**Hello**

**Happy Birthday:** To all of the students and staff who have had birthdays since our last Newsletter: Elsie C, Grace O, Charlotte F-D, Macey C, Mrs Lynn Boddongton and Mrs Nicole Peace.

**Building Process Update**
The school’s building team (parents Stuart Christie, Brett Drayton and staff Suz Prendergast, Aaron Randall, and I) have been meeting with the Architects to develop the design of the new school. Once we have sign off from the Department, we then go into the next stage of what the interiors will specifically look like. For now, we have an overview of the school site to share with you. I am also re-printing the letter the school has sent in support of the current plans. The Department are pressing heavily for all schools to develop and implement a collaborative teaching and learning model across the State. In fact, if our new plans did not reflect the need for flexible spaces that promote collaboration, we would be sent back to the drawing-board.

At Moriac, we have been researching this for some time and implemented a raw model in 2015. With that experience, we feel well-placed to implement a more effective and informed model and, so you will read below, the work of our school will help shape the model that is recommended across the State.

The letter below does more than that though. I hope it provides you with an insight into the pedagogical philosophy of your children’s school. In your busy schedules, take the time to read this and even do a little ‘Googling’ to follow up the philosophy. This is the first in a series of documents that we will publish across a range of issues for our community to glean a deeper understanding of their school. I trust it will be beneficial.

**Moriac’s reflection on the current school design proposal (as at 1st June 2016)**
Moriac Primary School seeks a new school to enable 21st century educational experiences for its students and 21st century pedagogy for its teachers. “In a 1:1 anywhere, anytime learning model, learning spaces are transformed to enable a new, more complete learning experience. Spaces are flexible, interesting and inspirational, and cater to a range of learning styles and modalities... The physical spaces in School should be designed to complement the teaching and learning required for a modern curriculum. The School’s physical spaces need to enable a range of technologies to be used across the School, in a variety of ways and in all classrooms and spaces - anywhere, anytime learning.” (The Netbook Trial - In Their Hands - 21 Steps Workshop Booklet, p28, 2009)

The above quote sums up this School’s journey. The steps the School has taken to provide a challenging, innovative modern educational experience are comprehensive and reflect a contemporary learning and teaching philosophy.

Over the last 12 months, Moriac has completed its School review process and developed a new four year Strategic Plan that highlights the need to adopt innovative learning and teaching practices based around the Victorian Curriculum. Prior to the review, the school had researched and established a collaborative teaching model across the school in order to provide all students with a consistent and research-based contemporary teaching and learning model to promote individual learning. The Victorian Education Department has committed to extend the collaborative teaching model across the State, as part of the Education State suite of initiatives. Moriac has been at the forefront of this drive and in 2016, was selected as one of just ten schools across the State to work with DET and Deakin University to develop an effective collaborative model. DET’s goal is for these learnings to be shared with all other schools to promote an effective collaborative model.

The building model, as developed, will allow for true collaboration between teaching teams. The options of creating small group settings all the way to whole level activities is evident in the building proposal. The clever use of glass and space will assist in providing students with presentation or preparation spaces while ensuring teacher line of sight while they work with other groups.

Another significant focus of the strategic plan is the teaching and learning of mathematics. The school is currently part of a three year study to investigate, audit and update its maths teaching and learning program.

What we have learned so far is that to learn the numerical formulae and understanding of maths, students from five years to twelve years old require a range of learning opportunities. Small group hands on work, investigations using web tools, working with teachers and peers in intimate settings to discuss maths and use mathematical language are all best executed when the physical learning environment provides appropriate areas in which to undertake these experiences. The school is satisfied that the current design will address these requirements.

With the introduction of flexible learning spaces and more open spaces, the work already completed by the School in professional learning and up-skilling of teaching staff (as outlined above) will be enhanced, leading to better opportunities for students to maximise learning outcomes.
The use of adequate space in which to utilise ICT will greatly enhance engagement and student learning. The use of smart screens and break out areas will positively impact on student learning and lead to accurate assessment of that learning by peers and teachers. These break out spaces will further develop technological competence and skills. This project will enhance those opportunities.

A major emphasis of our School Strategic Plan was the development of a student achievement tracker, an online system for students to track their learning, develop next learning goals and for parents and teachers to access these. A physical environment in which students can access their current and future learning from anywhere in the school does not currently exist, leading to a lack of flow in working towards academic improvement. The design will allow students to access this information in a variety of settings including working in large area with large groups on individual goals, collaborating with a small group with similar goals in intimate settings, or presenting their learning in an online environment to their teachers and peers in presentation nooks. Research consistently points out that spaces that are flexible, have small, medium and large group possibilities, provide presentation and display space, provide access to ICT, technology and environmental resources are the best environments for optimising student learning outcomes. The school is confident that the design addresses the research base.

The current state of our facilities does not provide an environment that is conducive to the learning and teaching models described above. A Capital Project that caters for the all of the above mentioned innovations will provide the best opportunity for student achievements to be greatly enhanced. As noted in 'Building Futures: Caring for your child, Policy and Process for Victorian Government Schools', "School design should focus on the need for physical spaces to support teaching and learning. A particular emphasis must be flexibility. Spaces must be capable of supporting individual learning, and formal and informal learning, as well as collaborative and project work. Design must also support the integration of Information and Communication Technology into teaching practice." This is the journey that Moriac PS has well and truly commenced - to be a centre of excellence in delivering ‘anywhere, anytime learning’.

The primary goals of the school are to provide learning spaces that reinforce the developing pedagogical approach, create a sense of community and are environmentally sustainable. The following summarizes the main design objectives:

- Mix of open plan areas for large group collaborative learning, whole class activities and smaller breakout spaces for small groups and individual learning;
- Flexible learning spaces that truly allow for a variety of learning experiences be they lecture-type presentations, collaboration amongst students, or quiet one to one and small group spaces for students to work at point of need or celebrating student achievement amongst a larger cohort;
- Spaces to support self-directed learning, peer learning & teaching as well as collaboration project work;
- Consistent connections between buildings;
- The large central courtyard is to be a School community meeting space that all year level buildings open on to. The courtyard will be broken into discrete areas by the use of planter beds, walkways, alternate materials and orienting the buildings away from linear planes.

Classrooms

The spaces as presented allow real flexibility of learning environment. The open spaces cater to larger groups or smaller groups working in several supervised locations, small group collaboration, classroom activities, and whole level presentations. The practical option of stand-alone classrooms for (eg) Mandarin language sessions is featured. The clever use of ‘learning nooks’ will provide a modern learning environment that allows contemporary educational practices to thrive and evolve.

Bright, airy spaces are known to be conducive to enhancing student engagement. These spaces reflect that concept. Two wings with natural connectedness, both allowing for flexible teaching and learning in various formats reflect the whole school pedagogical model but also recognise the differing needs of junior classrooms (foundation learning) and senior school (building depth and understanding). The spaces invite close collaboration between staff and reflect the school’s professional development journey on contemporary pedagogy.

Administration

The amalgamation of the administration offices under one roof is long overdue and will lead to an enhanced experience for visitors to the school and will also ensure administration is not a separate, removed component of the school.

A modern vibrant administration space adjoins the reception area to ensure visitors and students have clear separation zones and the meeting spaces are flexible and accessible to administrative and school personnel. The ability to cater to larger meetings (school council) or smaller meetings (Parent/Principal, visiting support/special need staff) is included in the design. All of the administration areas are linked, enhancing effective management and leadership. There is a greater opportunity for the administrative team to work closely together, more collaboratively.

The components for effective staff spaces - staff lounge & dining room (downtime space), purpose specific teacher work areas that can accommodate planning or meetings - have been refined throughout the process and the school believes these are now excellent spaces. Following input at the Schematic Design briefing, the staffroom now faces the central courtyard ensuring line of sight supervision.
Outdoor
The visual aesthetic design of the buildings and their links with the proposed outdoor spaces reflect the rural nature of this community school. The design blends into the environment and is not inconsistent with the existing school environment. The use of appropriate building materials will further enhance the ‘rural-ness’ of the project.

The overall design being proposed has clearly addressed the points raised and discussed throughout the process and retain the school’s vision. It provides this school with an opportunity to redress the limitations the current classroom spaces impose on student learning. It brings together the administrative hub, provides the staff with appropriate working spaces and amenities and works with the rural environment to produce a proud symbol of Victoria’s world class education system.

Zàijiàn Good bye

Steve Durkin
**Stars of Moriac for this fortnight are:**

Prep: Sonny M and Ruby B.  
5/6: Maddy K and Ella H.  
1/2: Archie B.  
3/4: Hayden E, Myah C, Ines M and Bella B.

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**NEWS FROM OUR SCHOOL CAPTAINS**

**5/6 Camp** – Last week the Grade 5/6s enjoyed a 3 day camp in the Otways. We had heaps of fun activities including rafting, bush cooking, plenty of walking and much, much more. This was an exciting adventure for all of us.

**SSA Football & Netball** – On 7 June the 5/6s will be competing in the SSA Football and Netball Lightning Premiership. Parents are welcome to come along to cheer us on. The venue is Banyul Warri Fields in Torquay. Games commence at 10:00am.

**5/6 Production** – We are all working really hard on our big show in two weeks at Grovedale Secondary College. There are two shows, the first at 5:00pm followed by one at 7:15pm. Everyone is welcome to attend. Cost is $5.00 per adult. Students free.

**Leadership Day** – The School and House Captains had a ball at the Leadership day. We all had an opportunity to participate and compete in a wide range of activities.

Kaitlyn B, Rose C, Jai L and Mia V.

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**Parents and Friends Update**

**Election Day Cake Stall** – Start thinking about the amazing things you can bake for our famous Election Day Cake Stall. More information to follow shortly.
LIBRARY AT MORIAC PRIMARY SCHOOL

As you all know our new school plans are moving along! We are very excited by the progress and are looking forward to sharing them with the community soon.

What we know for certain is that the first area of the school that will be affected is the library. The first stage of construction will cause limited disruption to the rest of the school however the current library building will be demolished. We do not know an exact time frame for this however, we know it will be towards the end of the year and we want to ensure we will be prepared as there is a lot of work in cataloguing the books and moving them for preparation to put a library back into the new school.

Norma has been volunteering in the library for many, many years and we greatly appreciate her support. As many of you know Lyn who assisted in the library for many years left us to assist in her grandchildren’s school at the end of term 1. At this time Norma agreed to assist us until the middle of the year with the 3-6 students. The Prep-2 teachers were going to run the sessions themselves however Jo (a prep mum) kindly volunteered to assist in running these sessions once a fortnight for this term and Terri has also been of great assistance running these sessions as well as organising the library and the borrowing for us weekly. We greatly appreciate all the help we receive in order to run a library program on a fortnightly basis.

Cataloguing and packing up the library is going to be a huge job. Terri, Norma and Jo have kindly volunteered to organise this process with assistance. We have been discussing a timeline that fits into the whole school build and allows time for organisation. Below is the timeline we have developed after weeks of discussion;

**TWO MAIN POINTS TO REMEMBER –**

1. For the rest of the year library sessions will continue to be run by Norma (3-6) and Jo (Prep-2) – just in a different form, they will be in the classrooms.
2. Students will still have access to borrowing books – just in a different way.

**OTHER POINTS -**

- Sessions in the library will conclude at the end of term 2 and sessions will continue in the classrooms.
- Borrowing in its current form will discontinue. Students will be given time to return all books borrowed through the formal process and the library will be catalogued.
- For a period of only a few weeks’ students will not be able to borrow. After this time there will be ‘banks’ of books placed in classroom. Borrowing will be undertaken in the classroom – students / teachers will record books borrowed and returned.
- The library books will be catalogued and boxed up (if not placed in the classrooms) in order to be ready to be set up in the new school after completion of stage 1 and then stage 2.

We hope this is clear and makes sense. Please come and speak to us if you have any questions.

Suz Prendergast, Norma P, Terri C and Jo R.
COLLABORATIVE ACTION RESEARCH PROJECT
AT MORIAC PRIMARY SCHOOL

As previously mentioned in the Newsletter, Moriac Primary School applied, and were accepted into a Department of Education funded Team Teaching Action Research Project led by Deakin University. We were one of ten fortunate schools to be accepted of the 80 schools that applied.

We have been on a journey of collaborative teaching now for a number of years with various models in place, most being very successful. These are the models we are hoping to replicate and research in greater detail. We hope that students and parents are currently seeing these models in place throughout the school. We have received excellent feedback on the way in which the school and year levels are currently running.

Our action research question is:
How do we develop a consistent and sustainable model of team teaching which is embedded into the school culture?
Beneath this we have a number of sub questions however we are focussing on the 5C’s – Collaboration, Consistency, Clarity, Communication & Classroom Dynamics.

Aim:
To develop a clear collaborative (team teaching) framework for Moriac Primary School, ensuring a consistent teaching and learning model for the students so they can achieve the best possible learning outcomes across the curriculum.

Our aim is for all students to experience a consistent model of teaching throughout the school to allow them to achieve the best possible learning outcomes. We already work hard to achieve this however the key words are CULTURE and CONSISTENCY.

We began the journey with students and teachers developing our trademark (which we have already had for a number of years – MORIAC UNITED – Exceptional, Respectful, Responsible) and breaking this down to reflect on what this actually means. From this we redeveloped the Moriac Relationships and Behaviour Triangle (see attachment). There have been a lot of steps along the way for teachers over a number of years, including whole school planning documents, planning time together, a great deal of professional development and professional readings and working in flexible learning spaces. This year allows us to gather all the previous learnings and create a consistent approach which will be embedded into the school culture.

One of the reasons we also wanted to be involved in this project was to prepare the school for the move into our new buildings. In the planning design we have been concentrating on creating truly flexible learning spaces – these are spaces that can be closed to small areas of learning, open spaces to accommodate more students and a mixture of both. We have had staff and school council members as part of the process and we will hopefully be sharing these designs with the community shortly. We are very excited by the plans and keeping with our models of collaborative teaching want to reflect true flexible learning spaces. James Deans, the architect, stated to us that no other school has been as innovative with their flexible learning spaces in an effort to allow for true flexible learning spaces.

We will be providing the community with more information regarding this project later in the year however to give you an idea of what is included please see below.

This project includes:
- Surveying parents and students (as was undertaken earlier in the year via the website and Sentral);
- Undertaking professional readings and research around the benefits of team teaching;
- Team Teaching Action Research Team (Steve, Suz, Ben & Mikhala) involved in five professional learning days in Melbourne, having a member of the Deakin University staff visit us fortnightly to work through the project, work closely with our own staff and create a presentation of our findings to the Department of Education;
- Teachers classroom movement, interaction and student learning being recorded and reflected upon by the teams and then with a member of the Team Teaching Action Research team;
- The Action research team undertaking four school tours, including one at Moriac Primary School and meetings with other schools undertaking the project;
- Professional development by outside sources around culture, leading teams and professional feedback to improve student learning;
- Undertaking a review of current curriculum documents;
- Comparing and contrasting current models to ensure a flow for the students throughout the school.

There are many other aspects that we are also working through.

We hope this gives you a basic overview of our project and how we are continually striving to ensure that we are developing the best possible learning environment for your children.

Please come and speak to a member of the Action Research Team if you have any further questions.

Suzanne Prendergast, Ben Raidme, Mikhala Vawdrey and Steve Durkin
BE KIND

We take care of property and the environment.

We take turns; we help people and we contribute to groups.

We use manners and we put our hands up to ask a question.

We respect others and treat people how we want to be treated.

We are respectful of ourselves and towards others.

BE SAFE

We are resilient; we use strategies to solve problems and cope with challenging situations.

We demonstrate initiative by completing actions without being prompted by the teacher.

We display leadership by helping others and setting a good example.

We follow class and school values and routines.

We are responsible for our own learning, actions and behaviour.

BE LEARN

We plan our time, we are organised and we complete work in a timely manner. We use technology to help us learn.

We ask for help when needed and we always listen to teachers.

We always do our best; we work hard and we never give up.

We are committed to attaining exceptional levels of achievement.

At Monte we are a UNITED learning community

MORAL: S BEHAVIOUR & RELATIONSHIPS TRAINEE / TRADEMARK
Suzanne Prendergast - Bastow UP: Principal Preparation Program

This year I am undertaking the Department of Education, Bastow Institute of School Leadership Unlocking Potential: Principal Preparation Program.

After applying for this course last year I sat an interview and was successful in being accepted into this program.

The program consists of a number of elements -
Professional reading requirements and reading logs based on these readings;
A 20 day Principal Internship at another school.
Seven workshop days in Melbourne as well as two, two day residential programs;
A two day Open-to-Learning Learning professional development session;
Learning reflections;
A 6,000 word leadership project AND

Next week I will start my 20 day Principal Internship. I will be spending the next two weeks at Mandama Primary School learning from, and working with Marina Keegan, the Principal at Mandama PS. I will spend a further two weeks at Mandama PS in term 3.

During my time at Mandama Primary, Amanda Gallucio (currently Mon, Tues and every second Weds) will be working full time in the 3/4 classroom so there will not be any disruption for the students.

Suzanne Prendergast

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GRADE 3/4 COOKING AND GARDENING

Thanks to Bonnie Stokes and Janine Stern, a select group of 3/4 students participated in our fortnightly cooking and gardening session. Special thanks to Wensleydale Garlic for their very kind donation. Much appreciated from all at Moriac.
P.S. the food was delicious!!!
Grade 5/6 camp
Cape Otway Lighthouse
Quest Skills for Life.

We all travelled to camp on two different buses! Luckily we were on the little bus, as on the big bus lots of students were bus sick!

When we arrived at Cape Otway we split into three teams Alpha, Bravo and Charlie.

Alpha slept at the Light House accommodation, Bravo slept at Bimbi Park along with team Charlie. Team Charlie slept in pods which were unpowered, so if you had no torch you were pretty much doomed!! It was pitch black; you could hear people running around screaming outside as they decided to have a ‘prank war.’ Thankfully my cabin didn’t join in as we needed our sleep!! However, I kept half my cabin up with my snoring.

On the first, day team Charlie went bush walking to the Cape Otway Graveyard. We saw lots of graves of shipwrecks and we learnt about the Blanket Bay Disaster. The graveyard was creepy; they looked like classic graves you see in horror movies. One night, team Alpha went bushwalking and we came to a fork in the path, we could choose to go to the graveyards or back to camp. Everyone wanted to go to the grave yard. We eventually went back to camp and enjoyed a delicious hot chocolate with a marshmallow, which warmed everyone up.

Raft building: there were eight of us. We used sticks and barrels to build a raft. We learnt about the best way to make your raft float and learnt how to tie knots to hold the raft together. It was so much fun!!!! I was sweating a whole ocean when it came to our turn to test our raft. We watched everyone else fail before us. To our surprise our raft did float!! This was a great team building exercise.

Rock climbing: We attached a harness. There were four sides to the wall, all different challenges. We learnt how to rock climb properly, basically to put your face on the wall and climb and use your legs to do most of the work. Your hands are just there for balance. The aim was to get to the top and press the button. The record was 8 seconds to get up one wall. No-one beat the record, it was impossible. It was so much fun, it was a great challenge.

The light house tour: We had to climb up this never ending spiral stair case. Once up the stairs we then had to climb up a ladder. It was blowing a gale; however, it was so worthwhile. It was a magical view; the ocean was as blue as the sky.

We made damper, it was scone dough. You place it on a stick and hover it over the fire while rotating it slowly until it becomes a nice golden colour. Unfortunately, I was impatient and stuck it in the fire and it burnt, it was as black as the night. To tell if it is cooked you tap it, if it sounds hollow it’s cooked! We put yummy jam inside it.
The first night we went to The Lighthouse Café, we had homemade lasagne it was really good, it had never ending layers, it was ginormous and it was served with salad! For breakfast we had bacon, eggs and toast cooked by the 'food and hygiene students' (that was a role) at our campsite. We also had a big BBQ, we had chicken kebabs which were my personal favourites they were REALLY nice, sausages and salad.

Some students were selected to cook breakfast I was one of them, we cooked hash browns and French toast. The hash browns were really tasty. You could eat them with tomato sauce or plain. The French toast was served with honey. Every day you could have cereal if you didn’t want the cooked breakfast.

For lunch we made a wrap or sandwich. We could choose from a range of ingredients to put in. We had to wrap it with glad wrap place it in our bags. We also got to choose a piece of fruit, a muesli bar and a sesame snap. No one could say they were hungry there was so much food and it was all so yum!!

We learnt some valuable life skills at camp. We learnt the importance of team work, we learnt a lot about the history of Cape Otway and the ‘First People’ and we learnt to put others before ourselves ‘to be selfless, not selfish.’ Being selfish wouldn’t have got you anywhere on that camp!

Written by Bethany and Ruby.

A big thank you to Mrs Higgins for organising the whole camp! Also a big shout out to Mrs Rixon, the office staff and all the parent helpers. Thank you 😊

Some student’s thoughts from a survey undertaken after camp!

ACCOMMODATION:
I loved the little pods and the lighthouse accommodation which was nice and warm.
The accommodation had very smooth and comfy bedding

ACTIVITIES:
Rock climbing was the best activity.
The camp staff were very nice and caring
The activities were never boring, they didn’t exclude and occasionally they were delicious (damper making)

FOOD:
Perfecto. Lasagne was delicious
Appropriate for kids and a decent size as well

The food was lovely and they didn’t mind if we didn’t finish, they still let us have desert.
### SCHOOL CALENDAR

**TERM 2**

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<th>Tues 14&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Mon 20&lt;sup&gt;th&lt;/sup&gt;</th>
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<td>SSA Football/Netball</td>
<td>Queen’s Birthday</td>
<td>Year 5/6</td>
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<td>Public Holiday</td>
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<td>First day Term 3</td>
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<td>Grill</td>
<td>Year 3/4 Excursion to Village Cinemas</td>
<td>2017 Prep Info Night – 6.00pm</td>
<td>Parent/Teacher Interviews 2:00pm dismissal</td>
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<td>Year 3/4 Camp</td>
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### SCHOOL LEADERS

**School Captains**
- Rosie C
- Mia V
- Kaitlyn B
- Jai L

**House Captains**
- Clodagh N and Luke F (Kidman)
- Jacob A and Mali W (MacArthur)
- Jaidyn A and Sienna M (Farrer)

**SCHOOL COUNCIL**
- Steve Durkin – Executive Officer
- Jodle Frisch – President
- Andrea Delves – Vice President
- Stuart Christie – Treasurer
- Rebecca Bartlett – Parent
- Brett Drayton – Parent
- Lance Houlihan – Parent
- Ruth Rundell – Parent
- Paula Stiles – Parent
- Suzanne Prendergast – DET
- Aaron Randall – DET
- Mikhaila Vawdrey – DET

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**EmUNiK8**

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