Sports News

Basketball

The Torrensville Tornadoes, year 6/7, basketball team were defeated 28/16 by WPPS. The team played extremely well. Thanks Mr. M for coming along and encouraging our team. Well done guys.

If your child is interested in playing, please see Susanna Makris (Room 1) for a registration form. Training is held during lunch on Mondays in the gym. Regards coach Julie

Auskick

Next term Auskick will be held at TPS on Mondays, 3.30-4.30 pm. Daniel Joyce from West Adelaide Football Club will run the sessions and will require parents to assist him. The cost will be $75 per child with parents able to use sports vouchers to reduce the cost to $25. For registrations visit AFLAUSKICK.COM.AU Please let me know if you can assist Daniel. Jill Annicchiarico—Room 20

Soft plastic recycling

Thanks to an investment of $50,000 from Zero Waste SA a new soft plastics recycling scheme is in place at participating Coles stores. The scheme accepts a range of soft plastics for recycling. You can drop off materials including the reusable ‘green’ bags, freezer bags, plastic packaging and newspaper and magazine wraps. Pretty much any plastic you can crunch! Our staff room now has a bag for collection of these plastics, with the view to expanding collection across the school. Room 22 is already underway with very little rubbish in their bin! www.recyclingweek.planetark.org/recycling/info/softplastic.cfm

This week we invite you to get on board with ‘Plastic Free July’. Check out the website, there are some great tips and ideas for being plastic free on the website.

Don’t risk your child’s life

Never call your child from across the road. Excited children often dash out onto the road and forget to look for traffic. Children cannot accurately judge traffic speed.

ROAD SAFETY AROUND SCHOOLS BEGINS WITH YOU!

Children do not have good peripheral vision in a busy traffic environment and can often run straight across the road without looking. If you collect your child from the school, wait near the gate, hold their hands and remember to do the kerb drill – Stop, Look, Listen & Think – before you cross the road. It is important to use a crossing if one is available and remember, parents can sometimes be inconsistent role models, which only confuses the road safety message. If you collect your child from a bus stop, it is important to wait for your child on the same side of the road where they will be getting off the bus. You should never wait on the opposite side of the road. Whenever you cross a road with your child, tell them what you are doing and what you are looking at. It never hurts to repeat the same message – Stop at the kerb, look to your right, look to your left and look to the right again. Listen for traffic and think...

is it safe to cross here or is there a better place that I can cross? Never cross the road between parked cars or near a bend. Marked crossings are a much safer place to cross the road – a short walk to a crossing can be worth the effort.

Pupil FREE Day - Friday 7th July.
Term ends Thursday 6th at 3:10pm.
For OSHC bookings, call Alicia on 8354 0837.

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Applied Mathematics in Room 10

This term in the Middle School we have been inquiring into our body’s energy needs. We are finding out just how much energy we need to survive. In room 10 we are also learning how to use extrapolation charts to predict the future with the power of maths and science. We used an averaged growth chart to approximately predict our height and weight at 20 years old.

Recently, we have also been calculating our BMR (Basil Metabolic Rate), which gives an accurate representation of how much energy we each need. We also calculated how many calories we need to have on a daily basis to keep our bodies and organs functioning properly, and to stay healthy.

We have enjoyed learning these maths skills, because it has helped us to understand how we can apply classroom learning to real life situations. Our mathematical inquiry into our unit has enabled us to uncover our own personal growth and energy requirements that will empower us to keep a balanced diet and healthy lifestyle. We have the knowledge and capacity to have healthy minds and bodies now and into the future.

Connor H and George H

BIDMAS. To develop our skills in this area of mathematics, we were given a calendar of “The Science of Energy Balance”. One of our central focuses in Room 12 has also been sugar in said ingredients, as sugar balance is one of the main focuses of this term’s unit “The Science of Energy Balance”. One of our central focuses in Room 12 has also been sugar balance. It was necessary that we kept in mind the amount of sugar in said ingredients, as sugar balance is one of the main focuses of this term’s unit “The Science of Energy Balance”. One of our central focuses in Room 12 has also been sugar in said ingredients, as sugar balance is one of the main focuses of this term’s unit “The Science of Energy Balance”.

Budget Management

In Room 12 we have been studying budget management. In our studies, we have the responsibility to run a “milkshake stall” at a school fair, ensuring that we remain under our budget of $200. Our task was to first, organize a class survey to determine the most popular milkshake flavours. Once we had completed that, we then visited the Woolworths Online website to figure out what ingredients we required, and how much they cost. It was necessary that we kept in mind the amount of sugar in said ingredients, as sugar balance is one of the main focuses of this term’s unit “The Science of Energy Balance”. One of our central focuses in Room 12 has also been sugar balance.

Fidget Spinner Maths in Room 8

As part of our STEM learning Room 8 took part in a Fidget Spinner challenge. We are all very interested in Fidget Spinners and thought it would be a fun way to incorporate them into our maths learning. In pairs, we examined our Fidget Spinners a little more closely than usual, giving them names, working out their brand and colour, researching the materials and colours used and measuring the diameter, thickness and the weight of our Fidget Spinners. We examined our personal spinning techniques and measured distances and lengths of time our spinners would spin for.

We recorded the length of our spins, converted the time to seconds and then graphed our data. We are looking forward to completing the Fidget Spinner challenge and collecting more data.

“I think the Fidget Spinner activity was really fun because it’s fun to know how different spinners can spin longer or shorter. It’s also fun because we had to record the times 15 times and make a graph with the results.” Michael Virgara

Numeracy

Numeracy is a fundamental life skill. It is developed in multiple ways right from the early years as young children learn about counting, measuring or estimating during play. In schools, learning about numeracy has six areas:

- Estimating, calculating and solving complex problems with numbers
- Identifying, describing and creating everyday patterns, and using patterns to identify trends
- Solving problems using fractions, decimals, percentages and rates
- Visualising shapes and objects, and interpreting maps and diagrams
- Collecting and interpreting data, and explaining likelihood of events
- Using measurement – including length, temperature, mass, volume, capacity, area and time.

Students develop numeracy as they apply in everyday activities that provide opportunities to talk about and use mathematics, such as cooking, shopping, watching a movie, travelling to school or on holidays.

You can help your child develop numeracy capability by:

- Involving your child in everyday activities that provide opportunities to talk about and use mathematics
- Supporting your child to work out the costs of things they want to buy and manage money
- Including your child when using timetables, calendars and maps to plan family events
- Accessing support materials for parents of children at www.greatstart.sa.edu.au

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Hands on Maths in Room 9

In room 9 the students have used a range of techniques this term to further develop their understanding of number. The students learn best through hands on exploration, using a number of manipulatives to problem solve and represent their work. The students enjoy implementing ICTs such as the iPads and the Smartboard to develop and practice their new skills. Group work, open questions and group games are popular and help the students develop their communication skills and mathematical language.

Quick quiz: if you have a farm of pigs and chickens and there is a total of 32 legs, how many of each animal do you have? (There is more than one answer).

Anna Gobolos

Room 3, ALL ABOARD!

On Thursday 15th of June, Room 3 went to the National Railway Museum at Port Adelaide. There were many different old trains in long sheds at the museum and one train was called the tea and sugar train. This train delivered all sorts of food and supplies to troops on the outback.

The locomotives were the main part of the train that pulled along the carriages. The locomotives had the engines in them and they used coal to make them move fast. We went on a train ride and it was fun because we saw the old trains and machinery used on the railway tracks. We saw how the old train signals work and we had a go at using them.

It was a fantastic excursion because we learnt about the history of trains and we saw how they worked. Zade N

Parent & Friends news

The Parents and Friends group have booked the Bunnings, Mile End sausage sizzle on Saturday the 29th of July as well as a cake stall.

This will be a great opportunity to raise funds for our school. We will of course need the support of our community throughout the day, cooking and serving. A flyer will be coming home next Monday with a tear off slip. If you are able to spare a couple of hours during this day it would be very much appreciated.

The P & F group has a Facebook page to keep you up to date with what’s going on. Please visit and like our page.

https://www.facebook.com/torrensvilleps/

Casual Day

Show your Colours

Thursday 6th July

Come dressed in your favourite sports or team colours and bring a gold coin donation.

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