

Cook's Log

Principal News

There were some very proud Dads and Grandfathers attending our annual Fathers' Day Breakfast last Friday 3rd September 2026. We appreciate all our fathers and significant others very much for taking some time out of their day to share a pikelet and a coffee with their adoring children. I do hope all of our dads were spoilt last Sunday, on their special day 😊



HAPPY FATHERS' DAY 2026





"A father is someone you look up to no matter how tall you grow"



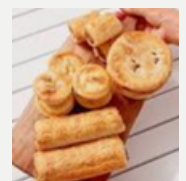
Our school has been undergoing our four-year review process this past week. Once the review panel has completed their observations and analysis, we will have a new School Strategic Plan which will set our direction for the next four years 2027-2030.

A final reminder to those families who have yet to respond to the Department of Education's Parent/Carer Opinion Survey. Every response you provide can help James Cook Primary School become an even better place for our students to learn and grow. The survey link is in your Compass newsfeed. It's not too late.



My team Carlton is no longer in the finals race, but I will be wearing my Blues guernsey on Friday 18th September – the last day of Term 3 2026 – Footy Colours Day. Not only is it an opportunity for students to show off their allegiance to their favourite football team but we also ask that ALL students contribute a gold coin. Footy Colours Day is a national Australian fundraising

event held throughout September to support education and accommodation programs for children and young people with cancer. Students can also order a special lunch for the same day – a traditional AFL hot pie / pastie / sausage roll / party pies. Look for the ordering link in Compass. There will also be a longest kick competition for every year level.



Rest up over the break everyone. I will be on leave for the first two weeks of Term 4. Mrs Schwarz will steer the ship until I return on Monday 19th October 2026.

~ Anne



Anne Burgess
Principal

Helping kids make and keep friends: 10 proven strategies that make social success inevitable



Practical tools to help your child develop the empathy and social skills needed for healthy, long-term friendships. Michael Grose Feb 24, 2026

These strategies are simple and focus on teaching children friendly behaviours, such as talking with others while playing, showing interest in others, smiling, offering help and encouragement when needed, being willing to share, and learning how to enter a game or social situation.

It is useful to teach children alternatives to fighting and arguing when disagreements arise. All children benefit from supportive adults adept in coaching them to make and keep friends. Here are ten ideas to help your child in the art of making friends:

1. Put friendships on the conversation table

Start talking with your child about friendships so you can offer support when difficulties arise. Discuss the importance of building connections with children both inside and outside school. Open lines of communication before children enter adolescence.

2. Identify what may be holding a child back

Identify and discuss any behaviour, such as teasing, bullying or self-centredness, that may prevent your child from making friends. Be upfront with your child. If they're not great sharers, let them know, then set up situations that require them to share.

3. Put your coaching hat on

Teach social skills such as starting a conversation, being a good winner and loser, and holding others' interest during a conversation. Playing games with family members is a great way for kids to pick up many of these skills.

4. Workshop tricky scenarios

Provide them with social scripts and alternative behaviours that they can try in sticky situations. Next time they come to you with a problem, try workshopping different solutions with them.

5. Focus on soft power

Some children struggle with keeping friends as they often use assertion rather than adapting when they don't get their own way. Full-on assertion ("do it my way") usually meets with rejection. Kids who can adapt, use humour, have a positive attitude, are helpful, and know how to stand up for themselves when behaviour is unjust or unfair do well with friendships.

6. Teach your child how to read the room

Children who struggle to make friends often charge in too quickly or hover too far away in play or social situations. Encourage them to watch a group for 30 seconds to identify the game being played and the overall "vibe" before making an approach to join in..

7. Leverage the "home ground" advantage

Social anxiety is often lower in a familiar environment. Organise a "micro-playdate" with just one other child at your home, centred around a structured activity like Lego or baking. This controlled setting enables you to use friendship coaching in real time.

8. Develop a host mindset in your child

If your child likes to take charge and struggles with sharing, teach them how to be a good host. Make a list of behaviours that make others comfortable at home and in their company.

9. Get them out and about

Encourage your child to participate in out-of-school activities or groups that offer opportunities to meet new people outside their school peer groups. Friendships formed through shared interests are often very strong.

10. Limit solitary activities

Alone time is really important for kids. It gives them the chance to process their day, relax, and feel comfortable in their own skin. Too much alone time means your child doesn't have the opportunity to develop the basic skills they need to navigate the social world. Invite (or insist) them/they join the social world one interaction at a time.

Your goal as parents is to help them develop the social "muscles" to connect when they want to, and the self-worth to be comfortable being alone. Their confidence will grow, one conversation, one interaction and one friendly gesture at a time.



Upcoming Events



SEPTEMBER



Tue 15th School Council Meeting

Wed 16th Division Athletics

Fri 18th Footy Colours Day
Special Pie Lunch



OCTOBER



Mon 5th First Day of School

Mon 12th Year 6 Graduation Photos

Tues 8th School Council Meeting

Mon 19th Whole School Incursion Boori
Monty Pryor: Indigenous
Author & Storyteller

Fri 30th World Teachers' Day



**HAPPY
TEACHER'S
DAY**



Students of the Week

Weeks 8 & 9: 2026

Excellent
Job!

OOT

Haseba

For working confidently with numbers and successfully putting mixed-up numbers back into the correct order. Well done!

Isaiah

For doing fantastic work with dictation by using frequently used words and sounding out unknown words. Well done!

12W

Ali S

For consistently following instructions and showing greater understanding and consideration of others.

Nyssa

For her excellent phonics learning and always double-checking that she is forming her letters and words correctly.

Daanish

For always pushing himself to do his best and bringing a smile to others' faces with his humour.

Amazing
Work

12E

Himaya

For showing focused listening and persistence in improving her reading and spelling of new words.

Aaliyah

For using great expression when reading aloud and expanding her vocabulary by exploring new words in texts.

Bravo!

34H

Matej

For demonstrating resilience when faced with challenges in the classroom. Great job, Matej.

Emma

For doing fantastic work with dictation by using frequently used words and sounding out unknown words. Well done!

34S

Rylie

For confidently putting his hand up and making thoughtful contributions to our class discussions.

Aleksander

For demonstrating fantastic understanding when identifying and classifying different types of angles. Well done!

Students of the Week

Weeks 8 & 9: 2026

AUSLAN

Elia 00T

For helping his classmates and cleaning up the room without being asked.

Sita 34S

For clear and confident signing in her Auslan presentation.

Keep
it up!

ART

Nikola 00T

For his amazing Artwork showing creativity and imagination. Well done Nikola!

Miray 56R

For her focus and attention to detail in the development of skills taught during Art sessions.

Fantastic
effort!

56R

Michael

For demonstrating excellent progress in his writing tasks. Well done.

Jack

For his outstanding effort in his narrative writing. Keep it up.

56L

Keira

for her amazing contributions during Literacy. Your enthusiasm, thoughtful ideas and willingness to share your thinking have been fantastic to see.

Blake

for being a responsible and valued member of our class. You consistently contribute to class discussions, share your ideas and show a positive attitude towards your learning.

Well
done!



Students of the Week (Weeks 6 & 7)

Module 2

Foundation



WHAT WE ARE WORKING ON

Literacy

- Read and spell words using the letter combinations ck, th, wh and qu.
- Recognise ck, th, wh and qu in words and say their sounds.
- Blend and segment words such as lock, thin, whack, quit, and whip.
- Read and spell high-frequency words such as he, she, like, and some.
- Read simple texts fluently and talk about what they mean.
- Write sentences using capital letters, finger spaces, and full stops.
- Listen for sounds in words and record them in our writing.

Numeracy

- We have been learning to:
- Identify one less for numbers to 20.
- Count forwards and backwards and recognise numbers to 20.
- Compare numbers and identify which number is smaller or larger.
- Put numbers to 20 in order from smallest to largest.
- Use a number track to identify numbers that are one more or one less.
- Find missing numbers on a number track.
- Sort collections into two groups and explain how the groups are different.
- Count each group carefully and identify which group has more or less.

FUTURE LEARNING

Literacy

- We will be learning to:
- Read and spell words using the letter combinations ck, th, wh and qu.
- Recognise ck, th, wh and qu in words and say their sounds.
- Blend and segment words such as neck, quick, whack, thin, and wham.
- Read and spell high-frequency words such as he, she, like, and some.
- Read simple texts fluently and talk about what they mean.
- Write sentences using capital letters, finger spaces, and full stops.
- Listen for sounds in words and record them in our writing

Numeracy

- We will be learning to:
- Recognise, read, and compare numbers to 20 and explore number relationships.
- Use a number line to identify numbers, find missing numbers, and count forwards and backwards to 20.
- Start with the larger number and count on to solve addition problems more efficiently.
- Solve simple addition stories using materials, drawings, number lines, and mental strategies.
- Collect, sort, and organise information into simple data displays.
- Read data displays and answer questions by comparing and discussing the information

Module 2

Years 1 & 2



FUTURE LEARNING

Literacy

- We will be learning to:
- Read and spell words with new letter and sound combinations.
- Use known sounds and high-frequency words to write sentences independently.
- Continue to build reading fluency and expression.
- Develop our understanding of prefixes and how they change word meanings.
- Practise dictation, sound manipulation and handwriting.
- Build comprehension skills by making predictions, visualising, comparing and using clues to make inferences.

Mathematics

- We will be learning to:
- Use different strategies to solve addition and subtraction problems.
- Use tens and ones to help solve number problems.
- Solve and explain simple number stories.
- Develop confidence in choosing the best strategy to solve a problem.
- Explore capacity by filling, measuring and comparing containers.
- Use words such as more, less, full, empty and same when comparing capacity.

WHAT WE ARE WORKING ON



Literacy

- We have been working on:
- Reading and spelling words with oo, ew and ue.
- Using known sounds and high-frequency words to write sentences.
- Building reading fluency and understanding what we read.
- Learning about the prefix pre- and what it means.
- Practising dictation, sound manipulation and handwriting.
- Developing comprehension skills by making predictions, creating pictures in our minds, comparing settings and using clues to understand how characters feel.

Numeracy

- We have been working on:
- Using different strategies to solve addition and subtraction problems.
- Choosing a strategy and explaining how we worked out our answer.
- Using partitioning to break numbers into tens and ones.
- Finding the total when adding and the difference when subtracting.
- Developing our understanding of capacity and how much a container can hold.
- Comparing and predicting which containers will hold more or less.





Module 3

Years 3 & 4

WHAT WE ARE WORKING ON

- Reading: We have begun reading our class text, *The Twits*, focusing on comprehension, vocabulary, making predictions and using evidence from the text to make inferences.
- Writing: Students have been developing their narrative writing skills, with a focus on creating interesting characters, settings and events and organising their ideas into a clear sequence.
- Digital Literacy: We have been practising typing skills, including using the correct hand and finger position on the keyboard to improve accuracy and fluency.
- Mathematics: We have been exploring decimals and place value, including representing, comparing and applying decimals in different contexts.
- Science: Students have been investigating materials and chemical changes by making slime, including observing how materials can change when they are combined. They also grew their own broad beans when investigating living things.



FUTURE LEARNING

- Mathematics: We will begin exploring Mass and Capacity, learning to estimate, measure and compare using grams, kilograms, millilitres and litres.
- Reading: We will continue reading *The Twits*, developing our comprehension, vocabulary, fluency and inferential thinking.
- Writing: Students will write persuasive pieces, focusing on reasoning and evidence, improving word choice and editing their writing.
- Science: We will continue investigating how different materials interact and identifying evidence that a change has occurred. Diving deeper into chemical reactions.

UPCOMING EVENTS/NEWS

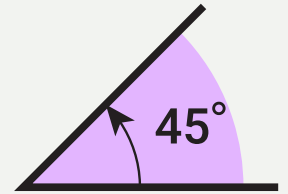
- Footy colours day (18th of September)
- First day of Term 4 (5th of October)





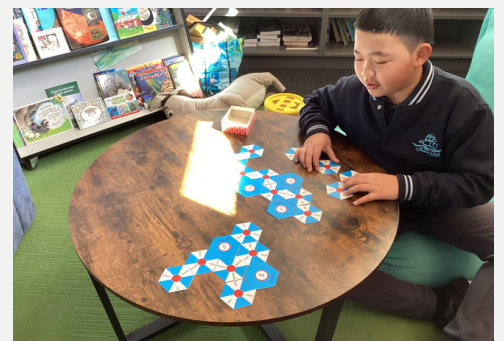
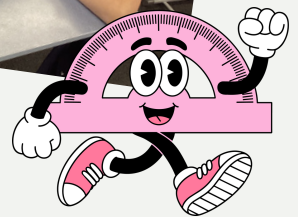
Module 3

Years 5 & 6



WHAT WE ARE WORKING ON

- We have been thoroughly enjoying our class novel *Matilda*. We have now finished reading the text and are looking forward to comparing the novel with the movie! Throughout our reading, we explored a range of interesting and challenging vocabulary, learning new words and discussing their meanings in context. We have loved following Matilda's adventures and sharing our thoughts and ideas about the characters and events.
- In Numeracy, we have continued developing our understanding of angles. We have been learning to identify and measure different types of angles and apply our knowledge to a range of activities and problem-solving tasks. We have been working hard to become more confident when using a protractor and measuring angles accurately.
- It has been a very full and productive term, with lots of learning, challenges and achievements along the way. We are incredibly proud of the effort and enthusiasm the students have shown throughout the term.
- Now it's time to put our feet up and enjoy a well-deserved holiday break! We hope everyone has a wonderful, relaxing holiday and comes back refreshed and ready for another exciting term of learning.



UPCOMING EVENTS/NEWS

- Division Athletics. Wednesday 16th September
- Footy Colour Day. Friday 18th September
- Last day of Term 3. Friday 18th September, 2:30pm finish

Everyone will



when we all follow our "Matrix of Expectations."

Let's just 	 Safe Protecting yourself and others	 Responsible Looking after yourself and making good choices	 Respectful Looking after people and property
ALL SETTINGS	We keep our hands and feet to ourselves. We use property and furniture for its correct purpose. We transition in two lines. We tell a staff member if something is wrong. We stay in designated areas.	We return equipment to its rightful place. We put rubbish in the correct bins. We keep all our belongings in their correct place. We follow instructions from staff. We wait quietly when lining up. We ask for help when needed. We admit our mistakes.	We share school property. We wear the correct school uniform. We take turns. We use please, thank you and excuse me. We ask before touching others' belongings. We transition quietly during learning times. We let other out the door before entering.
TOILETS	We give others privacy. We wash our hands with soap. We report problems to a staff member.	We close the door when in use. We flush the toilet. We leave when finished.	We use toilets for their correct purpose. We are quiet. We wait our turn.
LEARNING AREAS	We get permission before leaving. We walk inside. We remain properly seated during learning times.	We have our tools and equipment ready. We are on time. We complete our work on time. We stay on task to reach our goals.	We are quiet during independent learning times. We allow others to stay on task. We wait our turn to speak.
OFFICE	We use the correct doors. We listen to office staff. We sign in and out, when we are late or leaving early. We return to class straight away.	We bring one person only with us to first aid. We sign our mobile phone in and out. We place all payments and forms in the post box.	We wait until the first aid adult invites us in. We enter the office quietly. We wait our turn.
PLAY AREAS / OUTDOORS	We walk on ramps. We stay in the correct play areas. We leave sticks, rocks and stones on the ground.	We move to the Module as soon as the music starts. We ask the yard duty teacher for help if needed. We bring our equipment and belongings in after play.	We discuss, agree to and follow the rules of the game. We accept or decline politely others' playing choices.
ICT	We only use sites on Bookmarks. We use our own log in details. We keep our passwords private. We walk with our Chromebook.	We adhere to the ICT user agreement. We carry our Chromebook as instructed. We return our Chromebook to the charging area. We plug in the charger.	We remove our earbuds when the teacher is giving instructions. We half-close the lid when the teacher is speaking. We keep our hands off the keyboard when the teacher is giving instructions.



JAMES COOK PRIMARY SCHOOL MATRIX OF EXPECTATIONS

Our goal is to build successful and responsible learners, in a safe and respectful environment.



LOST PROPERTY ANNOUNCEMENT

There are a number of clothing items currently in lost property.

If your child is missing any clothing, you may visit your child's module in between 3:00 - 3:15pm.



To assist with the return of misplaced items, we kindly ask that all children's uniforms and belongings are clearly labelled.

Labelling can be done using a black permanent marker or iron-on labels. This simple step greatly reduces the likelihood of items being lost or unclaimed.



FOOD PANTRY

Every Wednesday

8:30am – 9:00am

Module 4

Community News

iROCK
MUSIC SCHOOL



James Cook
Primary School

IROCK@SCHOOL

MUSIC LESSONS AT
JAMES COOK PRIMARY SCHOOL

LEARN IT. PLAY IT. PERFORM IT.
START YOUR MUSIC JOURNEY WITH IROCK!

\$105 PER MONTH

INCLUDES:

- TEAMS OF UP TO 4 STUDENTS*
- 8–10 LESSONS PER TERM
- 2 PERFORMANCES PER YEAR
- SCHOOL MEMBERSHIP INCLUDES ACCESS TO SPECIAL CLASSES & WORKSHOPS AT OUR CRANBOURNE WEST LOCATION*

*CONDITIONS APPLY

VOCALS, GUITAR, DRUMS, BASS, UKULELE AND KEYBOARD*
INSTRUMENTS DIFFER FROM SCHOOL TO SCHOOL

Unleash your inner
ROCKSTAR

ENQUIRE TODAY

1300 047 625

operations@irockmusicschool.com.au

SCAN THE QR CODE

THE INSTRUMENTS WE TEACH
WILL BE DEPENDANT ON STUDENT
INTEREST. PLEASE CONSIDER A
SECOND INSTRUMENT IF WE DO NOT
HAVE THE NUMBERS TO PROVIDE
YOUR FIRST CHOICE



Gardening Together

kids, dads & grandfathers



For all dads and grandfathers! Bring your children and have fun getting dirty, growing food and discovering the bugs & creatures that help us.

FREE activity

SATURDAY
19 SEPTEMBER

10:00AM

OLD CHEESE FACTORY,
BERWICK



Scan QR code
to register

Supported by





AUTUMN PLACE COMMUNITY HUB

AFTER SCHOOL YOUTH PROGRAM

Join us for a fun after-school program where young people can connect, make new friends, and take part in simple cooking activities. Designed to encourage social interaction and skill development, the program offers a welcoming space to build confidence, learn practical everyday skills, and enjoy being part of a supportive group.

Wednesdays

4.00pm - 5.00pm

Age - 11 to 16 years

Autumn Place Community Hub

FREE PROGRAM

Bookings essential:

trybooking.com/CYHGK



Contact us on 9792 7382 or autumnplacech@casey.vic.gov.au for further information

Food and Emergency Assistance

Do you need food or emergency support?

We provide **material aid** for people and families experiencing crisis or emergency situations.

✓ What support can we provide?

-  Food hampers / pantry items when available
-  Food vouchers
-  Help with some medical prescriptions
-  Shower passes

What to expect when you visit

Our staff and volunteers will:

-  listen to your situation (listen to you about your situation)
-  complete a short assessment
-  work with you to find the right best support available

Ongoing support

Our funding is limited, so we will not be able to provide ongoing support. We can help you to **connect with other food relief agencies** if you need continued assistance.

We can also help with

-  referrals to other community services & organisations
-  referrals to financial counselling for budgeting and money management
-  finding better utility providers (electricity and gas)
-  organising setting up payment plans

Please note: we cannot pay utility bills, but we will help you explore your options.

Language support

Telephone Interpreter Services are available.

You don't have to go through this alone - We're here to help.

