



# Mt. Martha Primary School

Mt Martha Primary  
**Principal**  
Mr Martin Page

**Assistant Principals**  
Mr Hugh O'Brien  
Mrs Karen Walker

**Mt Martha Primary  
Contact Details**  
37-55 Glenisla Dve or  
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**Reception**  
5974 2800

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5974 3634

**Absentee Reporting**  
*Lodge via Compass parent portal*

**Website**  
[www.mtmarthaps.vic.edu.au](http://www.mtmarthaps.vic.edu.au)

**Email**  
[mount.martha.ps@edumail.vic.gov.au](mailto:mount.martha.ps@edumail.vic.gov.au)

**Office Hours**  
8.30am - 4.15pm  
Monday - Friday

**OSHCP - Out of School Hours Care  
Program**  
0407 438 858  
Coordinator - Gillian Reid

**PSW Uniform Shop at MMPS**  
**Tuesdays**  
8.45am - 9.45am  
**Thursdays**  
3.00-4.00pm  
Cash, credit card & EFTPOS  
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**1800 337 396**  
Online Ordering:  
[www.psw.com.au](http://www.psw.com.au)  
PSW Frankston  
21 Playne St, Frankston.  
03 9769 6510  
Tuesday - Friday only  
9.00am - 5.00pm.  
Saturdays 10.00am - 1.00pm

## BANKSIA BULLETIN - May 17, 2018.

*Mt Martha Primary School strives to empower students to be active learners who make a positive impact in a changing world.*

### PRINCIPAL'S REPORT

**Working Bee** - A reminder that this Saturday 9am to noon is our Term 2 Working Bee at the school. Jobs are mainly gardening and tidying and our school always looks so much better on the Monday after a working bee. Hope to see you there!

**Pupil Free Day** - A reminder that a Pupil Free Day will be held on Tuesday 26<sup>th</sup> June for the Student Led Conferences. We encourage our students to be reflective learners and this is an important day as students, having reflected on their learning and personal goals for the semester, present what they have learnt to their parents/caregivers. Students are not required at school except for the time arranged for them to present their learning. Conference booking times will also be released in the near future using Compass. Opening and closing dates for bookings will be provided in the near future.

Please note that Out of School Hours Care is providing an option for a program on this day.

**2019 Prep Enrolments** - This week we have been having a number of tours for parents with Preps in 2019. They have been very impressed with the learning environment and the engagement of our students in the curriculum. **2019 Prep Enrolment Forms are due back Friday 25<sup>th</sup> May.** These should be accompanied with a birth certificate, immunisation certificate and proof of address. Enrolment information and forms are available from the Office.

**Gold For Green Day** - Gold For Green Day is on next Tuesday 22<sup>nd</sup> May where we aim to involve our students in gardening and environmental activities in the school assisting to build their awareness of the environment and also improving our grounds. Some materials are still required and helpers are always appreciated. More information is included in the newsletter.

**"Read More In May"** - "Read More In May" aims to encourage regular reading with students recording the number of books read or the total time read. There is also a family aspect with the opportunity to submit a photo of sharing reading with a pet. "Read More In May" is always a lot of fun!

**Parking** - In the interests of traffic flow and, most importantly, the safety of members of our school community, parents are reminded to follow the parking restrictions applying to streets near the school. Please note in particular the restrictions for the "Kiss and Go" parking in Glen Isla Drive as this can have a real impact on congestion. Parking Officers regularly patrol schools at the start of the school day and at pick up. Please note also that the staff car parks in Melrose Drive and Glenisla Drive are not drop off and pick up points for children. Thanks for your assistance.

**Year 4 Camp** - our Year 4's attended Camp Arrabri at Warburton on Monday, Tuesday and Wednesday this week. They had a great time enjoying the wide range of challenging outdoor activities and a ride on Puffing Billy. Thank you to staff and helpers for attending.

**NAPLAN** - Students in Years' 3 and 5 have been participating in the NAPLAN tests Tuesday, Wednesday and Thursday this week. Tomorrow is scheduled as a "catch up" opportunity for students who may have missed a test earlier in the week. The students are to be congratulated for the way they have approached the tests. Results are used with our other assessments of student learning and will be available later in the year.

Kind regards,  
Martin Page.

Our Mission is to ensure high quality and engaging learning program that builds on the capability of every student.

## SCHOOL NOTICES

### Dates to Remember Coming Events



#### MAY

**Friday 18th May**  
**Walk to School Day**



**Cake Stall** before and  
after school  
8.30 - 9am & 3 - 4.00pm  
MMPS Near the Rock  
**All proceeds go to the Fred Hollows  
Foundation**



**Tuesday 22nd**  
**Gold for Green Day**  
**Wear Green and please bring a  
gold coin**



**Wednesday 23rd - Friday 25th**  
**Scholastic Book Club**  
Note: morning sales only on Friday 25th

### Dates to Remember Coming Events

#### **Wednesday 23rd**

District Cross Country for selected students  
Years 2 - 6  
**Penbank, Mornington Tyabb Rd, Mornington**

#### **Monday 28th**

'isea, icare', ambassadors workshop  
Selected students only  
9.00am - 2.30pm

#### **Tuesday 29th**

Year 3 Dandenong Market excursion  
9.00am - 3.30pm

Prep Assembly  
9.00am - 9.30am

#### JUNE

Prep Grandparent's morning  
9.00am - 11.00am

#### **TERM DATES: 2018**

**Term 1** 29th January to 29th March  
**Term 2** 16th April to 29th June  
**Term 3** 16th July to 21st September  
**Term 4** 8th October to 21st December

#### **TERM DATES: 2019**

**Term 1** 29th January to 5th April  
**Term 2** 23rd April to 28th June  
**Term 3** 15th July to 20th September  
**Term 4** 7th October to 20th December

## IMPORTANT INFORMATION



### **SCHOLASTIC BOOK FAIR - May, Wed 23rd - Friday 25th.**

Mt Martha Primary School is hosting a Book Fair. This special event celebrates books and reading and gives children, parents, teachers and community members the opportunity to purchase quality books. The fair will be set up in the Staff Centre and will be visited by each class at their allocated time on Monday and Tuesday during school hours. From Wednesday we encourage you to drop in and take a look at what's on offer during the following times:

**Wednesday 23rd 8.30 - 9.30am and 3 - 4pm**

**Thursday 24th 8.30 - 9.30am and 3 - 4pm**

**Friday 25th 8.30 - 9.30am only  
(there is no afternoon session)**

A percentage of the proceeds from the sales of these books directly contributes to raising funds for the school to purchase many more valuable resources for our children's literacy pleasure. This is a great opportunity to have a leisurely browse at some of the great books available.

**Georgina Street, Book Club Coordinator.**



### **WANTED:**

Small Succulent or Geranium Cuttings.

Please bring in to school as soon as possible.

The Banksia Botanists will be propagating these cuttings.

These will be used for activities on **Gold for Green Day**.

Could they be delivered to:

**Mrs. Spiridis' classroom.**

**Room 5 Melrose.**



A friendly reminder to families and friends that **Melrose Dve is reserved for STAFF PARKING.**

*Please use the Eco Park or Glenisla Drive.*

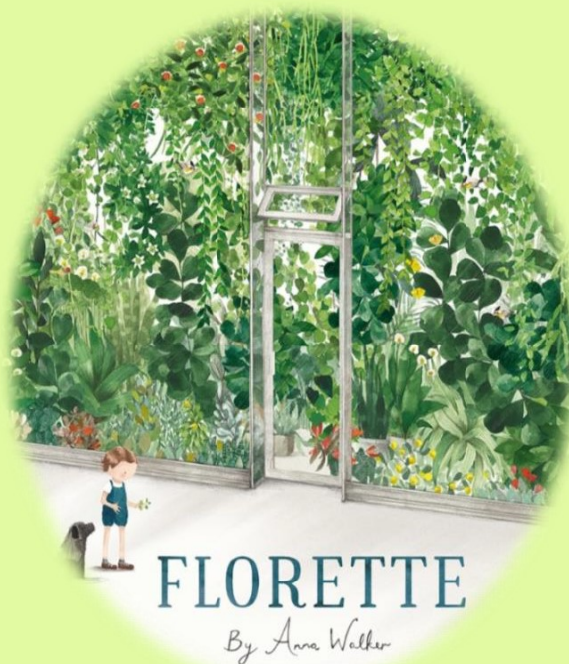
# Gold For Green Day.

Tuesday 22nd May

Wear Green. Bring a Gold Coin.

Help us green our world just like 'Florette.'

Illustration used with permission.



Activities will include:

- Reading Anna Walker's Florette and Shel Silverstein's The Giving Tree
- Pledges to the environment by all our students.
- Preps: Planting in the Prep Forest with their Year Four Buddies
- Year One: Tin Can Gardens
- Year Two: Cardboard Cubbies
- Year Three: Layered glass jar gardens.
- Year Four: Assisting Preps.
- Year Five: Environmental Collages.
- Year Six: Art Workshops, Planting and maintenance of our existing gardens.

Check with your child's teacher for activity times. Please come and join us to help green the world.

# WORKING BEE at MMPS!



Dear Parents - we are asking for your help at our  
Term 1 Working Bee!



**Date: Saturday May 19**

**Time: 9am - 12pm.**

If you can bring along useful tools like a wheelbarrow, spade, pitchfork (for mulch), shovel etc that would be very helpful. Make sure you wear footwear that is appropriate for outdoor tasks. We do have some equipment ie gloves, protective glasses but it would be helpful if you bring some too! Thanks.

There will be a list of tasks to complete around the school.

All children must be accompanied by an adult.

Morning tea is provided.

## WHOLE SCHOOL CROSS COUNTRY

With the track marked out, flag bunting in place and the sun shining; it was a great day for running! What a way to bring our whole school community together.

We started with our Prep students running 1km and some very fast and excited students running past parents, officials and teachers. Throughout the day we saw some very memorable moments and some very exhausted competitors crossing the finish line. Students showed persistence and were able to complete the required km for their race.

Every race saw points awarded to their house with the final result of winning house kept secret till our next whole school assembly. Who will it be.....

Our top 10 runners for each race were:

	PREP		YEAR 1	
1st	Paige H	Callan S	Georgia H	Harry P
2nd	Bella H	Oskar G	Savannah M	Harvey W
3rd	Evie A	Val J	Billie R	Patrick R
4th	Keira C	Levi F	Poppy S	Oliver K
5th	Freya McK	Jake B	Evie S	Luca G
6th	Neve R	Hugh McL	Imogen G	Charlie D
7th	Bronte R	Oscar F	Willow B	Flynn P
8th	Lexi C	Leon D	Layla F	Cameron E
9th	Indie G	Luke K	Ruby B	Acklin S
10th	Ellie A	Conor B	Jazz K	Noah L

SCHOOL TEAM							
	8yr Old		9/10yr Old		11yr Old		12/13yr Old
1st	Thalia H	Henry J	Tilly B	Ben P	Phoebe P	Charlie C	Siree G
2nd	Samantha P	Luca M	Sasha B	Sam S	Charlie S	Kai W	Zoe S
3rd	Layla K	Tate B	Lola H	Will G	Maya G	Osty R	Rhiannon K
4th	Eden S	Jethro L	Ruby W	Jett R	Aria B	Lachie C	Bella L
5th	Juliet E	Ruben C	Aria V	Beau H	Eva B	Dylan S	Amilee C
6th	Lila P	Jake G	Mattise R	Duke S	Indianna C	Sam M	Phoebe B
7th	Gwen H	Ollie C	Ava M	Charlie S	Molly D	Rhen S	Evie S
8th	Yvie B	Finn S	Maya C	Hudson P	Emily C	Alasdair Mc	Savannah C
9th	Alex C	Lewis H	Marcie C	Bailey K	Elle C	Jack A	Charlotte M
10th	Alice L	Noah F	Ayna B	Toby E	Georgia T	William MacF	Mia H

Thank you very much to the staff, Mornington Secondary College and parents who assisted with marshaling at checkpoints around the track and sports leaders for acting as 'Hares' for all the races.

Our school team (8yr old – 12/13yr old's) will be competing at the Mornington District XC on Wednesday 23<sup>rd</sup> May at Penbank School. All runners are asked to wear their **RED** school shirt or a sport singlet on the day of competition. Times for each race have been added to compass for those running.

### Girls AFL

On Tuesday the 8<sup>th</sup> of May, twenty-one of our Year 6 and 5 girls participated in the District Girls AFL at Alexandra Park. The weather was stunning and the girls did an amazing job, winning all but one game against Benton JC and coming overall Runners Up.



The girls were lucky enough to meet and have a kick with three Essendon AFL players: Mark Baguley, Mason Redman & Jackson Merrett. Bianca Jakobson from the Melbourne AFLW was also there to encourage and motivate the teams.

Congratulations to all our girls for their terrific sportsmanship and participation.

Thank you to Miss Bell and Ms Robison for coaching our side and to all the parents for their support.

### District Boys Netball Competition 8.5.2018

What a great day! The sun shone all day and the boys in all our four teams were all having a go at a sport that almost none had ever played before. The sportsmanship was amazing and our boys should be proud of the way they conducted themselves on the day. We were runners up to Benton Junior College in the final. Thanks also to Mornington PS and Penbank for the great day. A big thank you to the Mornington Secondary College Sport and Recreation VCAL students who provided umpires and scorers for the day.

Thanks also to the parents and relatives who took the time to come and cheer us on especially Kai's 90 year old great grandmother.



Here are some comments from some of the boys:

It was really competitive, when I was playing Goal Keeper I found it hard rebounding. It was challenging because my opposition was so tall. I liked playing against my friends from other schools. Stelios.

As I played I got more of the rules. The stepping rule was hard to get used to after playing basketball. Jack A

The rules were hard to get used to. It was fun to try a new sport and get through to the grand final. It was also good to get to know my teammates better like Stelios. Dylan

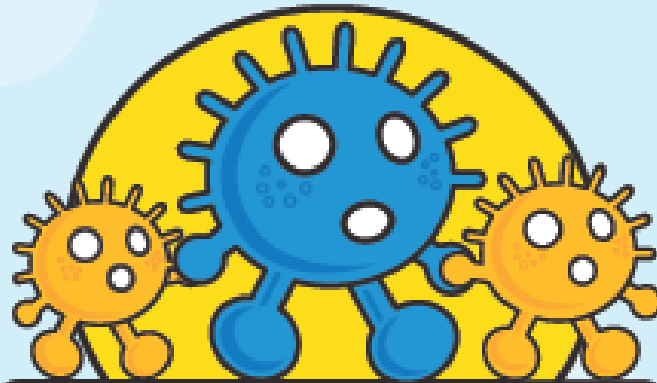
It was a great day getting to play a new sport. Kai.

It has definitely been the most favourite sport that I've played so far. It's a very good team sport. Jake.

Mrs. Spiridis



# ACTIVE KIDS ARE SMARTER KIDS



**WALK SAFELY  
TO SCHOOL DAY**

**FRIDAY 18 MAY 2018**



**Until they're ten, children must always hold  
an adult's hand when crossing the road**

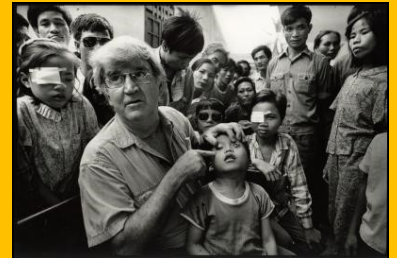
**WALK.COM.AU**





The Fred Hollows  
Foundation

## Bake & Buy Fundraiser To Give the Gift of Sight!



A group of Mt Martha mums are trekking 30km to raise money for the Fred Hollows Foundation. \$2000 is our target and with your help we can get there!

**What:** CAKE STALL!

**When:** Friday 18th May 8:30 - 9am and 3 - 4pm

**Where:** Near The Rock, Melrose block

### How can you help?

Enjoy baking? We'd love your donation of a plate for the stall. Please label with ingredients (no nuts or cream pls) and bring on morning or afternoon of the cake sale or drop it into the office any other time.

Want to have your cake and eat it too? Baked goods from \$1-\$10

Just want to donate? Go to:

[melbourne.coastrek.com.au/fundraisers/CanDoWalkers1613](http://melbourne.coastrek.com.au/fundraisers/CanDoWalkers1613)

**Call Andrea for more info on 0403530701**

Thanks all, The Can Do Walkers xxx

# About social and emotional learning

## Why is social and emotional learning part of KidsMatter Primary?

Social and emotional learning is about learning how to manage feelings, manage friendships and solve problems. These are essential life skills that support wellbeing and positive mental health. Social and emotional skills promote children's ability to cope with difficulties and help to prevent mental health problems. Children who have developed social and emotional skills find it easier to manage themselves, relate to others, resolve conflict, and feel positive about themselves and the world around them.

KidsMatter emphasises teaching social and emotional learning as a way of promoting children's mental health. Social and emotional learning provides practical skills that all children can learn and apply to everyday situations. Learning skills such as self-awareness, effective communication and conflict resolution can also help to prevent the development of mental health difficulties in children who might otherwise be vulnerable. In this way teaching children social and emotional skills helps to promote resilience – the capacity to cope and stay healthy in spite of the negative things that happen through life.

## Why social and emotional learning is important to schools

Australia's national educational goals for the 21st century, as well as curriculum frameworks for each state and territory, recognise the importance of children achieving positive outcomes that relate directly to the skills of social and emotional learning. In addition, there is broad agreement and research evidence that shows that social and emotional skills can improve academic learning and enhance students' motivation to cooperate and achieve.

Because it emphasises teaching children the skills for positive relationships, social and emotional learning is a key strategy for schools in their efforts to reduce bullying and improve caring, respect and responsibility at school. When children are taught specific strategies for recognising and responding to emotions, thinking through challenging situations and communicating effectively, they are less likely to act out frustrations at school and elsewhere.

## What does social and emotional learning have to do with learning?

Research has shown that children's learning is influenced by a range of social and emotional factors. How well children do at school is affected by things such as:

- how confident children feel about their abilities
- how effectively they are able to manage their own behaviour
- how well they can concentrate and organise themselves
- how effectively they can solve problems
- how positively they are able to get on with school staff and with peers
- how effectively they take into account others' needs
- how well they can understand and accept responsibilities.

## How social and emotional learning is taught

A number of programs for school-based teaching of social and emotional skills have been developed in Australia and internationally. For the implementation of KidsMatter Primary, schools select the program (or programs) that best suit their particular needs. Social and emotional learning programs that have been shown through research to improve children's social and emotional competence are more likely to achieve goals related to improving students' mental health. KidsMatter Primary provides schools with detailed information about programs and the research evidence for their effectiveness.

School-wide classroom teaching of social and emotional learning allows staff and students to share a common understanding of what it is all about. Importantly, the emphasis of its teaching needs to be not just on learning about emotions and relationships, but on practical skills that children can apply across a range of situations at school, at home and in the broader community. Classroom teaching which is offered regularly will maximise the benefits. Opportunities for learning can be coordinated across the school so that children can continue to develop their skills with age and experience.

Children learn social and emotional skills most effectively when they are also reinforced at home. Many social and emotional learning programs include components for involving the family and community in promoting the teaching. This gives parents and carers the chance to learn about the particular approach schools take and what they can do to support children's social and emotional learning. In this way, school-based social and emotional learning offers gains all round – for students, for schools and for families.

## The social and emotional learning framework

Many teaching staff and schools already incorporate some aspects of social and emotional learning. The KidsMatter Primary approach looks at what schools are already doing and asks them to evaluate how systematically and effectively they are teaching social and emotional skills. It provides them with a framework for planning, teaching and evaluating to help ensure that from year to year children can build social and emotional skills that are relevant and appropriate for their age and skill level.

The KidsMatter approach to social and emotional learning is based on the model developed by the Collaborative for Academic, Social and Emotional Learning (CASEL), an internationally-recognised lead organisation for this area of research. The diagram outlines the five core competencies that CASEL has identified as central to social and emotional learning.<sup>1</sup>

These five social and emotional skill areas are viewed as essential for the development of good mental health. Structured teaching of these competencies, and opportunities for students to practise and generalise them in the classroom, school and wider community, are also crucial to implementing effective social and emotional learning. KidsMatter Primary encourages schools to communicate with families about their work in teaching and promoting children's social and emotional learning. Informing and working with families on the development of children's competencies has been found to increase the benefits for children.



Adapted from the Collaborative for Academic, Social, and Emotional Learning (CASEL) (2006).

These five social and emotional skill areas are viewed as essential for the development of good mental health.



## Supporting social and emotional skills at home

For children to develop social and emotional skills they need guidance that is matched to their level of development, as well as practice. In addition to teaching social and emotional learning at school, parents and carers can encourage children to use these skills in everyday interactions at home. Prompting and encouraging children to apply their learning in this way helps them develop their skills. Here we provide two examples that show how everyday situations can be used as opportunities for supporting children's social and emotional skills development.

In the first example, Voula is very excited about a family outing, but her behaviour is very annoying to the rest of her family, especially to her baby brother. The following table considers the problem, the skills Voula needs to learn, and how a parent or carer might support her learning.


Skill	The problem	Needs to learn	How to support
Self-awareness	Doesn't recognise she is wound up	To recognise she is feeling excited and how it affects her	Name it: "You seem pretty excited. You might tire yourself out using up all that energy before we even get there!"
Social awareness	Doesn't take account of others' needs	To understand how others have different feelings and needs from hers	Ask/explain: "See how the baby is getting upset? He wants you to stop poking him."
Self-management	Doesn't know how to contain her excitement	To be able to be excited without annoying others	Redirect: "Let's see if you can use that energy to help us get ready."

In the next example, Wendy, who is 10 years old, is angry because her young preschooler sister, Meg, has scribbled all over the homework she had left on the kitchen table. Wendy is angry with Meg and angry with her mother for allowing this to happen.

By looking at the ways that Wendy could use social and emotional skills, we can see how she could be supported to solve this problem and further her skills for effectively managing other similar problems in the future.

Skill	Needs to learn	How to support
Self-awareness	To recognise that she is angry and remember that she can work this out calmly	Show you understand: "I can understand why you would feel angry." Prompt: "Let's think this through."
Social awareness	To understand her sister's point of view: as a preschooler she thinks the homework is just paper to draw on	Encourage perspective-taking: "Meg didn't realise it was important. I don't think she did it on purpose – do you?"
Self-management	To use strategies that help her to calm down	Show and encourage: "We can sort this out better when we do it calmly."
Responsible decision-making	To not leave homework lying around	Ask: "What do you need to do to fix it this time? What can you do next time so it won't happen again?"
Relationship skills	To be able to discuss the issue with a parent or carer and to explain her feelings to Meg in a calm way	Show and praise: "How about telling Meg that you're unhappy and that you don't want her to draw on your things again?" "Thanks for working it out calmly. I'm impressed with the way you've handled it."

It's important to recognise that social and emotional skills develop over time, and that they may develop differently for different children.



Talk about feelings –  
help children  
explore theirs.

## Keys to supporting social and emotional skills development

It's important to recognise that social and emotional skills develop over time, and that they may develop differently for different children. Parents and carers and schools working together to help children develop social and emotional skills can really make a positive difference for children's mental health.

### Key points

- Get involved – find out about the social and emotional learning program your child's school is using. Learn the language and basics and look for opportunities to apply them at home.
- Talk about feelings – help children explore theirs.
- Be a model – use the skills yourself and show children how they work. Parents and carers don't have to be perfect; showing them you can make a mistake and learn from it can be really helpful too.
- Be a guide – turn difficulties into learning opportunities.
- Acknowledge and appreciate – provide explicit feedback and praise.

1. The Collaborative for Academic, Social, and Emotional Learning (CASEL) (2006). Sustainable schoolwide social and emotional learning (SEL): Implementation guide. Chicago, IL: Author

This resource is part of a range of KidsMatter Primary information sheets for families and school staff. View them all online at [www.kidsmatter.edu.au](http://www.kidsmatter.edu.au)



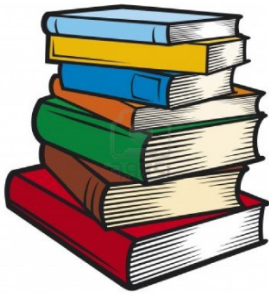
Australian Government  
Department of Health and Ageing



Principals  
Australia  
Institute  
*Learning. Leading.*

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# *Keeping you in the Literacy Loop*



**Have you all been reading More in May? Here are some ideas to help you to keep your promise and try to squeeze some more reading into your day!**

- Keep some books in the car - it is amazing how many hours we tend to spend travelling.
- Try audio books too - they are terrific for listening skills, visualizing, predicting , extending vocabulary and using imagination.
- Read to someone who is cooking! Older and more accomplished readers could read to adults who would love to listen to them - even if they are multi-tasking!
- Read to your pets - the photo competition this year is not just a gimmick! Your pets love the attention, the cuddles and the sound of your voice.

**Over the Years I have advocated for parents to follow Brightly ( <http://www.readbrightly.com/> )**

**This is a terrific website for parents and teachers. It is available on Facebook and has regular articles, many of which I have reproduced in this newsletter. Here is another great one by Lindsay Barrett**

Brightly

## **5 Great Places to Stash Books Around Your Home to Encourage Reading**

Are you as infatuated as I am with the Pinterest boards full of adorable kids' reading nooks? My real-life efforts to create one resulted in my husband placing a moratorium on requests to help hang any type of floating shelf, but a reading area does make sense. After all, research identifies a designated "library" stocked with diverse and appealing titles arranged for students to easily access them, and ample time for students to read, as hallmarks of an effective classroom reading program. Family literacy research echoes the value of easy access to books and time spent reading at home. It also makes sense, though, that when something in your home is conveniently located, you tend to use it more often. (Just ask the single-use kitchen appliances stored in the backs of upper cabinets gathering dust.)

We're lucky to have an extensive supply of children's literature, but when I think about what best helps us weave books into our days, it isn't one charming reading spot. It's the small piles of books stashed in various locations around our house. Besides our main collection that lives on those slightly crooked floating bookshelves in our family room, these are the places we keep kids' books:

### **The Mudroom - haha if you have one!**

Yes, I want my kids to spend time reading, but I also use books to solve household problems. We live in New England, where winters require donning extensive outdoor clothing. Tired of having one kid dash off through the house while I wrestled boots onto the next, I added a basket of books to our mudroom. Now, kids who are dressed sit and look at books until everyone is ready. The other benefit of this location is that with my boot-wrestling commitments, I am never in a position to read these books aloud, so titles that need a hiatus from our bedtime story rotation often end up here.

### **The Kitchen Drawer**

In our busy household, I often need to confine my toddler to his high chair to get a meal on the table. I keep some of his favourite books in the kitchen and pass them to him to browse while I cook. He flips the pages, we chat about the pictures, and everyone gets fed.

### **Outside the Bathroom**

We have a relatively effective shower assembly line system in place, but once again, it falls apart when one kid disappears to somewhere else in the house. It's not practical for us to keep books *in* our bathroom, with its failing exhaust fan, but keeping them nearby gives everyone something productive to do while they wait.

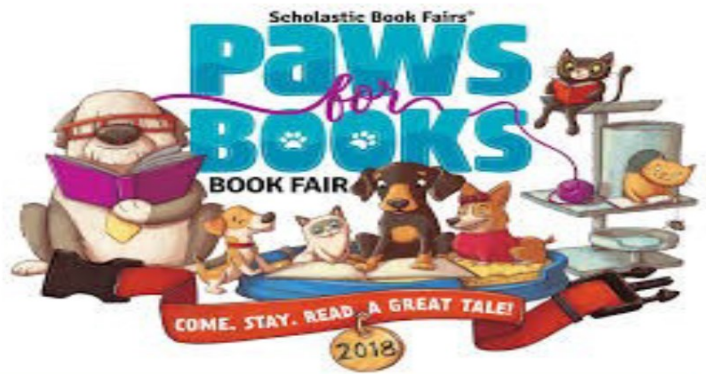
### **Near Pretend Play Items**

When I taught kindergarten, I found that storing relevant books in the different zones of my classroom was a natural invitation for children to incorporate them into their imaginative play. The same holds true for play at home. Children's cookbooks, or even unused adult ones or cooking magazines, invite "recipe" consultation near the play kitchen. Lullaby books near the stuffed animals and baby dolls prompt loving renditions of "bedtime stories." Books about construction or different types of homes tucked next to a bin of blocks inspire creative building. Occasionally we create some kind of pretend play scenery, usually when we have a large cardboard box to inspire us, and books can play a role there, too. We've had a stuffed animal zoo, including animal nonfiction books "to help the zookeepers" and a weather station desk with weather books to "answer weather questions." We went through a long pretend airport and airplane phase when my oldest son was a toddler, supported by constant referral to Richard Scarry's *A Day at the Airport* and other related titles.

### **Hidden Away in the Basement - or another storage solution!!!**

Yes, this directly conflicts with the "access" principle, but for good reason. When my kids don't see a book for a while, bringing it out again feels celebratory. I put away holiday and seasonal books when the calendar turns, and we all enjoy rediscovering them the following year. We also take breaks from popular series on occasion (*Berenstain Bears*, I'm looking at you) and get the whole stack back out a few months later with refreshed energy. Wherever you squirrel them away, rotating books can help keep family libraries both interesting and manageable.

***Do you have a unique place you keep children's books in your home?***



## Read More in May is back for 2018

May is **Family Reading Month** and this year we have the opportunity for families to participate in the **Read More in May** competition. Encouraging children to read and continuing to read to children beyond the early years of primary school is critically important for literacy development.

Use the calendar that each child brings home to record days/minutes read each day, ensure that parents sign it and take the pledge to **Read More in May!**

### Photo competition

Take a photo of you reading with your family pet!

Great prizes to be won!

Drop photo entries to the school office or email to school address.

Entries close Friday June 1st 2018



**Wow! Look at these great entries!**

**ReBoot campaign for Aboriginal kids**  
**Mount Martha Primary school with**  
**Parkdale Secondary College**

and  
Port Adelaide Football Club's Aboriginal Program  
invite you to

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*All football boots and runners will be distributed by Port Adelaide Football Club's Aboriginal Program.*

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**How many pairs can we  
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