

# Manor Lakes

# P-12 College

# PRIMARY

# NEWSLETTER

TERM 10, WEEK 4, 2025

END-OF-YEAR EDITION



## SAVE THE DATE

- **Tuesday December 16:** Grade 6 Adventure Park excursion
- **Friday December 19:** Last day of the school year
- **Friday January 30:** First day back for Grades 1-6
- **Monday February 2:** First day for Prep

PUBLISHED FORTNIGHTLY

# THE PRINCIPAL'S MESSAGES

This is the last newsletter of the year and I would like to take this opportunity, on behalf of all the staff, to thank parents and carers who have supported, encouraged and been partners with the school in the development of our children over the past year.

It is always rewarding to see the academic and personal growth a child achieves over a year.

From a personal perspective, I am taking six months' leave in the first half of 2026, and my role will be filled by Penny Owens, who for some years has been an assistant principal in our secondary school.

So, however you celebrate the festive season, I hope everyone stays safe and can enjoy the break with family and friends.

**Mike Lanyon**

**Principal – Primary Campus**

## FINAL DAY FINISH TIME

On the last day of the school year – Friday December 19 – students will finish at 1.05pm.

The canteen will be closed, and the administration office will close at 1.30pm.

BIG Childcare will be available for primary students. Please book directly with BIG Childcare: <https://bigchildcare.com/>.

## ADMIN RETURN DATES

The college's administration offices will follow this timeline:

- Monday January 26 – Closed (Australia Day public holiday)
- Tuesday January 27 – Closed
- Wednesday January 28 – Open from 10am–1pm
- Thursday January 29 – Closed
- Friday January 30 – Return to normal hours (8am–4pm) for the first day back for Grades 1-6.

## LOST PROPERTY

We have a large collection of lost property items that are yet to be claimed. If your child has lost any belongings, please take a moment to check the lost property area in the Argyle building, next to the Burley Griffin office. Lost property will be available for collection before and after school.

Please note that any items not collected by the end of the school year will be donated to the college uniform bank.

# 2025 GRADE 6 GRADUATION 2025



**C O N G R A T U L A T I O N S !**

# P.E. STARS

## Term 4, Week 8

Prep A  
John Patu  
Blue House



Grade 1B  
Aima Soomro  
Blue House

Grade 2A  
Joss (Fergus) Hakiza  
Yellow House



Grade 3F  
Mulinda (Junior) Manasse  
Red House



Grade 4H  
Seth Gray  
Yellow House

Grade 5E  
Josephine Kabala  
Yellow House



Grade 6A  
Destiny Mac  
Yellow House



Red House = 560 points  
Blue House = 580 points  
Green House = 500 points  
Yellow House = 600 points



## Term 4, Week 9

Prep D  
Anaya Dutt  
Green House



Grade 1D  
Roman LAKTYUSHIN  
Yellow House

Grade 2B  
Fetuo Isaia Misikei  
Red House



Red House = 600 points  
Blue House = 580 points  
Green House = 510 points  
Yellow House = 620 points

Grade 3F  
Airin Muhammad Shahrudin  
Yellow House



Grade 4H  
Shaheer Aamir  
Red House

Grade 5D  
Madeline Thomas  
Red House



Grade 6H  
Nanthana Subaharan  
Red House



# PREP

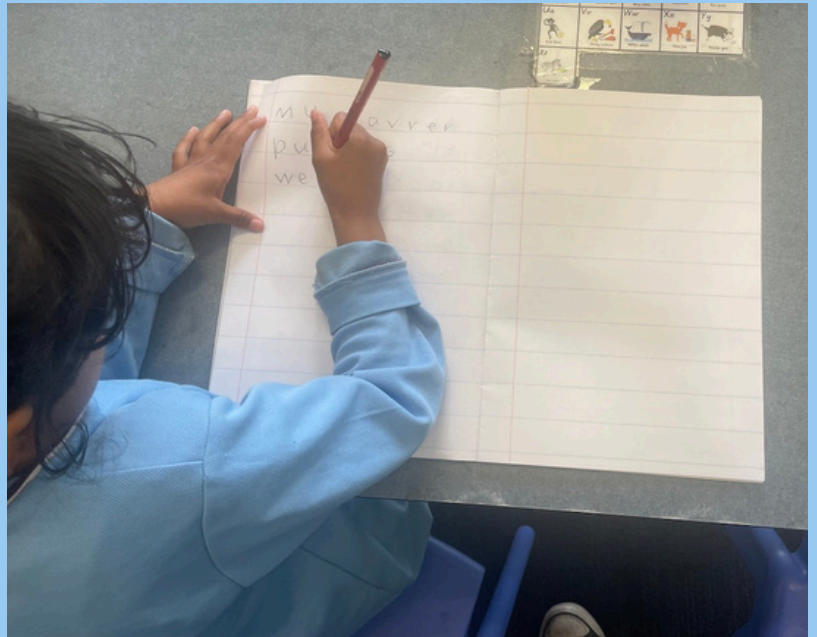
## Core Literacy

Students have been introduced to the long 'i' and 'e' vowel sounds.

They've explored many digraphs, trigraphs and spelling patterns, including 'igh', 'ee', 'ea' and '--y'.

They have also been introduced to the new speed words 'ball', 'fall', 'Mr', 'Mrs' and 'there'.

All the Prep teachers are so proud of the hard work and effort they have put into learning these new sounds!



## English

In English, students have continued exploring narrative writing and conventions. We've continued to read Eric Carle stories including *The Mixed Up Chameleon*, *The Grumpy Ladybug* and *Brown Bear, Brown Bear, What Do You See?* Throughout the week, students retell the beginning, middle and end of the story before writing about their favourite part.

## Maths

To prepare for Grade 1, Preps have been revising their number knowledge in Maths. We have been exploring representing numbers to 20 with multiple materials and a focus on '-ty' and 'teen'. Students have also been revising addition, subtraction and financial maths to solidify their knowledge.

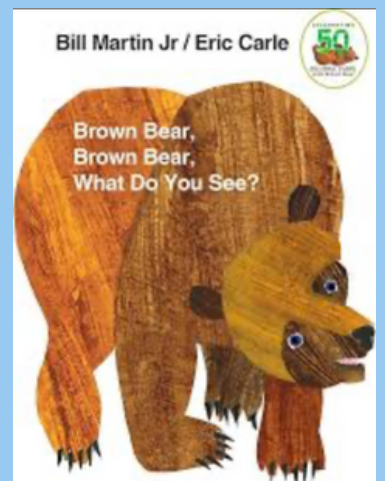
## Integrated and Social Skills

In Integrated and Social Skills, we have been learning how to keep our brain and body healthy and safe. We've explored different ways to maintain both our mental and physical health and have discussed the benefits of doing so. Students have also been learning about community and cyber safety, exploring what to do if something feels dangerous or unsafe.

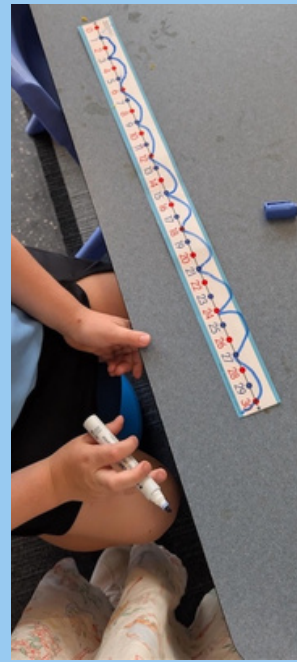
## Transition Day

Transition Day was a huge success for all Prep students. They were able to meet their new teacher and explore their new classroom with friends.

The Prep team are so grateful for being able to work with your children this year and we thank you for your continued support. We wish all Prep students the best of luck!



# GRADE 1



What a fun week we had! Our school hosted an incursion where students took part in exciting activities organised by Beat Freakz Fit. They enjoyed a lively wellness program featuring dance, music and team-building games designed to build confidence and celebrate each child's individuality. (See photos next page.)

## Core Literacy

In Core Literacy, students have been learning about the /oo/ sound represented by the spelling patterns 'ew' (as in chew) and 'ui' (as in fruit). It's been wonderful to see students segmenting and blending sounds to read more complex words confidently.

## English

In English, we have continued our unit on narratives. Students are practising what narratives are, along with their structure and key elements. We are practising the different elements in the story – characters, setting, problem and solution. Students also learned about editing their work and have been practising using the editing checklist.

## Integrated

Students are learning about health messages. We have looked at health messages – signs or posters – that include important information about how we can stay healthy. Students had fun creating their own health messages.

## Maths

In Maths, students have revised the topic of sharing. They have participated in activities about fair sharing. Students have learned about fair share and what to do with the leftovers. We have also started the unit of algebra. Students were introduced to repeat patterns and growing patterns. They enjoyed making their own pattern.

**CONTINUED NEXT PAGE**

## GRADE 1 CONTINUED

### Social Skills

Last week, our focus was on the behaviour expectation, 'We acknowledge the traditional land we are on.' We read the book *Somebody's Land*. Students then discussed what students see in the book and how it shows indigenous people respecting the land. We also celebrated the International Day of People with Disabilities. This is a special day to remind us that everyone has strengths. Strengths are things we are good at, or things that make us special.



### Football Clinic

The Grade 1s were also treated to a football clinic from the Grade 5s, who used some of the AFL skills they had learned. The Grade 1s loved all the fun activities.



# GRADE 2

## Core Literacy

In Core Literacy, we revised all of the sounds we have learnt over the term, including the suffix /ure/. We learnt that -ure is added to the end of a word and often makes the sound “yer”. Some examples of -ure words we explored were picture, adventure, treasure, measure and creature. Students practised reading and writing these words and used them in sentences to build their vocabulary and spelling knowledge.

## English

In English, we continued our author study of books by Nick Bland, including *The Very Sleepy Bear*, *The Very Cranky Bear*, *The Very Noisy Bear*, *Twinkle* and *The Wrong Book*. Students enjoyed comparing the characters, setting, problem and solution across these stories.

We also explored how authors change the setting and series of events to create new versions of a familiar story. Students used *Twinkle* as a mentor text and adapted it by placing the characters in brand-new settings – such as a snowy mountain, a bustling city, a spooky forest, or even outer space! They then changed the events to match their chosen setting.

For example, instead of climbing a hill to see the stars, some students had their characters exploring glowing caves, flying in rockets, or discovering magical creatures along the way.

We were very proud of the creativity and descriptive language students used in their writing.

## Maths

In Maths, we revised all four operations: addition, subtraction, multiplication and division. Students practised using strategies such as the vertical strategy for addition and subtraction, jump strategies on number lines, and repeated addition to solve multiplication problems. We also worked with arrays to help us visualise equal groups – for example, showing 3 groups of 4 as a 3 x 4 array, or using repeated subtraction to solve simple division problems.

Students completed hands-on tasks such as matching arrays to multiplication sentences, solving real-life word problems, and breaking numbers apart to make calculations easier. These activities have helped build strong number sense and confidence when tackling more challenging problems.

## Grade 2 Sleepover

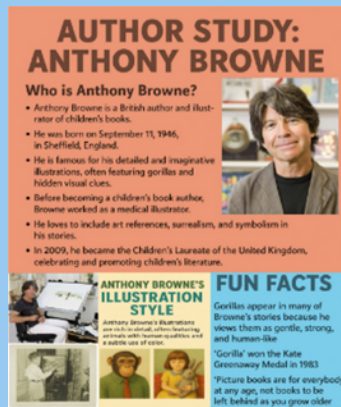
This term, Grade 2 students have also taken part in their exciting Grade 2 Sleepover, with half the cohort having their sleepover last week and the other half having theirs on Thursday night.

During the sleepover, students played fun team games, enjoyed a movie with popcorn, and danced their hearts out at the disco.

It was a wonderful opportunity for students to build independence, try new experiences, and create special memories with their friends.

What a great year we have had in Grade 2!

# GRADE 3



## Reading: Exploring Voices Through Stories

Over the past two weeks, our Grade 3 students have been diving into an exciting author study using narrative text by Anthony Browne. Guided by our reading question, “How do authors shape the way we experience a story?”, students explored how language influences mood, builds mental images, informs the reader and keeps them engaged.

To strengthen comprehension skills, students began each lesson with warm-up practise using the MAZE Progress Monitoring booklet.

Our reading lessons followed the *Narrative Structures and Storytelling 2025* Teaching Guide, with a strong focus on:

- Understanding why we choose certain books, based on interest, curiosity, familiar authors, cover graphics and recommendations.
- Becoming “mood detectives”, looking closely at the author’s language choices and exploring how words shape our experience of a text.
- Learning about the author's tool kit, and how key narrative elements – characters, setting, plot, and more – work together to bring a story to life.

Students enjoyed thoughtful discussions about how language affects emotions, creates vivid pictures in the mind, provides information, and motivates readers to keep turning the pages.

## Writing: Creating Our Own Sequels

Building on our author study, students took inspiration from Anthony Browne’s characters and began modifying and crafting their very own sequels.

Across several lessons, they tentatively worked through the full writing process:

- Introduction to sequels – what happens next when characters, e.g. the main character, goes on a new adventure?
- Planning and drafting ideas for new settings, characters and events.
- Drafting and editing, focusing on improving clarity and detail.
- Further editing and revising, strengthening their storyline.
- Publishing their final, polished version.

**CONTINUED NEXT PAGE**

## GRADE 3 CONTINUED

Students showed wonderful creativity as they modified characters, changed settings, and imagined brand-new adventures.

### **Mathematics: Revision and Confidence Building**

Weeks 9 and 10 were all about revising key Maths skills to build confidence before the end of term. Students revisited and practised multiplication, subtraction, addition, fractions, basic facts to 20, and a FUN Maths lesson full of hands-on games and challenges.

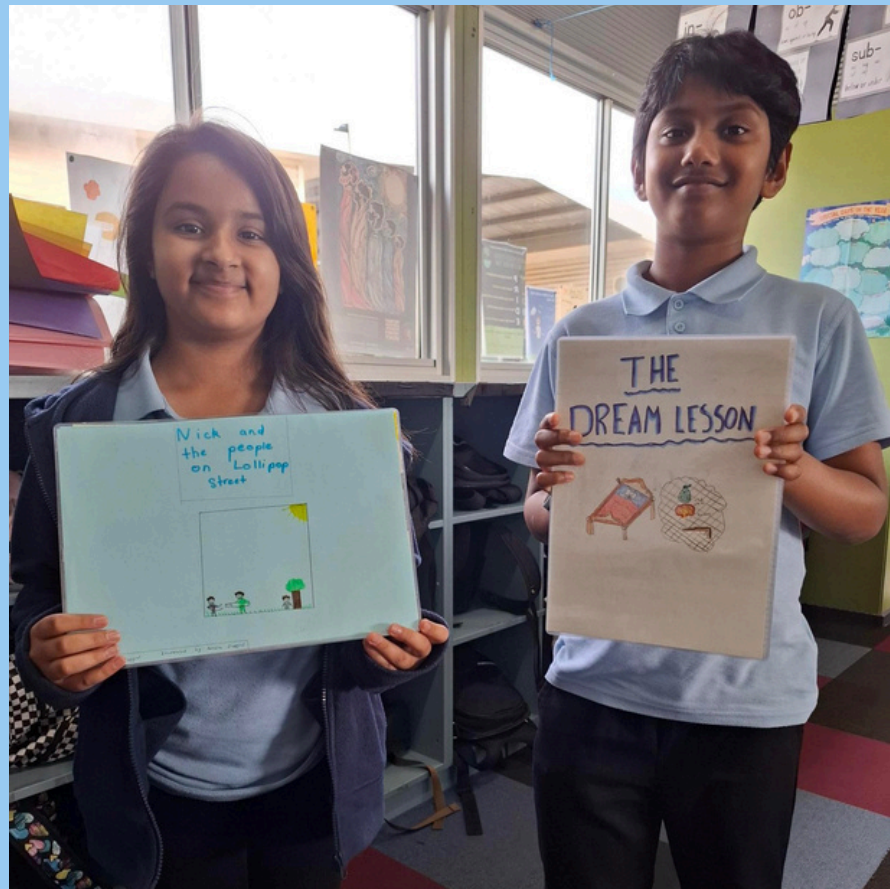
This revision cycle helped students strengthen their foundational understanding and apply their strategies with greater accuracy.

### **School Wellness: Beat Freakz Fit Incursion**

A highlight of Week 9 was our vibrant Beat Freakz Fit incursion! Students enjoyed 55 minutes of high-energy movement, dance, games and lots of laughter. This engaging wellness program encouraged students to get active, feel confident, and enjoy the fun of fitness in a playful, supportive environment.



# GRADE 4



The Grade 4 cohort has had a productive and engaging few weeks filled with learning, creativity and teamwork.

In **Mathematics**, students revised key concepts in place value and strengthened their skills in multiplicative thinking. They explored different strategies to solve problems efficiently and applied their knowledge through hands-on activities and challenges.

In **Writing**, students worked hard on crafting and publishing their own narrative pieces. They planned, drafted, edited and presented their final stories with great pride. Their creativity and growth as writers have been wonderful to see.

In **Integrated Studies**, our learning focused on both physical and mental health. Students discussed healthy habits, strategies for managing emotions, and the importance of looking after their overall wellbeing.

A highlight of our term was participating in the **Beat Freakz Fit inclusion program**. Grade 4 students took part in exciting games and activities designed to promote teamwork, acceptance, and the importance of including others.

This program supported students in understanding and celebrating differences within our school community.

We are incredibly proud of the positive attitude and effort shown by all Grade 4 students. They continue to grow academically, socially and emotionally each week.

# GRADE 5

Over the past two weeks, our Year 5 students have been engaged in a range of rich and meaningful learning experiences across the curriculum.

As part of the **International Day of People with Disability**, students participated in inclusive and hands-on activities designed to build understanding, empathy and respect.

They had the opportunity to play wheelchair basketball, which challenged their coordination and teamwork, and took part in an energetic fitness session with Beatz Freak. These experiences encouraged students to think about inclusion, accessibility, and the importance of supporting one another.



In **English**, students have been working hard on writing their own narratives inspired by Jackie French texts. They focused on crafting engaging stories using figurative language and precise word choice to bring their ideas to life. It has been wonderful to see students apply these techniques with increasing confidence and creativity.

In **Mathematics**, students have been strengthening their multiplication and division skills, with a strong focus on understanding how the two operations are connected. They have also practised solving elapsed time problems, developing their ability to read timetables and calculate durations accurately.

As part of our **Integrated Studies**, students have been learning about preventable health, exploring ways to make positive choices that support their wellbeing now and into the future.

Students also participated in **Transition Day**, where they had the chance to meet new teachers, see new learning spaces, and begin preparing for the year ahead. There was a great sense of excitement and curiosity as they looked forward to their next step.

As we reflect on the year, it has been a pleasure working with the Year 5 students and watching their growth as learners and members of our school community. We sincerely thank parents and carers for their ongoing support throughout the year – it has made a meaningful difference to our students' success.

# VISUAL ART

This week our wonderful Grade 6s exhibited their final Primary School Visual Art projects. This year the students selected their own subjects and styles for their paintings but were given the task of identifying and including at least three of the following principles of art: movement, emphasis, contrast, proportion, balance, variety, pattern and unity. We are very proud of their efforts!



## New Mural

Our very talented Art teachers Dannii Brighton and Ellen Wellington also proudly unveiled their latest mural in the Prep yard (right). Their beautiful work certainly adds a splash of colour to our school.



# WELLBEING WRAP-UP FOR 2025

2025 has been a really big year for our primary school with a number of wellbeing programs implemented to support our students across the school.

**Peaceful Kids:** Was delivered to our entire Prep cohort to provide them with an understanding of mindfulness and calming strategies. This was also delivered to a Year 2 class as a trial in Term 4.

**Social Stencil:** A social, emotional, neuro-affirming program that teaches practical social concepts and strategies in fun and curious ways. Delivered across Grades 3-6 throughout the year.

**Seasons For Growth:** A program that supports students who have suffered from grief and loss. Run for select students.

**Iron Champions:** Select students in Grades 5 and 6 participated in Iron Champions, a group mentoring environment that creates positive social interactions by using the platform of exercise and sport to engage the student. Iron Champions is designed to provide tools that help build positive relationships and support ongoing resilience and self-regulation. Building confidence and new friendships.

**Canine Comprehension:** Select students Grade 5 and 6 participated in Embrace The Change. This program aligns with the DET Resilience, Rights and Respectful Relationships (RRRR), which helps students develop social, emotional and positive relationship skills. We work with students and their teachers to foster connections and happiness in the learning environment.

**Police Presentations – online safety:** Grades 3-6 were visited by our local police and received presentations on online safety and the effect of online bullying.

**Dolly's Dream – online safety and bullying:** Grades 3- 6 were visited by Dolly's Dream and received presentations on online safety and the effect of online bullying.

**Brainstorm Productions:** Our Years Prep-2 participated in Being Brave, a live show that gives students positive strategies to cope with emotions and adapt to change at school, at home and online.

**URStrong Workshops:** Grades 1-4 participated in the URSTRONG workshops, which are all about empowering kids with friendship skills!

**I CAN Imagination Club:** A select number of our Year 6 students participated in program, which is for students who have learning differences and/or experience social anxiety. It's a non-autism specific program to engage a broad range of students. I CAN Imagination Club offers a safe, engaging environment where students are encouraged to recognise and celebrate their own strengths. Each session is designed to support students in developing peer connectedness, optimism, belonging and confidence.

**Smith Family – Passport To Success program:** We were lucky enough to put more than 80 of our Grade 6 students through The Smith Family's Passport program, which prepares students for the important move from primary school to high school through the opportunity to increase their skills, knowledge and attitude to manage the step up to a new learning environment.

The Wellbeing team would like to thank all our students who participated in our programs this year, and their parents for their support. We hope the end-of-year break is relaxing for all.

**If you or your child needs supports over the school holidays, please feel free to use the contacts below:**

- **Kids Helpline: 1800 55 1800**
- **Beyond Blue: [1300 22 4636](tel:1300224636)**

# social media age delay resources for teens

From 10 December, Australia's social media delay will start for under 16s - Kids Helpline is here to support your under 16 with the transition.

## supporting teens

[kidshelpline.com.au/social-ban](https://kidshelpline.com.au/social-ban)

## about the restrictions

[esafety.gov.au/social-media-age-restrictions-hub](https://esafety.gov.au/social-media-age-restrictions-hub)



**kids helpline**  
anytime.anyreason.