership, she supports schools nationally and internationally. Ange is passionate about boosting students' confidence and understanding in maths through fluency.

Why is fluency important?

Automatic recall of number facts is a key indicator of future maths success. Students who lack fluency often struggle academically, avoid maths, and experience maths anxiety. They are also less likely to take on maths subjects in secondary school, avoid STEM related careers and often lack the basic skills required to be numerate citizens. In contrast, fluent students are more confident, engaged, and find enjoyment in maths. The Number Fluency Program aims to help all students build fluency in essential number skills to support long-term success.

What can I expect my child to be doing in the NFP?

Your child will complete a Set screener to determine their starting point in the NFP. During daily sessions, they'll work on a specific skill using individual worksheets, practice with self-generated numbers, check their work, and set simple goals. The NFP focus is on building fluency with familiar skills—not learning new concepts—that happens in the mathematics sessions. If your child finds the NFP content easy, that's a positive sign! Progress is regularly assessed, and fluent students move to the next skill while continuing to revisit previous skills.

What is the NFP?

The NFP is a daily 15-minute session focused on building fluency in 20 key number skills per year level. Students progress and only move on once they've mastered a skill and are considered 'fluent'. While individually paced, the program is run as a whole-class routine, with each child's starting point determined by a screener assessment.

How can I be involved?

The NFP aims to strengthen home-school connections in Mathematics by providing take-home sheets that inform you of the specific skill your child is working on. You can support your child through short, 5-minute daily sessions using the provided prompts. For example, if your child is working on the 'one more' skill, you will be provided with a number range and a question prompt to follow. This practice requires little to no resources and can be done while you are cooking tea, having breakfast or driving to school. This regular practice further boosts your child's fluency and confidence. The take-home component of the NFP will begin once routines are set up in the classroom. In the meantime, feel free to ask your child about their current fluency skill and celebrate their progress.

TO LEARN MORE ABOUT DR ANGE AND HER WORK VISIT
WWW.NUMERACYTEACHERSACADEMY.COM/FLUENCY

7-9 MATHS

PREPARING FOR EXAMS

Exams are around the corner, and the best way to feel confident is to prepare smartly, not just hard. Here are some top tips to help you get ready for maths success:

Don't rely on your summary sheet

It's there to support you, not save you! Make sure you understand your formulas and methods so you can use them without looking.

Practise, practise, practise

The best prep is doing actual maths! Complete practise questions from class, past tests, and Mathspace – the more you do, the more confident you'll be.

Use your proficiency scales

Check which skills you've mastered and which need work. Focus your revision on the areas you're not yet confident in.

Revise with your knowledge organisers and mind maps

They're your roadmap! Review key ideas, vocabulary, and examples to remind yourself how topics connect.

Simulate exam conditions

Try a timed mini-test without notes. It's a great way to practise your pacing and build confidence for the real thing.

 **Tip: Little and often beats one big cram session – 15 focused minutes a day adds up fast!**

Final thought:

Good preparation is all about understanding, not memorising. Put the effort in now, and you'll walk into your exam ready to show what you know. You've got this! 



CREEKSIDER
MATHS DEPARTMENT

WORD SOLVING STRATEGIES

WHAT DO WORDS MEAN?
HOW CAN YOU UNDERSTAND
THEM?

Morphology

Morphology is the study of words and their parts. Morphemes unlock the structures and meanings within words.

Morpheme - the smallest meaningful unit of a word.

Etymology

The study of the origin of words and the way in which their meanings have changed throughout history.

Use these strategies to work out what different words mean

Phonological Awareness

The ability to recognise and manipulate the spoken parts of sentences and words.

The sounds the letters make.

Parts of Speech

Understand how words function in meaning, and how they work within a sentence.

Main ones: *Noun, Pronoun, Verb, Adjective, Adverb, Preposition, Conjunction, Article*



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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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