

Cook's Log

Principal News

Welcome to Term 4 everyone!



I want to thank you all so, so much for adjusting to the new pathways in and out of the school. With all of the works going on at the moment, I believe it is the most efficient way to ensure everyone's safety as they arrive and depart the school every day. Please be patient with us. We are adapting as we go to ensure a satisfactory experience for everyone.

The roof works are moving along and are due to be finished by the end of this year. The builders of our new building works are due to move in immediately after the handover of the Hall, Library, Kitchen etc back to us. This means that we will continue to access James Cook Primary School the way we are now for all of 2026.



The Victorian Schools Building Authority (VSBA) are in communication with the City of Casey to gauge their requirements from a local council/community perspective and to look at a number of factors for developing a more suitable access plan for the community now and into the future once the Capital Works project is completed in 2027. The critical aspects that they are looking for are:

- The Pick-up/Drop-off zones
- The school crossing location.

We remain positive that our short-term pain is worth the long-term gain -> BRAND NEW BUILDINGS!

More immediately, make sure you secure your child's place in the 2025 Swimming Program, we only have 120 places, and they do fill quickly.



Finally, mark your calendars with big stars for the upcoming Whole-School Mini-Fete and iRock Extravaganza Events in December. The year Five and Six students are preparing their stalls and activities for an afternoon of fun and excitement.

~ Anne

"The beginning is the most important part of the work."
~ Plato



ANNE BURGESS
Principal

5 Reasons Why Reading To and With Children is Important

COSpedia, Education

Reading is one of life's great pleasures, along with being an incredibly important skill used every day. Aside from being a fun and loving way to spend time with kids, reading to children can help children develop important skills that will serve them throughout their lives, from the fundamentals of language and the foundation of morality to emotional intelligence and empathy.



1. Reading to Children Encourages Language Development

Regular reading contributes to language development in children by exposing them to rich and diverse vocabulary. A 2016 study suggests that shared reading during early childhood significantly predicts expressive language skills at later stages. Reading to children out loud also teaches them about language rhythm, intonation, and storytelling patterns, further enhancing their language skills. Children develop stronger language foundations, which positively affect their communication skills.

Regular daily reading sessions provides children with language-rich experiences that promote vocabulary growth, comprehension, and expressive abilities. By reading to children and actively engaging in conversation during storytelling, parents and teachers can help children develop strong language foundations.

2. Reading to Children Builds Literacy Skills

Reading to children is a powerful activity that fosters a love for books and also plays a crucial role in developing their literacy skills. According to study published in the Journal of Developmental and Behavioural Paediatrics, regular shared reading experiences enhance language development, vocabulary acquisition, and reading comprehension in young children. Through reading, they develop a broader vocabulary and a better understanding of sentence structure, as foundational skills for literacy.

2008 research "Reading aloud to children: The evidence" showed that reading to children helps them develop phonemic awareness — the ability to find and manipulate individual sounds in words — through exposure to the rhythm and rhymes of books. Children begin to grasp the fundamental building blocks of language and literacy which stimulates their imagination and creativity,

By immersing themselves in imaginative stories and vivid illustrations, children develop their visualisation skills, expanding their ability to create mental images from written text. This ability to visualise helps children understand and engage with stories, improving their reading comprehension. It provides children with opportunities for discussions and conversations, fostering critical thinking and comprehension skills. Asking questions and encouraging children to express their thoughts and opinions about a story, supports builds a solid foundation for academic success and a lifelong love for reading.

3 - Reading to Children Aids Cognitive Development

Shared book reading supplies a stimulating environment that nurtures cognitive growth and intellectual development. In a 1995 research study "Joint book reading makes for success in learning to read", found that joint book reading positively influences children's language and literacy development.

Children who engage in shared reading activities with their caregivers show improved language skills, including vocabulary and syntax, compared to those with limited exposure to reading. This highlights the role of reading in enhancing children's cognitive abilities by exposing them to a diverse range of words, sentence structures, and storytelling techniques.

Shared reading experiences also contribute to a child's cognitive development by fostering their comprehension skills, also evident in child-teacher shared reading. Interactive reading, involving discussions about the story, characters, and plot, significantly enhanced children's comprehension abilities. Engaging in conversations during reading sessions can help children develop critical thinking skills, inference abilities, and an understanding of story structure, all of which contribute significantly to cognitive growth.

4 - Reading to Children Promotes Emotional Bonding

Research published in the European Review of Applied Psychology titled "Improving parent-child interactions through interactive reading workshops" highlights that shared reading experiences create opportunities for positive parent-child interactions and improve the quality of interactions between parent and child.

The act of sitting together, engaging in a shared activity, and experiencing the joy of storytelling builds a sense of closeness and intimacy between parent and child. Additionally, the rhythmic and soothing tone of a parent's voice during reading can have a calming effect, promoting a sense of security and comfort for the child.

Reading books that explore emotions and relationships can also help children develop empathy and understanding. The Australian government resource, Better Health emphasises that reading stories with diverse characters and emotional themes supplies opportunities for parents to discuss and confirm their child's feelings. This shared exploration of emotions helps children develop emotional intelligence and promotes open and supportive communication between parents and children, nurturing a strong emotional bond.

Incorporating reading into daily routines allows parents and children to share positive experiences, build cherished memories, and develop a deeper understanding of each other's emotions. By using storytelling as a means of emotional connection, parents can cultivate a loving and supportive relationship with their child, while also promoting their cognitive and language development.

In the horrifying event that a newborn is whisked away to the Intensive Care Unit (ICU) before the parents can properly bond with the child, reading can still help create those emotional bonds usually formed through direct contact. A 2011 Journal of Developmental and Behavioural Paediatrics study of 120 families with a newborn in the ICU found that reading to a newborn can create the same feelings of intimacy and bonding as parents would normally cultivate in the weeks after birth.

5 - Reading to Children Promotes Cognitive Empathy and Social Skills

Reading fiction books promotes cognitive empathy by allowing children to understand and relate to the thoughts and feelings of characters. A 2013 research paper conducted in 2013 by David Comer Kidd and Emanuele Castano shows that reading fiction helps develop and improve Theory of Mind (ToM).

Theory of Mind describes the ability to ascribe mental states, such as emotions, intent, knowledge, or desires to oneself and to others. The ability to understand or sense the mental state in others is foundational to many social situations. Through exposure to diverse stories and perspectives found in fiction, children learn to put themselves in others' shoes, which enhances their ability to understand different emotions and perspectives in real-life social interactions.

The 2022 manuscript, "Children simultaneously learn multiple dimensions of information during shared book reading" by J Cogn Dev shows that children can simultaneously learn language, morality and story details from picture books.

Reading to children supplies opportunities for discussions about characters' actions, emotions, and moral dilemmas between children and teachers or parents. These discussions help children develop a greater awareness of social norms and proper behaviour. By engaging in these discussions, children gain insights into navigating social interactions and understanding the perspectives of other people.

Upcoming Events



OCTOBER

- | | |
|------------------|--|
| Tues 28th | Prep - Year 4
Puffing Billy Excursion |
| Fri 31st | World Teacher's Day |

NOVEMBER

- | | |
|-----------------|--|
| Mon 3rd | Pupil Free Day
No School for Students |
| Tues 4th | Melbourne Cup Public Holiday
No School for Students |
| Fri 7th | Year 6 Transition Session |
| Fri 7th | Prep Transition Session 1 |

NOVEMBER continued...

- | | |
|----------------------|-------------------------------|
| Tues 11th | School Council |
| Fri 14th | Prep Transition Session 2 |
| Thurs 20th | Yr 3-6 Project Rokit Workshop |
| Fri 21st | Prep Transition Session 3 |
| Mon 24th-28th | Swimming Program |
| Fri 28th | Prep Transition Session 4 |



Students of the Week

Week 8: 8th- 12th September 2025

FA

Parisa

For showing great progress with her handwriting. Keep it up!

Jason

For working hard in understanding and applying his knowledge of patterns. Well done!

1B

Louis

For showing a great growth mindset by settling back into school so positively after his holiday. Well done!

Anisa

For being a superstar helper while Miss Janes has been away. Your support has made a big difference!

1/2C

Ali

For settling back into school so beautifully after his time away. We are so glad to have his smiley face back in the classroom.

Conor

For bravely overcoming his nevers and giving the school musical rehearsal his best effort. I am very proud of you.

2D

Elana

For contributing thoughtfully to class discussions and participating with great enthusiasm in school musical rehearsals.

Mehreen

For demonstrating a helpful and supportive attitude in all classroom activities.

3A

Nikola

For making good choices and his focus in our literacy rotations especially in his work on prefixes and suffixes.

Oliver

For working hard on his fluency and expression when he reads, keep it up!

4B

Faizan

For demonstrating amazing teamwork and leadership skill when playing European Handball with the class. Keep it up!

Letty

For her efforts and enthusiasm with rehearsing the choreography to the musical. Well done!

5A

Saba

For consistently demonstrating creativity and enthusiasm in her engagement across all areas of curriculum.

Blake

For working diligently on enhancing his mathematical capabilities. Well done Blake!

5/6B

Mary

For confidently sharing her talent in the musical and inspiring others with her positive energy.

Max

For being a kind and positive member of the class.

Art

Vera (2D)

For showing initiative and creativity in her application of her art work.

Conor (12C)

For his focus and attention to detail in his art work. Fantastic work Conor.



Students of the Week

Week 9: 15th -19th September 2025

FA

Dash

For displaying exceptional listening skills and following directions during our school musical. Well done for your excellent performance!

Asra

For your positive attitude and enthusiasm during our school musical. Well done!

1B

Armita

For always being so helpful when packing up and taking pride in keeping our classroom clean and tidy.

Hakmatullah

For having a big smile and trying his best in everything he does.

1/2C

Setayesh

For always being super helpful in the classroom and offering to support others without being asked.

Brody

For his amazing effort and confidence during the school musical, staying focused and giving it his best!

2D

Vera

For her excellent work in the school musical and the confidence she showed on stage.

Sara

For her enthusiasm and dedication as the Whistleblower, mastering her lines with ease and showing great confidence on stage.

3A

Amir

For his outstanding portrayal of an over enthusiastic crowd member in our class musical.

Atarangi

For her perseverance and mastering her argument scene with Delaney, well done!

4B

Salar

For his incredible showmanship and peak performance during his part in the musical. Brilliant job!

Miray

For her sheer enthusiasm and brilliant performance during the musical. Well done!

5A

Leda

For taking a significant role in the school musical and delivering an outstanding performance.

Uzmaan

For his exemplary leadership and support provided to the younger students throughout their musical performance.

5/6B

Estelle

For her positive attitude and hard work during the performance

Art

Nyssa (00A)

For her beautiful artwork showing creativity and imagination.

Anyang (4B)

For always taking the initiative to be helpful in the Art room.

Mandarin

Sahil (4B)

For showing excellent effort consistently in his Mandarin learning.

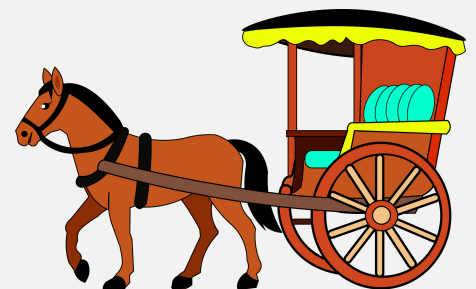
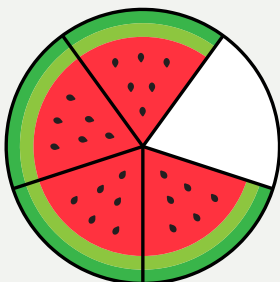
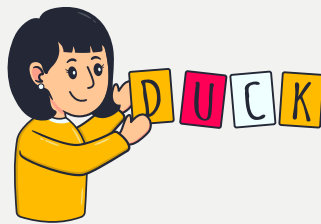


Module 2

Prep, Year 1 & Year 2

WHAT WE ARE WORKING ON

- Prep's have settled in well to the Term and have been working hard on writing weekend recounts. In our writing we have focused on using capital letters, full stops and finger spaces. We have been sharing our writing with the class and listening to each other's exciting weekends! We have been looking at features of persuasive texts and read *Don't Let The Pigeon Drive The Bus* by Mo Willems. Students created an art based response to this book by making a pigeon with different shapes. We discussed the main character and setting. In Mathematics we are continuing our work on patterns and looking at continuing a pattern with different materials. We are also extending our addition skills by learning about addition number stories and linking this to the real world. In History we are exploring different types of transport. We have looked at different types of trains and linked this to our upcoming Puffing Billy excursion.
- Year 1 and 2 students have been learning about the features and structure of persuasive texts. They are exploring how to give reasons and examples to persuade others to agree with their point of view and are learning to identify facts and opinions.
- We continue to focus on oral language, fluency, phonics, vocabulary building, and comprehension skills through our literacy groups and Sound Waves spelling program.
- In Mathematics this term, we are delving into groups of, making arrays, fractions and telling time on analog clocks. We are also solving worded problems to consolidate our number skills and mental maths strategies.
- In History, students are exploring the transformation of transport over time.



Module 2

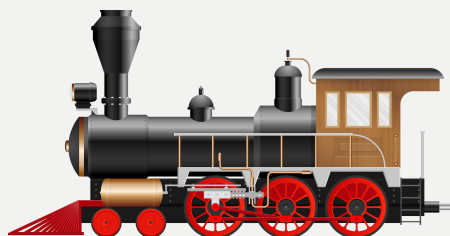
Prep, Year 1 & Year 2

FUTURE LEARNING

- In Module 2, we will be exploring Past and Present Connections, focusing on transport, artefacts and connections to our local community.

UPCOMING EVENTS/NEWS

- Students in Module 2 are filled with excitement as we get ready to be “all aboard” the Puffing Billy! This excursion will enhance our learning in our History unit.



Module 3

Year 3 & 4

WHAT WE ARE WORKING ON

- This term has begun with reviewing some of the elements of persuasive writing.
- Both year levels have written recounts on what they did during the school holidays.
- We continue to work on our soundwaves spelling and our reading fluency, with particular attention to following correct punctuation.
- Our Maths topics have included using our multiplication and addition skills to calculate area and perimeter of shapes.
- We have been learning how to become more accurate in our ability to measure different lengths of things and how to convert those measurements.

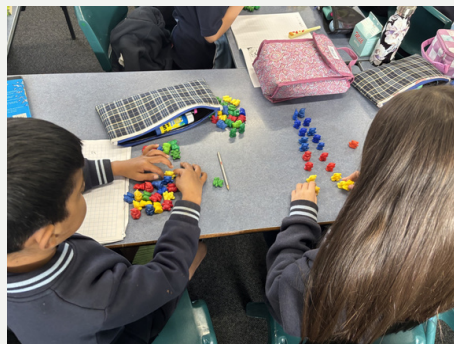
FUTURE LEARNING

- We will be investigating different modes of transport and how technology has transformed the transport industry.



UPCOMING EVENTS/NEWS

- Everyone in Module 3 is starting to get very excited about our excursion on Puffing Billy. This experience will bring together our investigations in both History and Transportation.



Module 4

Year 5 & 6

WHAT WE ARE WORKING ON

Mini Fete

- Planning our stalls for the Mini Fete
- Assigning roles and responsibilities
- Creating a timeline
- Budgeting and costs

Literacy

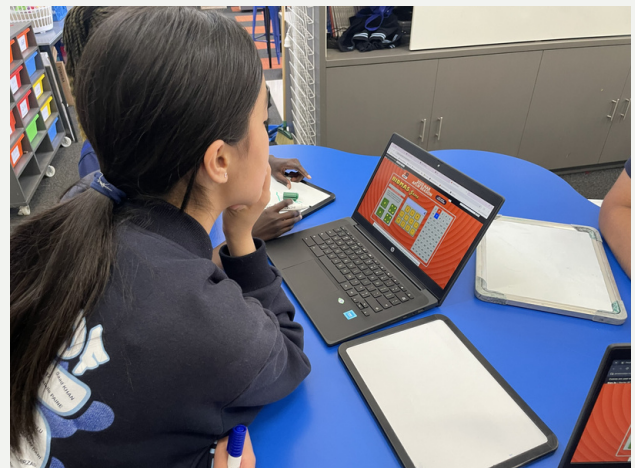
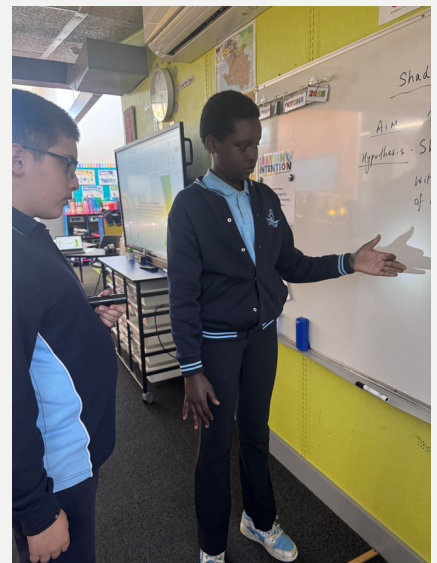
- Exploring and examining famous speeches and the persuasive techniques that have been used
- Implementing persuasive techniques into our own writing

Numeracy

- Algebraic expressions
- Division strategies - split strategy and area model
- Reading, writing, ordering and comparing decimal numbers
- BIDMAS (Brackets, indices, division, multiplication, addition and subtraction)
- Calculating the area of rectangles and composite shapes

Science

- Physics - exploring light



Module 4

Year 5 & 6

UPCOMING EVENTS/NEWS

- 3rd November - Curriculum Day
- 4th November - Melbourne Cup Day
- 7th November - Year 6 Gleneagles SC visit
- Leadership speeches presentation (week 7)
- 20th November - Project Rokit workshop
- 24th November - 5th December - Swimming
- 3rd December - Mini Fete 5pm - 7pm
- 9th December - UP Day
- 10th December - iRock Extravaganza
- 17th December - Year 6 Graduation
- 18th December - Year 6 Celebration Day
- 19th December - Last day of term (early finish 1:30pm)



FUTURE LEARNING

Mini Fete

- Planning our stalls for the Mini Fete
- Finalising budgets and costs
- Preparing shopping lists for resources and materials required
- Designing advertisements

Literacy

- Year 5s will be planning, drafting and writing leadership speeches which will be presented to staff in week 7
- Year 6s will be planning, drafting and writing graduation speeches which will be presented at our graduation ceremony
- Examining advertisements and the persuasive techniques that are used

Numeracy

- Algebraic expressions
- Division strategies
- Finance - Decimals, fractions and percentages
- BIDMAS (Brackets, indices, division, multiplication, addition and subtraction)
- Probability

Science

- Physics - exploring light

Art



WHAT WE ARE WORKING ON

The Art Room has been buzzing with engagement and excitement as students have explored the different ways in which play doh, plasticine and clay can be used. Rolling, pounding, stretching, poking, squeezing, squashing, pushing, pulling, building and coiling are just some of the techniques experimented with.

The Preps have made different different fruits using plasticine, created an underwater scene using magic clay as well as pinch pots using clay.

The 1/2s had fun making plasticine caterpillars onto a detailed collage background and pinch pots using clay.

The 3/4s learnt about the work of Barbara Reid and created a portrait picture using plasticine. They also made a clay animal using the pinching technique.

The 5/6s worked hard on creating a plasticine animal picture also based on the work of Barbara Reid. They enjoyed the option of completing a free choice clay piece.



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.

Community News

iROCK
MUSIC SCHOOL



James Cook
Primary School

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**OR HEAD TO FACEBOOK AND
SEND US A MESSAGE!**



*\$25 EXCLUDES GST

Community News

Junior Sports Program at

Springvale
Indoor Sports



Ages: 5-11 y.o

Day&Time:

Mondays & Wednesdays

5:30-6:30PM

Costs: \$15/session



GET READY TO

- ✓ Develop Essential Skills
- ✓ Make Friends
- ✓ Get Active

REGISTER NOW

(03) 9547 2555



Kids Parties

- Space Jump Party
- Dodgem Car Party
- Sports Party
- Bubble Soccer Party
- Nerf Party
- Lasertag Party