



**REDDAM**  
HOUSE

# Primary @ Reddam

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Dear Parents and Caregivers,

Throughout our lives, we learn new skills and we gain knowledge about the fascinating world in which we live. Hopefully we become lifelong learners, who continue to be inspired deep into old age – and who inspire others through our love of discovery and exploration.

The word 'scaffolding' is often used in a learning environment. Whenever we approach something new, or even start a new job, it is useful to have someone alongside us to guide us – and 'hold' us, much like scaffolding does in the building process. In more recent years, it seems that YouTube has become the most often-used form of scaffolding, offering advice on such diverse subjects as bricklaying, baking and even changing a nappy!

In an educational context, the idea of scaffolding is critical, as teachers and parents walk alongside the students during the often-challenging process of learning. The concept of scaffolding first emerged as a psychological term in the 1970s, largely through the work of educational psychologists Lev Vygotsky and Jerome Bruner.

Vygotsky believed that we learn best through our social interactions with others, and Bruner took this one step further by suggesting that when children start to learn new concepts they do so largely through the support of significant adults in their lives – their parents and teachers.

The scaffolding needs to be particularly strong during the early years, but as the children grow older it can gradually be reduced and dismantled, just as with the construction of a building. However, every time a particularly complex new topic has to be taught, new – and appropriate – scaffolding may need to be constructed.

It is well known that the best learning takes place in an environment where students feel safe to express themselves, and to indicate where they still need help. This is a critical component of successful



scaffolding, as it encourages students to seek assistance while they master a concept. Obviously, the purpose is not that the scaffolding should remain indefinitely but rather than students should gain confidence as they enjoy their successes, and move from a reliance on others to self-mastery of the task or content.

There can surely be few greater moments than for parents and teachers to see children growing in self-belief as they tackle tasks or settle down to study independently. Ultimately this is the goal we aim for in the Primary School – to produce students who are well prepared for the rigours of study in later academic years, and who can do so independently, while still knowing that those who have provided scaffolding in the past remain ready to support whenever required.

We had some fantastic news this past week as we received the results of the **Sydney Eisteddfod**. The online submissions really opened up the competition – there were entrants from Newcastle, Queensland and further afield. We're really proud of these results and especially our choirs. Huge congratulations to the following students, and to their wonderful teachers, for their inspirational performances:

- **Open Primary School Choir: Reddam House Year 5-6 Singers - 1st Place (for the 4th time in a row!)**
- **Primary Choir K-4: Reddam House Year 3-4 Sculthorpe Choir - 1st Place**
- **Infant Choir K-2: Reddam House Year 2 Bunyips Choir - 2nd Place**
- **Reddam House K-1 Gumnuts Choir - 3rd Place**

Then, as if that wasn't enough, the Sydney Eisteddfod also announced the finalists for the **John Lambie Australasian Championship for Youth Choirs (19 & Under)**, and we had two choirs selected, one from the Primary School and one from the High School. We are tremendously proud of the **Reddam House Year 5 and 6 Singers**, who will join the Senior Choir among some illustrious competition. The competition will be run online, and we look forward to the feedback. More details may be found at:

<https://sydneyeisteddfod.com.au/congratulations-to-the-2021-choral-championship-finalists/>.



This week, we were excited to announce the winners of our **Reddam Idol vocal competition**. As you will recall, this annual competition took a different form this year. Close to one hundred students submitted video entries to the first round of the competition, which were reviewed by an external adjudicator who selected our finalists. These finalists filmed new versions of their pieces from home and were featured on our interactive website. We are grateful to each and every one of these finalists, and thank them for their contributions. The entire school community was involved in the process, and over 600 votes were received to decide on the Audience Choice winner. In addition, we were fortunate to have a star of the musical theatre stage and screen, Rachael Beck, as our external adjudicator. Rachael gave wonderful feedback to our students and selected her own winners. The awards in each of these categories is announced below, and the website is still active for anybody who wishes to enjoy these fabulous performances:

<https://www.rhouse.com.au/ReddamIdol/index.html>

**Primary School Finalists: Amiel Golan-Ende, Janie Kogan, Lou-Anh Lam, Dean Pulmano, Elise Allen, Elise Siboulet, Billie Snow, Nisha Katdare, Sylvie Pasvolsky, and Pia Martin.**

#### Adjudicator's Choice

- Year 3 to Year 6: **Janie Kogan**
  - Runner-up: **Nisha Katdare**
- Year 7 to Year 9: **Jacinta Shevelev**
  - Runner-up: **Natasha Green**
- Year 10 to Year 12: **Jamie Holdcroft**
  - Runner-up: **Sophie Whatling**

#### Audience Choice

- Year 3 to Year 6: **Billie Snow**
- Year 7 to Year 9: **Sophia Glasson**
- Year 10 to Year 12: **Zoe Topper**

A number of our students have been involved with a very special outreach initiative – the **Kids Giving Back** programme. Kids Giving Back is a charity whose mission is to 'Create the Next Generation of Generosity'. They achieve their mission by providing hands on, age-appropriate meaningful opportunities for youth aged 6-18 years and their families to assist vulnerable people in the community. This year they reached the milestone of 32,000





participants in their programmes since they began in 2012. Unfortunately, due to the lockdown occurring towards the start of the school holidays, most of the students were unable to attend the programmes they had booked. However, we would like to acknowledge the students who took part in online programmes during the lockdown. Those who participated were: **Tali Gor, Isabella Leibman, Ashan Menon, Nisha Katdare, Leila Lewis, Ryan Lee** and **Victor Wang**.

Please also follow this link to view this week's Online Assembly:

<https://youtu.be/T8cvaZD2k5A>

Have a great weekend!



**Dee Pitcairn  
Principal**



# Happy Birthday



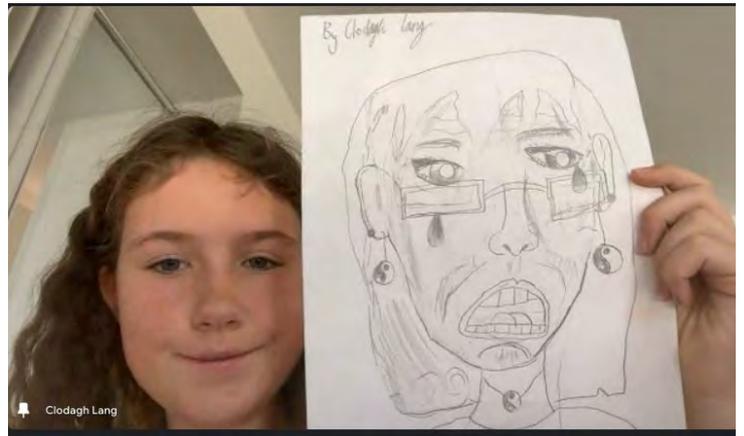
## Reddam House

Would like to wish a very happy birthday to

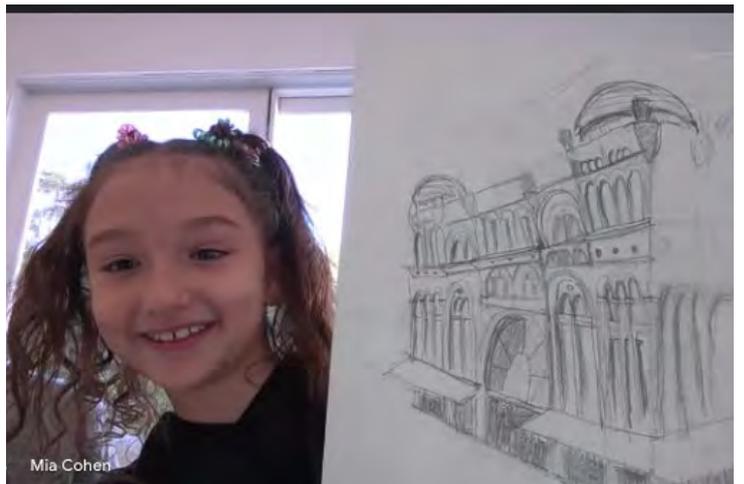
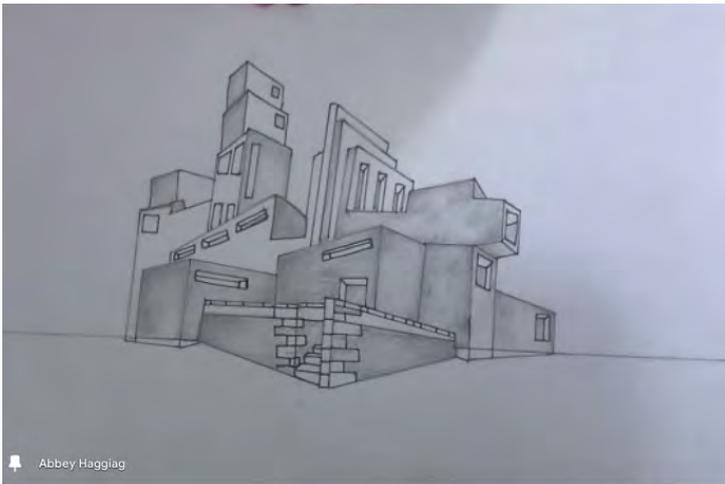
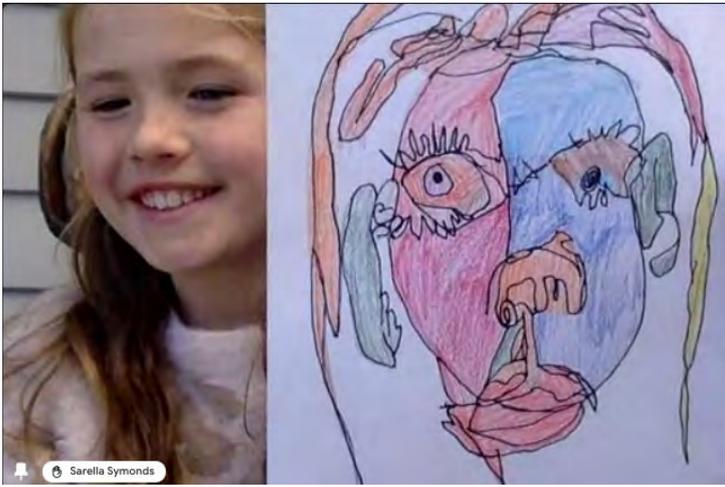
**Richard Sun, Kade Wiles Mackay, Alexander Rouse, Alvar Lam & Dylan McGhee**

Who celebrated their special day this week

## ART GALLERY



# ART GALLERY



## BOOK RECOMMENDATIONS

**K-2 ANEMONE IS NOT THE ENEMY by Anna MacGregor**

This fun and funny picture book tells the story of Anemone who lives in a rock pool and desperately wants a friend. Their efforts to make friends are derailed by the fact that they sting everyone they meet.

The digitally produced illustrations add so much to this title, from the eye-catching neon pink used for the title, endpapers, and titular character to the simple yet sweetly drawn and coloured sea horse, starfish, and sea cucumber. **Anemone is not the Enemy** also features a cheeky hermit crab who nearly steals the show. Overall, this book provides a feast for little readers' senses.

This multi-layered title provides the opportunity to discuss making friends and friendship, behaviours that might annoy people, and aspects of the natural world such as tides and rock pools.

**3-4 DRY TO DRY: THE SEASONS OF KAKADU by Pamela Freeman**

It's the Dry.... The changing from dry to wet is told through the changing of the climate and the hints and movements of native and migratory animals. Curlews arrive from the Arctic Circle... Magpie Larks sing whilst building their nests of mud and grass... Soon the wetlands come alive.

**Dry to Dry** will engage readers 7 and up, with the end pages containing plenty of additional resources for further study and activities. The indigenous people of Kakadu, the Bininj and Mungguy people understood there are six seasons in this part of the country, and the names for each are listed and explained as they pertain to the various parts of the story. A map and index further support inquiry and learning.

A highly recommended celebration of one the most stunning and unique parts of our country.

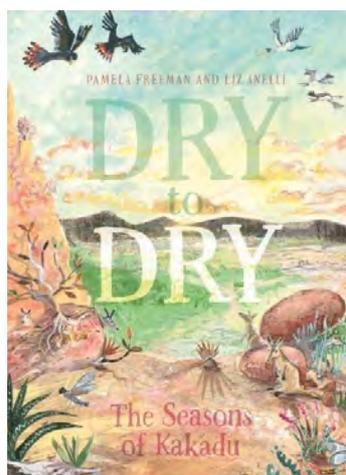
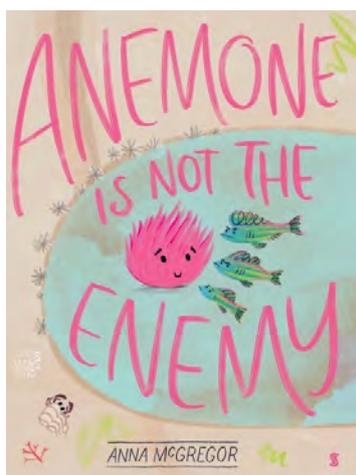
**5-6 WE ARE WOLVES by Katrina Nannestad**

When **We Are Wolves** begins, readers are introduced to a loving German family. They are what you would expect every family to be. Unfortunately, Hitler is losing the war and conscripting everyone he can to join his armies – including the Wolf family's father.

Like good Germans, the family supports Hitler outwardly, but there are enough inferences for readers to realise they start to doubt his actions and the events that are going on around them.

Eventually, the family must leave their village to escape the oncoming Russian army. These scenes are handled as sensitively as possible by the author, even when desperate decisions must be made.

**We Are Wolves** is a confronting read in some places, delving into complex, mature themes but making them accessible to a young age group.

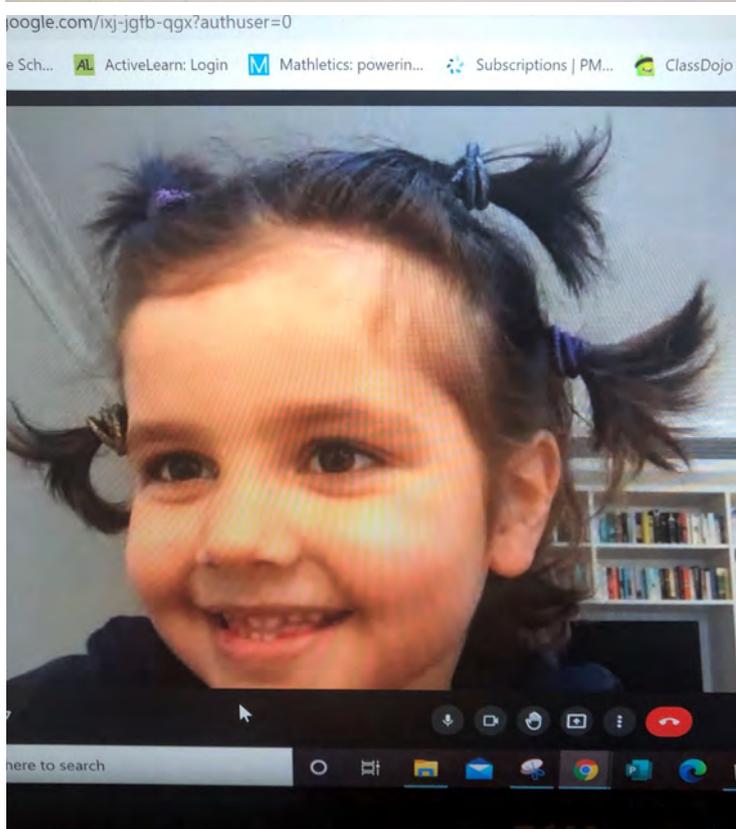
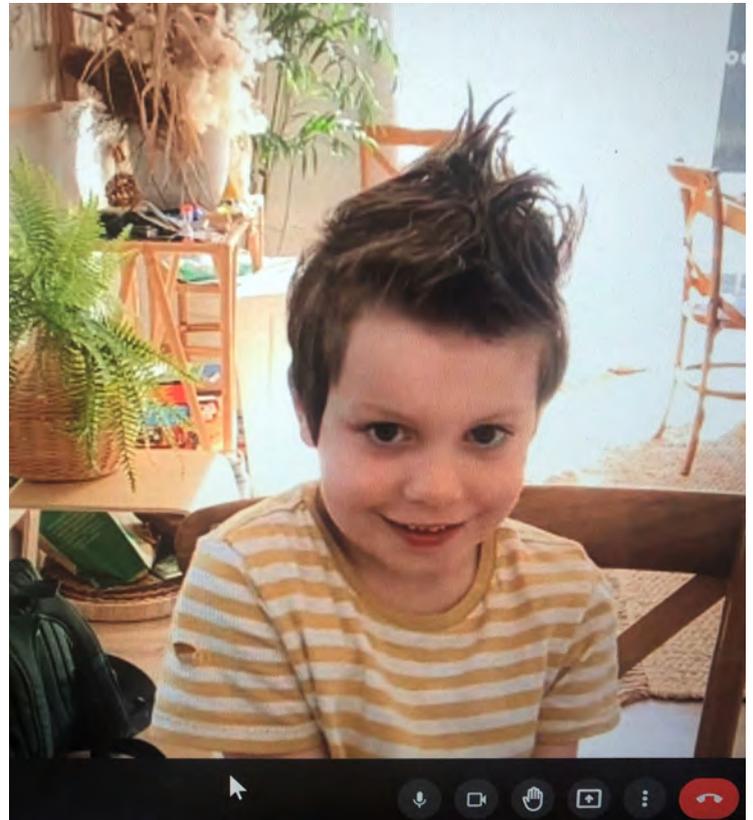
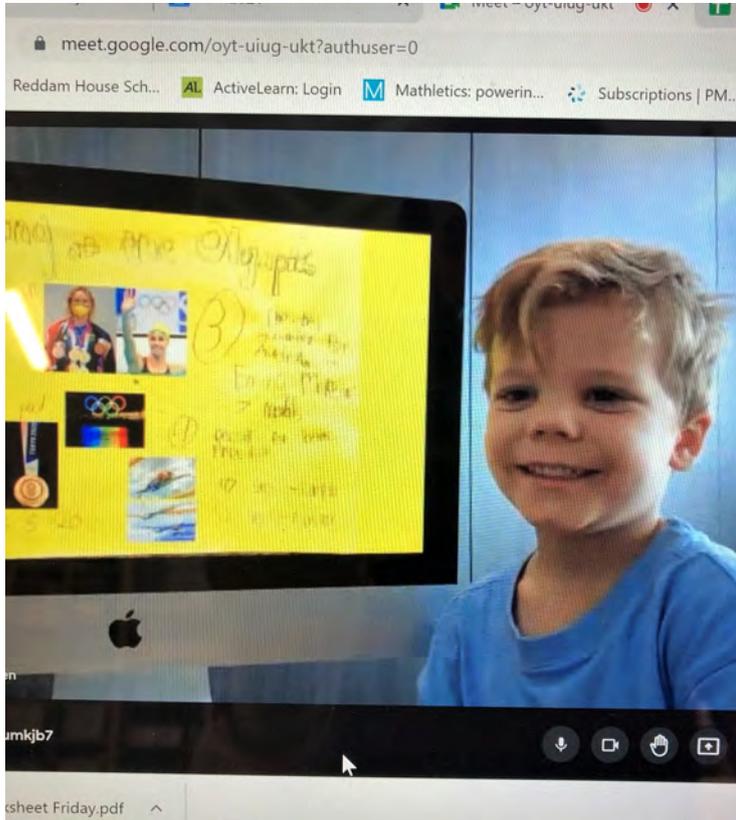


# KINDERGARTEN

Kindergarten have continued to work hard this week in remote learning and showing their teachers just how clever they are! We began our week learning about sloths as we continued to explore the 'th' sound and write detailed sentences with adjectives. The teachers loved hearing their creative writing pieces to describe a sloth and the habitat they are found in.

**Valentina KR:** *"In the colourful forest there was a sloth named Sleepy and he took a nap".*

**Aarin KM:** *"In the green rainforest there was a very sleepy sloth. The sleepy sloth likes to eat leaves and then fell asleep".*



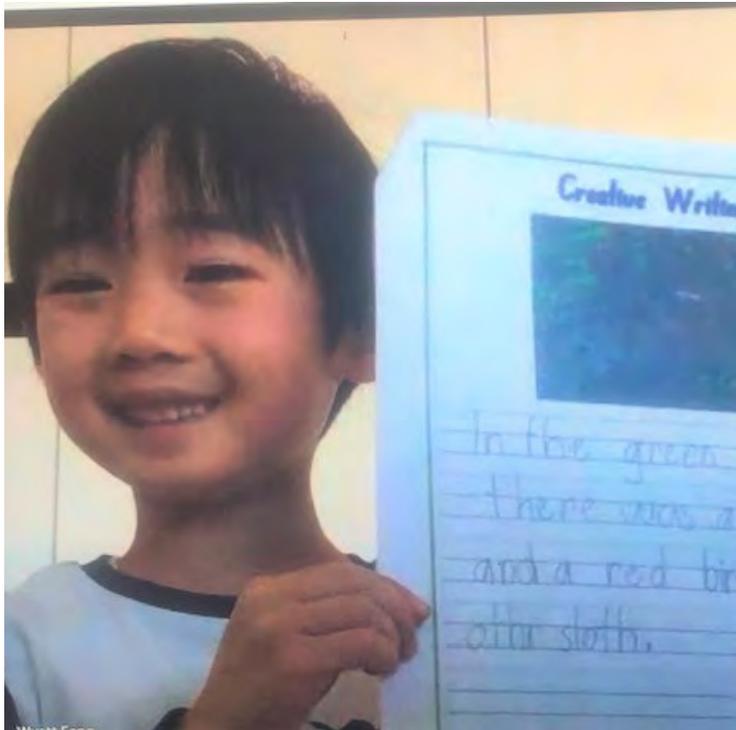
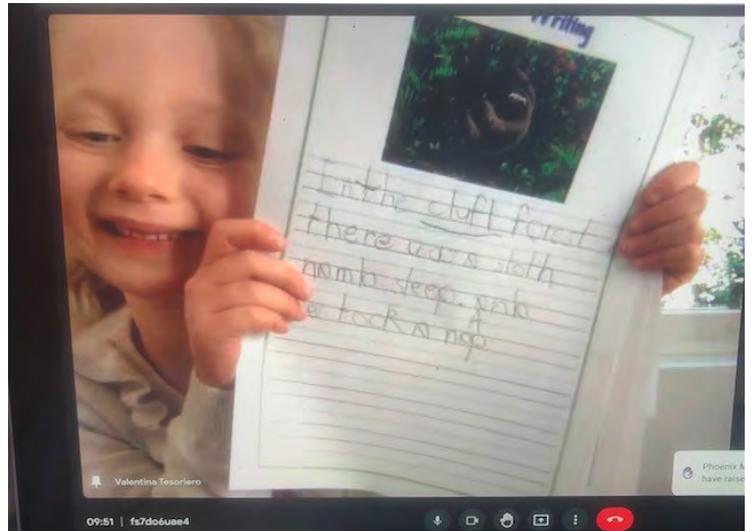
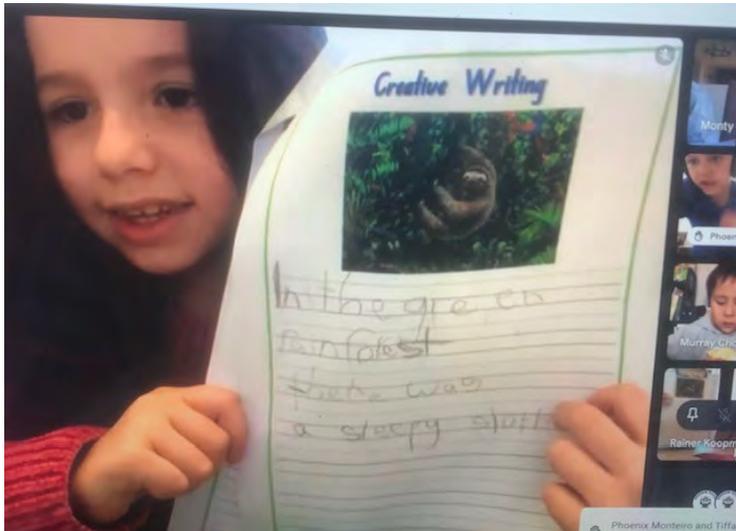
**Antonis** KD: "Deep in the jungle Owen the sloth is trying to escape a hungry lion so he climbed up a tree".

**George** KE: "I see a sloth and the sloth is brown. The sloth is in the rainforest. The trees are green and the sloth is up in the trees".

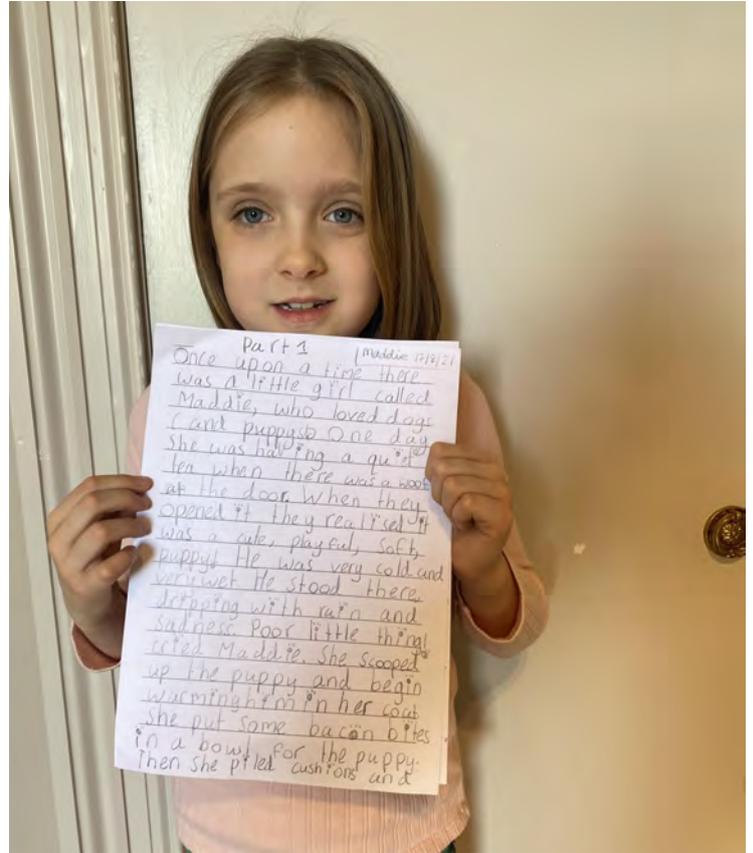
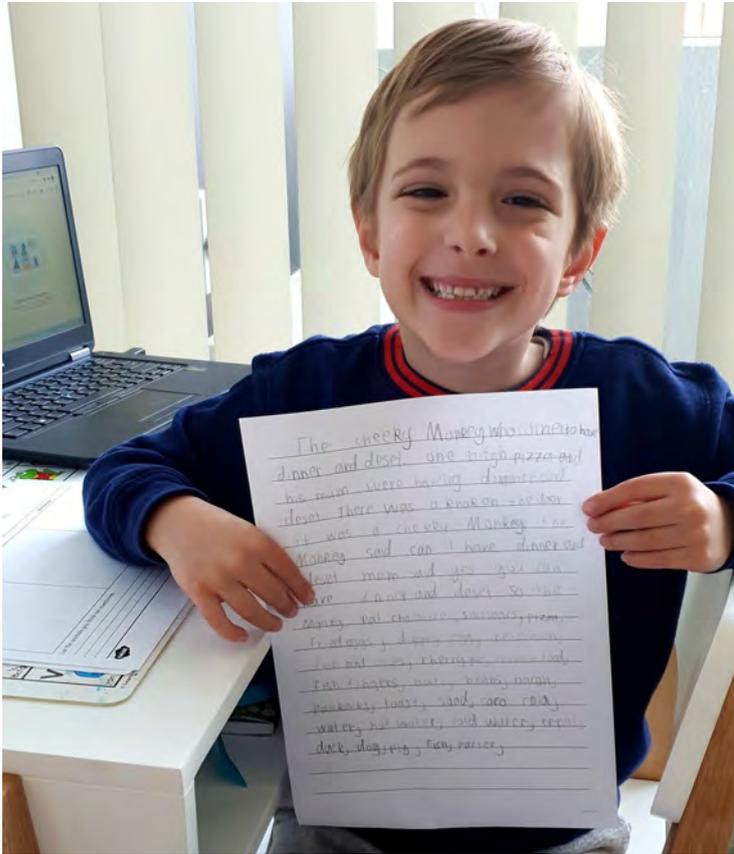
In Maths this week we began learning about fractions and identified parts that make a whole. The students loved the hands-on activities to explore the concept by using playdough and making their own pizza, which they cut in half. We learnt the importance of equal parts, ensuring that both halves are the same size or same amount.

As we conclude our topic on the Olympics, we enjoyed hearing the students present on a chosen sport and share facts on how this sport is competed for in the Games. We learnt a lot about swimming, diving, trampolining, shooting and sprint races.

We began investigating how objects can move as part of our new Science topic. We got to look at our own toys and explored how they move and what force is used to make the move occur. We got to see lots of different toys such as toy cars, dolls, wind-up toys and lots more!



This week was yet another exciting and busy week for Year 1. It was full of creativity and exploration! The creativeness begun with our study of narrative writing. The children delighted in rewriting the classic story of 'The Tiger Who Came to Tea'. They successfully adapted key features within the story and produced their own. We excitedly shared our stories, with a whole range of new extraordinary guests! Imagine having the cheeky monkey over for breakfast or the spooky ghost come for dinner!



## The Shadow Dragon Who Came To Breakfast

By Frederick Liu

Early one morning Frederick and Cindy were having breakfast.

Just then a breath of fire blew the door down! Cindy said, "Ahhhhhh!"

It was a shadow dragon!

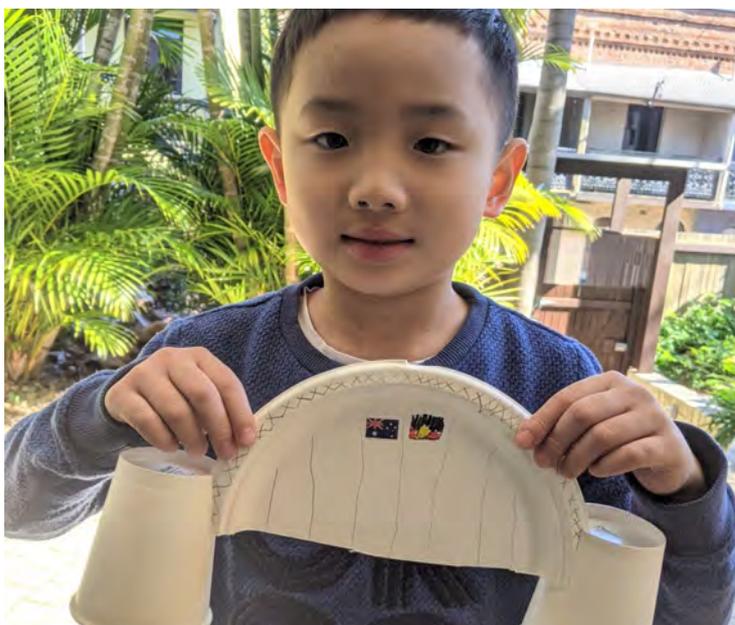
Frederick was not scared because he knew it was a pet from Adopt Me.

Frederick let him in and he ate all the food and accidentally set the kitchen on fire!

Frederick and Cindy were very scared.

Suddenly the shadow dragon made all of the water from the tap turn to hot lava! When Frederick wanted a bath he noticed the water was lava. Cindy had an idea. "I will call the plumber."

The shadow dragon left and never came back. Cindy and Frederick told Freya and Dad what happened. They all lived happily ever after.



## The Furry Wolf Who Came To Breakfast

By Pippi Pike

Early one morning Harry and his dad were having breakfast when there was a scraping at the door.

"Who could that be? It can't be your brother because he is at his friend's house." said Dad. "Harry do you mind opening the door?" asked Dad. Harry nodded and opened the door. There was a grey and white furry wolf at the door!

The wolf came in and said, "I am very hungry so do you mind if I come in and have breakfast with you?"

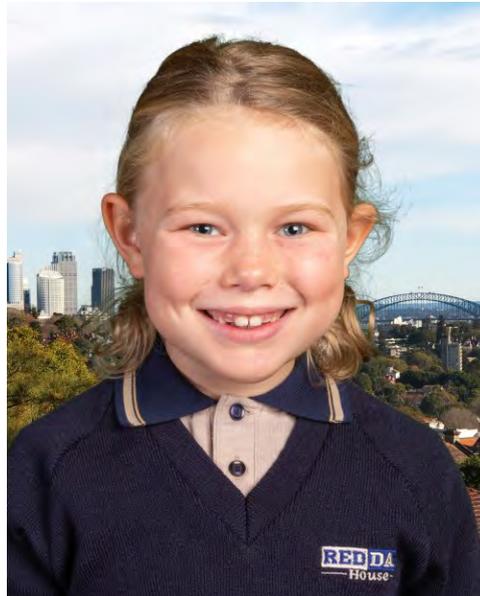
"Of course!" said Dad.

So the wolf went in and ate all the toast, all the eggs and all the other food and even drank all the water in the house! Then suddenly he just waved goodbye and left!

"Whatever shall we do because the wolf has eaten all the food and drunk all the water in the house?" said Dad.

Just then Mum and the brother came home. Harry told them what had happened. When he had finished Mum said, "That's ok. We'll just go to a café for breakfast."

So off they went to a café for breakfast instead.



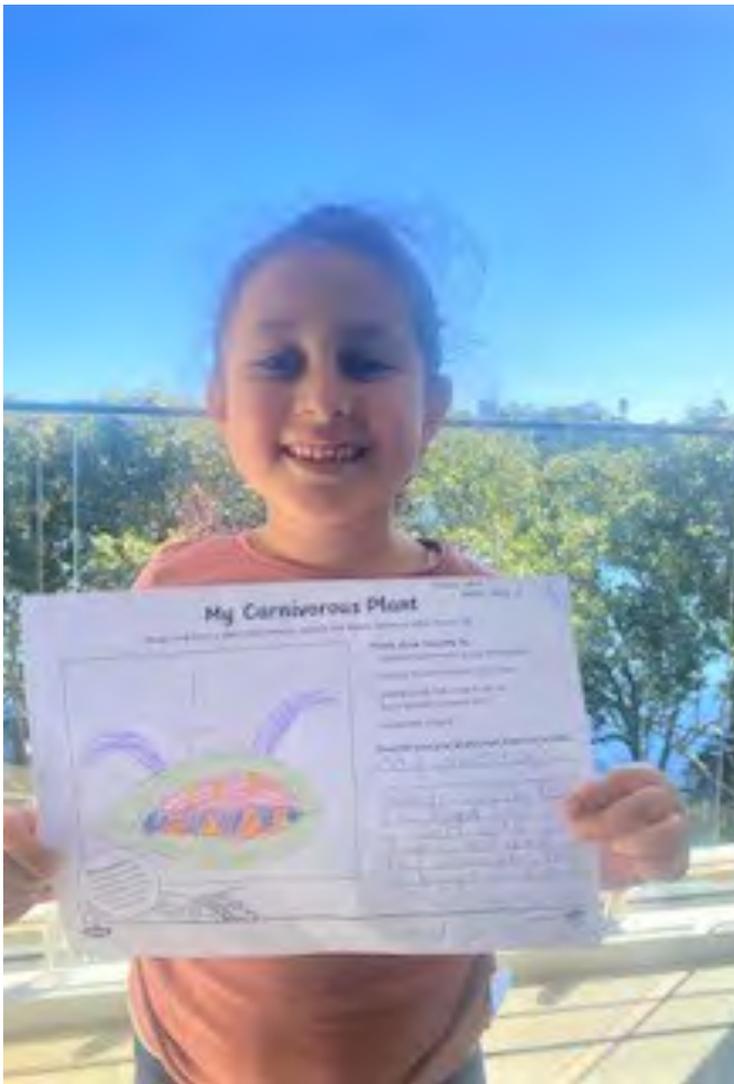
## The Creepy Ghost Who Came To Brunch

By George Reynaldo

One nice noon a creepy ghost came to brunch. Parker and his mum were having brunch. Then they heard a "Wooooo!".

Then Parker felt something. Suddenly the basket moved in mid air and the banana was gone and they all got scared. Just then all the food went missing. The other people all went missing too! Luckily the ghost got sucked into a vacuum and he disappeared! Everyone else lived happily ever after.

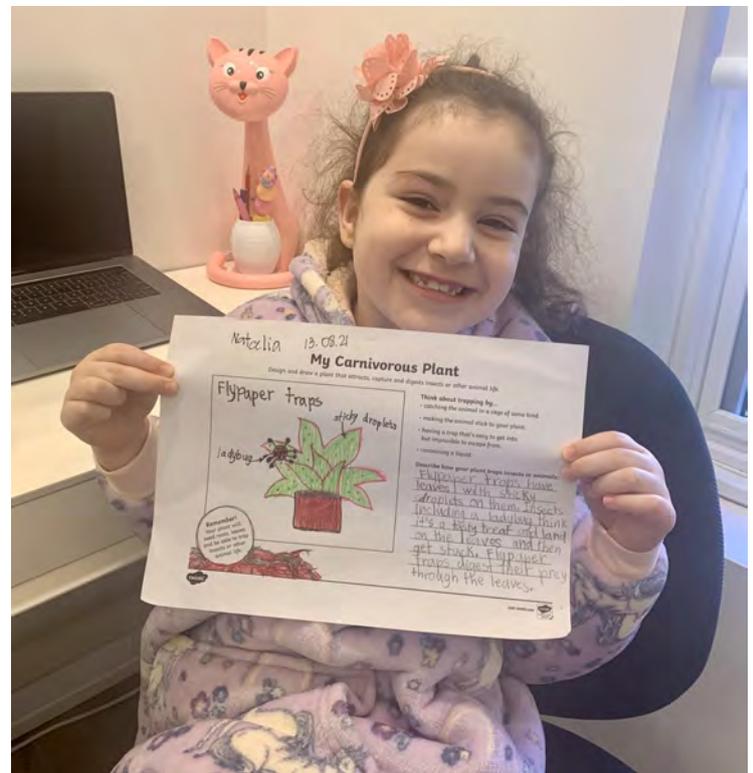
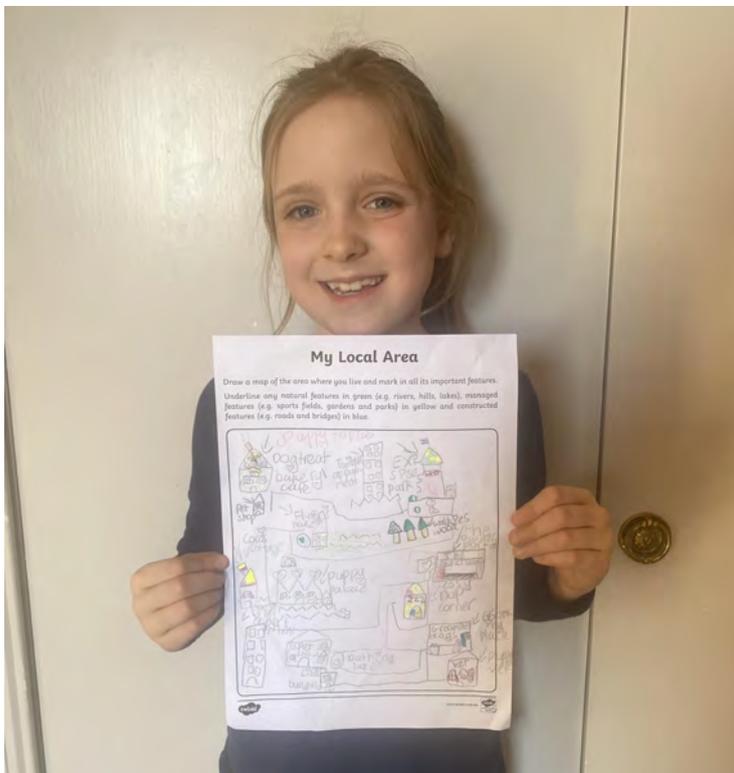
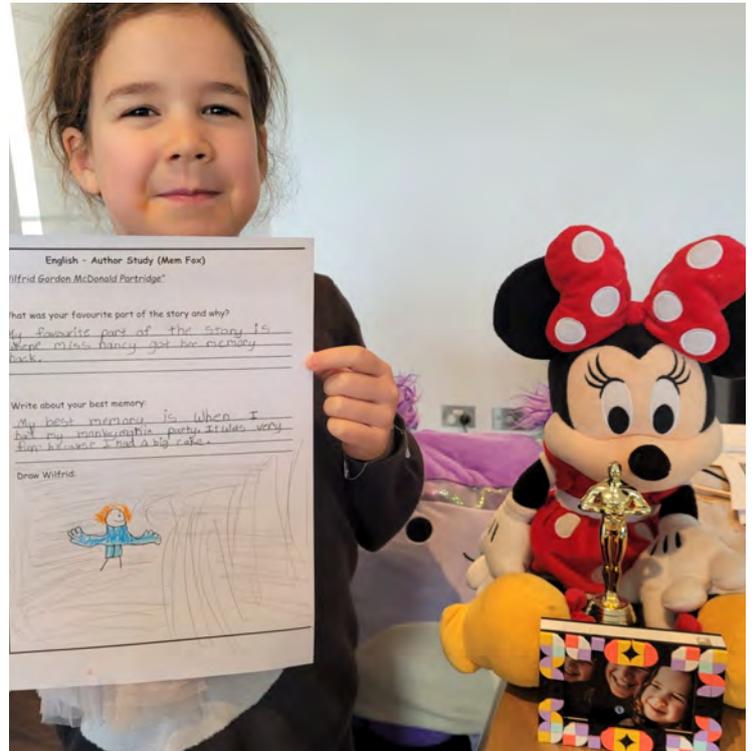
In Science, we investigated the different habitats of plants. Different landscapes such as seashore, desert, woodland and under the sea were explored. The children learnt that for a plant, a good habitat must provide the right combination of light, air, water, and soil. For example, the prickly pear cactus, which is adapted for sandy soil, dry climates, and bright sunlight, grows well in desert areas. The students were fascinated to learn that cactus spines protect the plants from hungry animals -- it's hard to get a mouthful of juicy cactus flesh when you are being poked by protrusions! The student's enjoyed every minute of creating their own representations of the very different plant habitats! It was double fun in Science as the children also participated in experiments and investigations based on the topic 'Food' for Science Week 2021. It was clear to see how much excitement a chemical reaction can create!



We continue to be impressed by the mathematical abilities that we are finding present in Year 1. We included the children's own names in word problems this week. Amelia was very lucky to have such a kind friend who shared her toys. Georgia had 9 dolls so gave 4 to Amelia. What is the number sentence behind that number story? This is a concept that our children are confident to tackle.

In History, the children were able to discuss the similarities and differences of Sydney today compared to the past. They studied the city skyline, changing transport, the Sydney Harbour Bridge and the Sydney Opera House. This led to our talented students designing their very own spectacular Sydney Harbour Bridges!

Amazing work, Year 1!



Another week of online learning has flown by with much enthusiasm and fun from the Year 2 students and their teachers. We loved our themed days and one of the favourites this week had to be 'Mindset Monday', where the Year 2 students had to answer the following question:

### **What is a challenge that you are working on this week/term to overcome?**

Here is what some of the students had to say:

I would like to improve my piano speed.

I am going to help my parents more and listen the first time.

I am working on getting out in the fresh air and sunshine more.

### **What are YOU working on?**

As we continued our Science topic this week the students got to design their own ramps. They first had to plan, design, draw and label a model of their ramp. Then they had to consider what materials they would use and how they would position their ramps in order to get their toy cars to move the greatest distance. The students put forward some brilliant suggestions for what they will use to create their ramps and made predictions about the success of their ramps. We look forward to seeing their creations in action next week to find out whose toy car will travel the furthest distance.

The Year 2 teachers would like to commend the students on their excellent online presence. They are punctual, organised, keen and respectful.

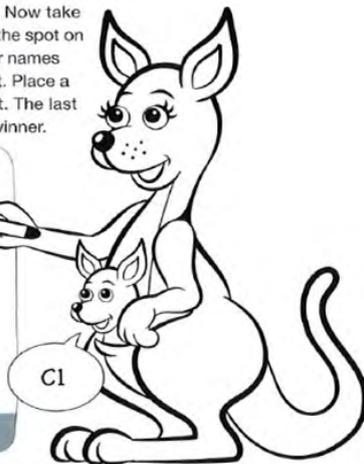
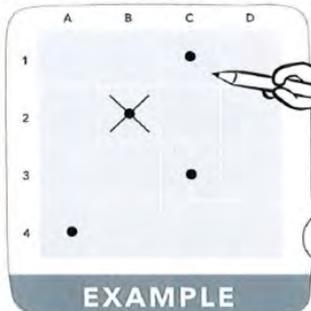
Well done, Year 2s! Keep up the hard work.



What fun we had in our online Geography class! We learnt about why we use maps and the important parts of a good map. We know that maps have a key or a legend, and that things are labelled in different ways on maps. For example, Australia is written in capital letters and Victoria is written in bold letters on a map to show that it is a state of Australia. We learnt that maps have imaginary lines on them, that help us find things. These lines are called grid lines or the lines of latitude and longitude. The lines of latitude and longitude have strange names like Greenwich Meridian, Capricorn and Cancer. The most important line is obviously the Equator. In class, in order to practise using grid lines, we played Battleship or "Spot On" using the breakout rooms; a great feature in Google Classroom. This allows us to go into groups and discuss, learn and do online group activities.



**3 Hit the Spot:**  
 Draw four spots in any four squares on the grid. Get a partner to do the same on their grid. Make sure you can't see each other's grid. Now take turns to say grid names to try and hit the spot on the other person's grid. If your partner names a square with a spot in it then it's a hit. Place a cross on that spot. Tell them it's a hit. The last person to lose all their spots is the winner.



Here are a few comments from children in the class about our online time learning about maps and grid lines.

I liked battleships because you got to have different people and you can have lots of fun.

It is lots of fun and you get to use guessing knowledge, my favourite.

**Brianna Chen**

It was very fun. It was actually like playing chess so it was pretty easy.

**Elijah Golan-Ende**

I love battleships because it uses coordinates, it makes teaching fun, competitive.

**Aamir Bhagat**

Playing battle ships was fun it is a super game I loved it. Thank you.

**Hugo Sofair**

Battle ships are very fun It's fun to play and guess letters and numbers

**Louis Livissianis**

BATTLESHIPS WAS SOOOO GOOD!!!!!!!!!!!!!!!!!!!!!!

**Jed Sammel**

I play battleships at home a lot and often beat my mum.

**Diyan Menon**

I liked playing battleships so much.

I hope we can play again soon.

**Sebastian Wolfers**

Thanks for being a great geography teacher it was so fun when we played battleships so fun that my mum and I bought the game battleships

**Matilda Muhlmann**

Battleships was super fun

It was a very competitive round and I won by 1!

**Eve Hutton**

It was very fun doing battleships because it was just fun.

**Wesley Zhao**

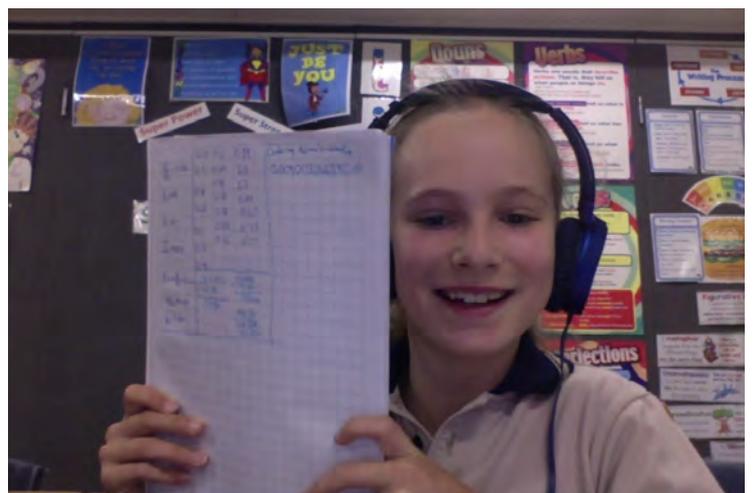
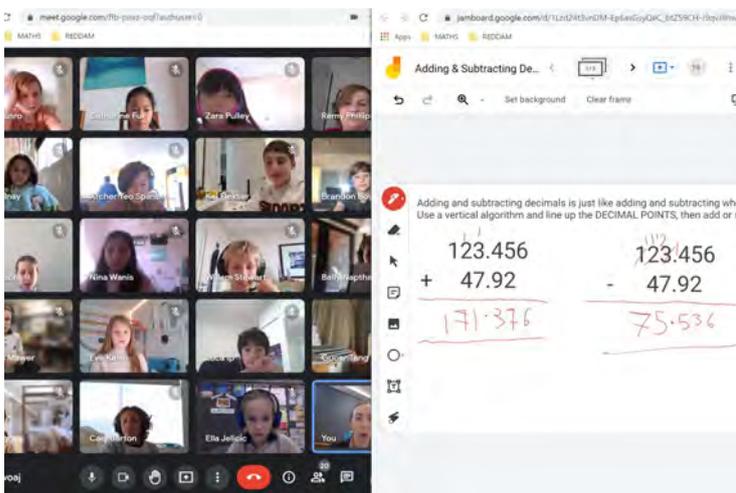
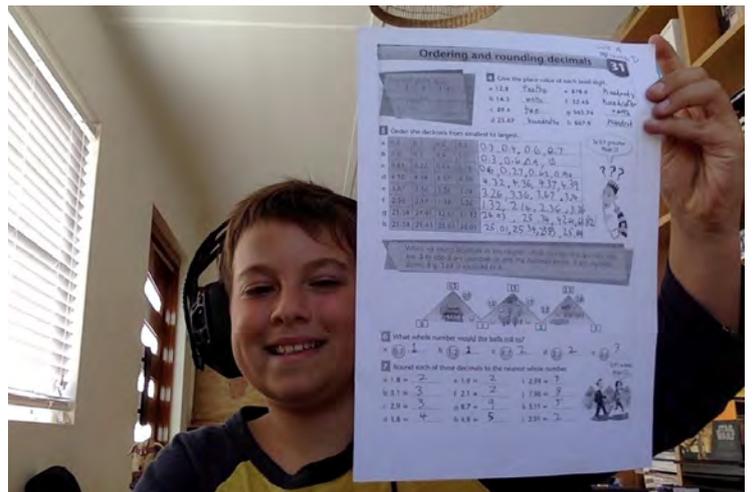
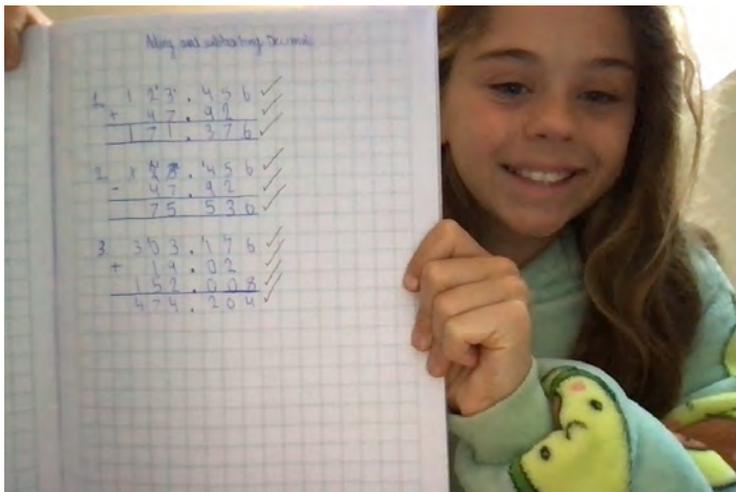
Week 5 saw the Year 4 students reach new heights in Mathematics. They worked with absolute determination to master the art of converting fractions to decimals and vice versa! Pupils have learnt over the course of Term 3 that decimals and fractions are different ways of expressing numbers and how they are both able to represent parts of a whole.

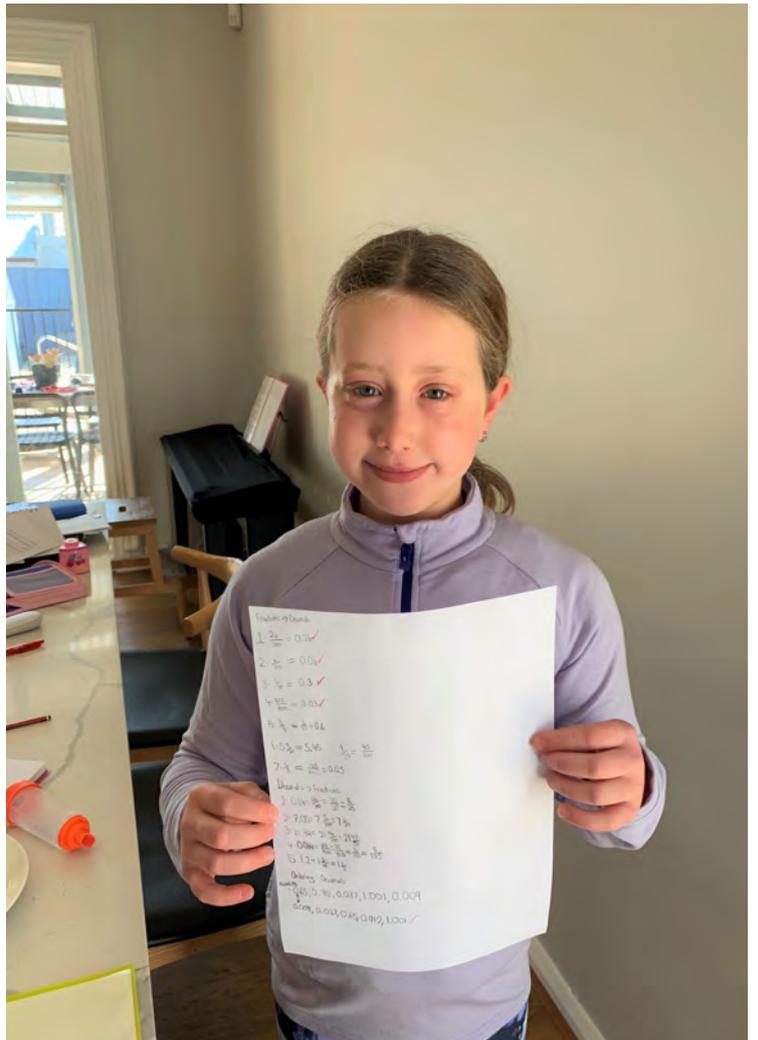
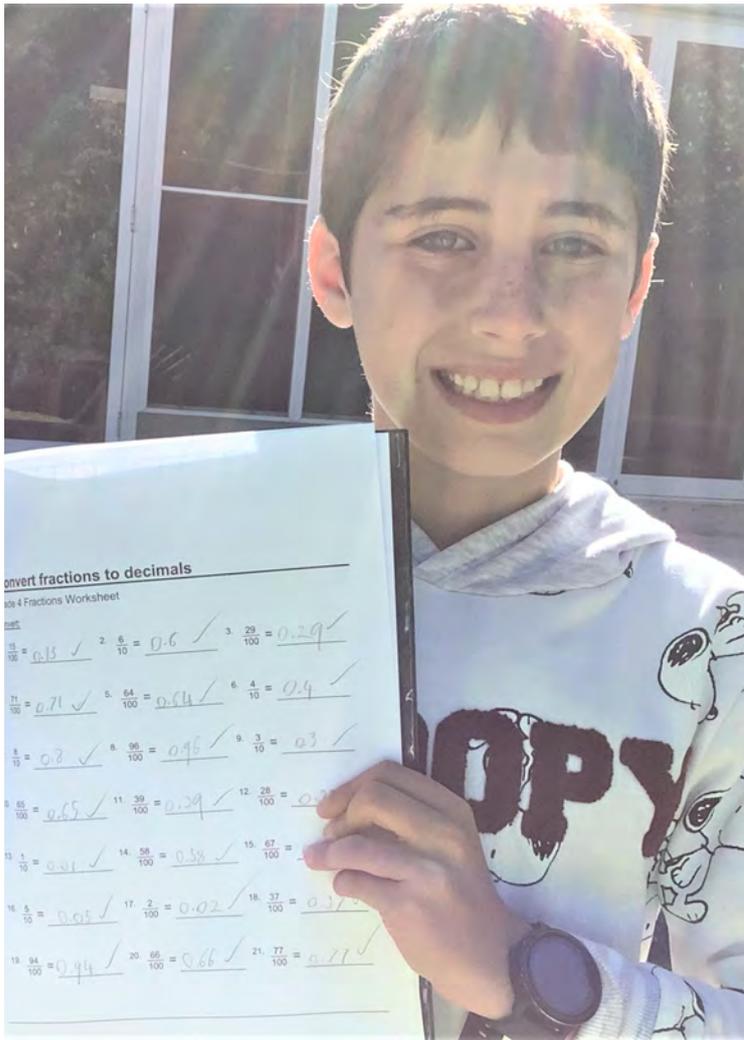
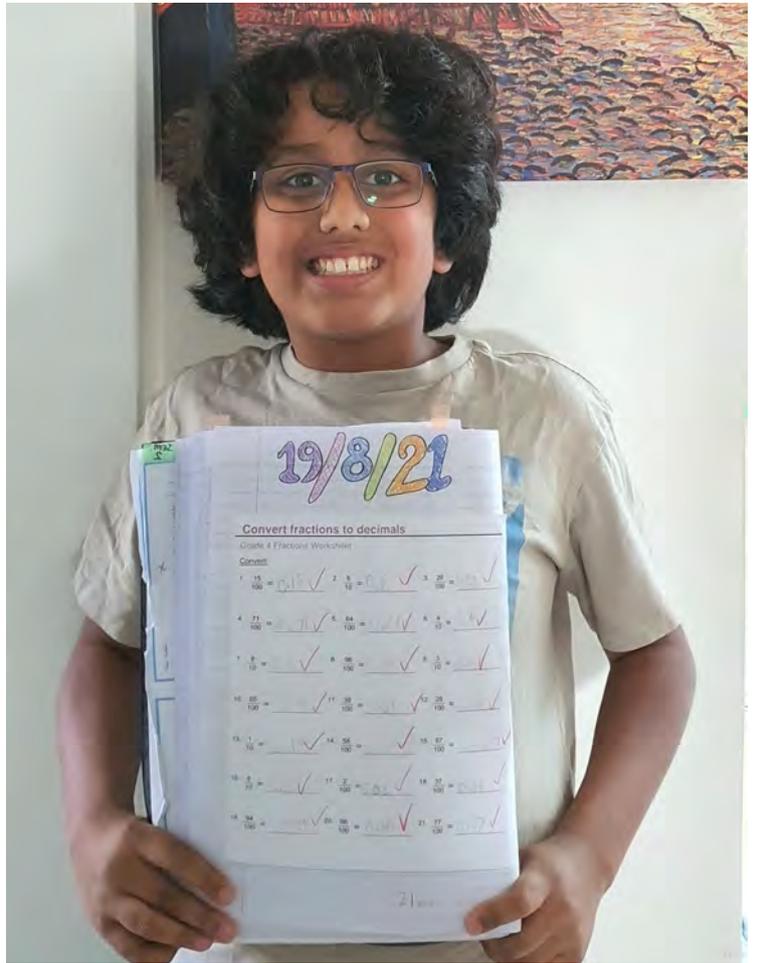
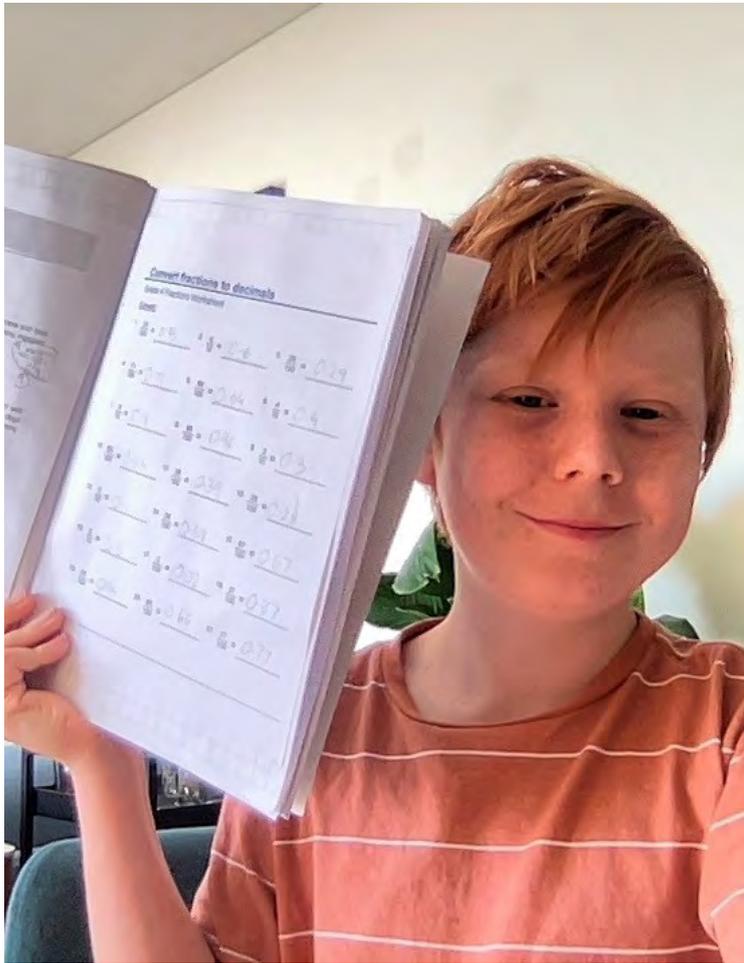
The students' understanding of the number system and decimal place value was extended this week to concentrate on how tenths and hundredths can be represented in a concrete, visual way, by a fraction and also by a decimal. This includes relating the decimal notation to division of whole numbers by 10 and 100. Therefore, students realised that decimals are a type of fraction and that in a decimal number, place value indicates the number of equal parts.

Students learnt about decimal notation and the language associated with it, including in the context of measurements. They successfully made comparisons and ordered decimal amounts and quantities that are expressed to the same number of decimal places. They should be proud of their ability to represent numbers with one or two decimal places in multiple ways, such as on number lines and when adding and subtracting money.

After this week, the Year 4 students can tell you just how important fractions and decimals are. Why are they so important? Because fractions and decimals tell you what portion of a whole you need! For example, fractions are used in baking to tell how much of an ingredient to use and they are used in telling time, as each minute is a fraction of an hour. We use decimals in everyday life while dealing with money, weight, length, and temperature. Decimals are used in situations where more precision is required.

Well done consolidating this essential life skill, Year 4, and keep up the fantastic work!



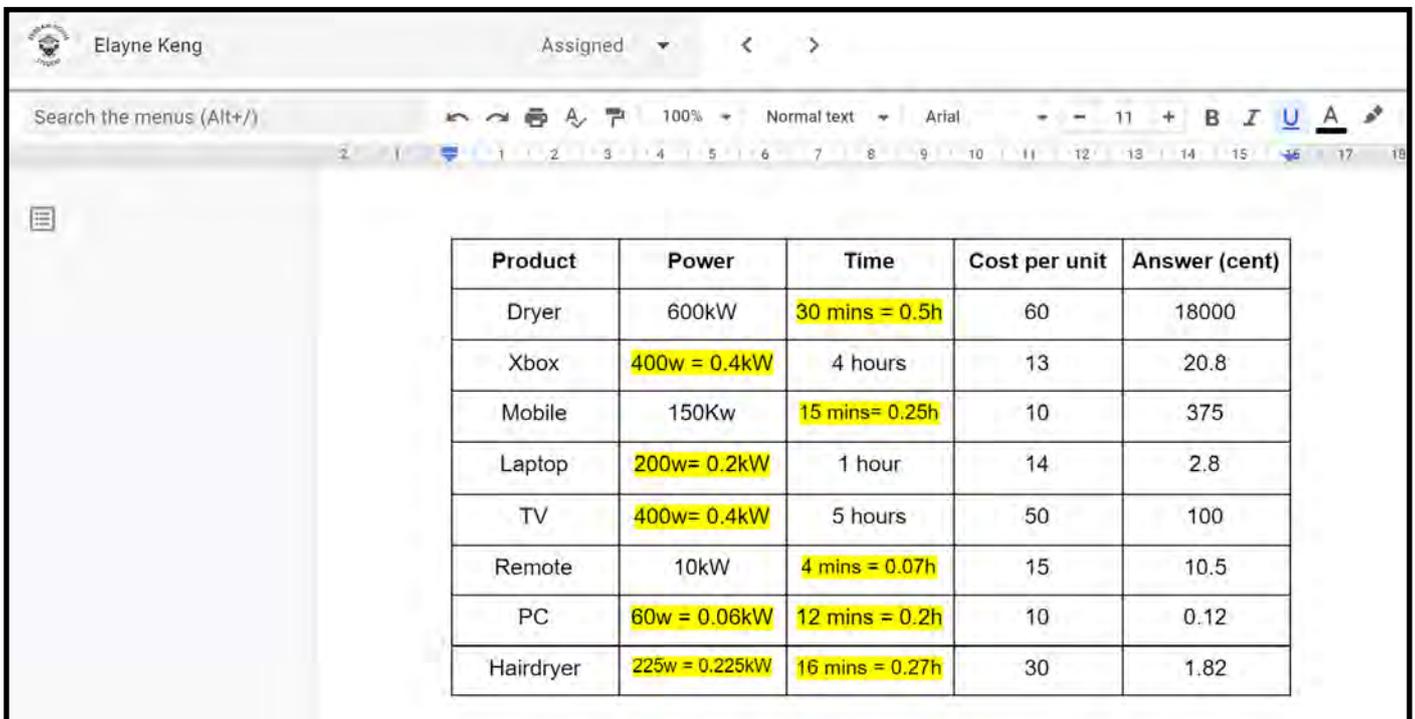
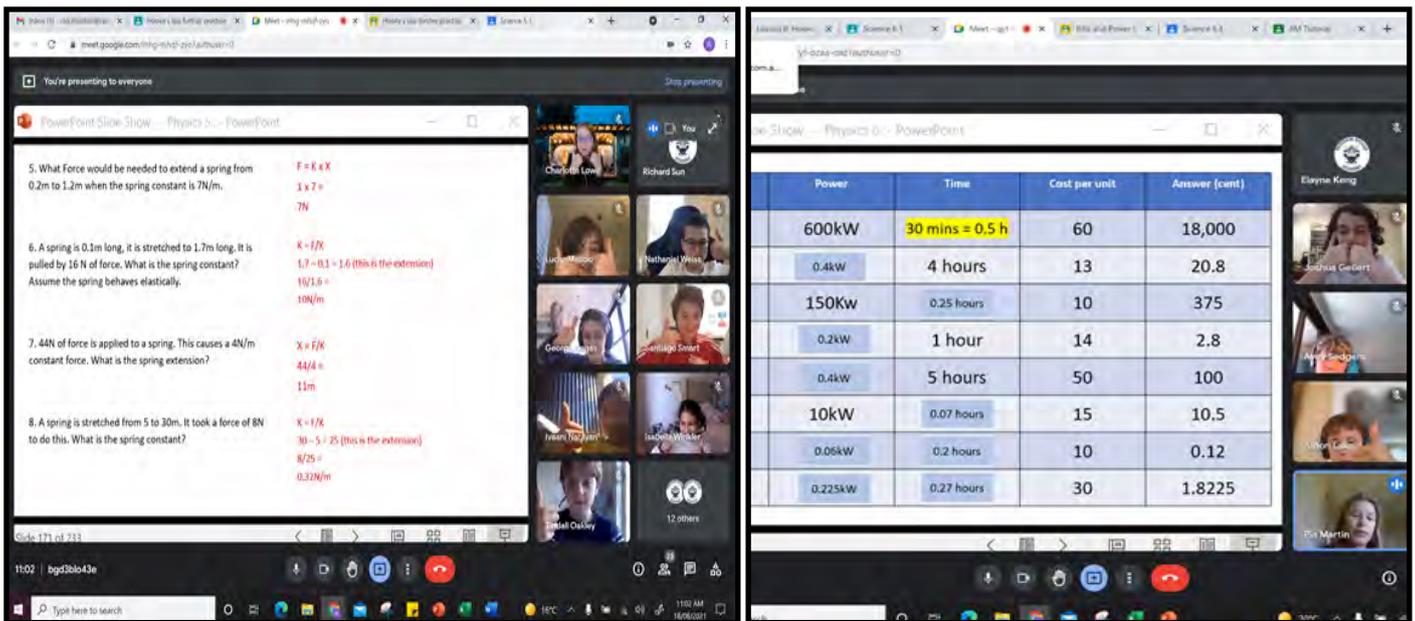


## Year 5

In Science this week Year 5 investigated another scientist... Robert Hooke. Students explored what Robert Hooke is famous for and what his law for elastic material actually means. Students can explain when an elastic material is obeying Hooke's law and the point it stops obeying the law. Students also investigated what gravity is and calculated their mass on different planets in our solar system.

## Year 6

Year 6 students studied power and bills in Science this week. Students calculated how much everyday household items cost to run based on their time on and kilowatts used. Make sure to talk to your child, as they could save you money on your energy bills! Students also started their unit on electricity this week and discovered how electricity is generated using a generator and different natural resources.



## Books for Year 5 – Recommendations

### **BRIGHTSTORM: A Sky-Ship Adventure by Vashti Hardy**

A gripping fantasy story that is perfectly suited for class reading. Arthur and Maudie BRIGHTSTORM set off on a dangerous voyage to find their father and save the family reputation. The first of a stunning series and an ideal year 5 book to inspire reader.

### **Malamander by Thomas Taylor**

When Violet teams up with Herbie to help her find out what happened to her long-lost parents, little does she realise how her life will become entangled with the Malamander monster of Eerie-on-Sea. A fascinating story that captures a uniquely quirky and fantastical atmosphere. An ideal whole class reading book for year 5 children. The first of a series.

### **Wolf Brother by Michelle Paver**

In a dark world set many millennia ago, 12-year-old Torak must take a dangerous journey to the mountain of Wolf Spirit and save the world from a dangerous demon. An ideal group reading book for Year 5 pupils.

### **“Every cloud has a silver lining”**

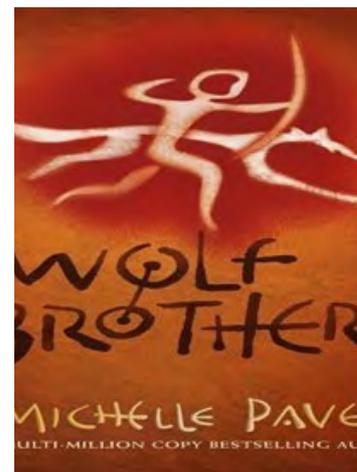
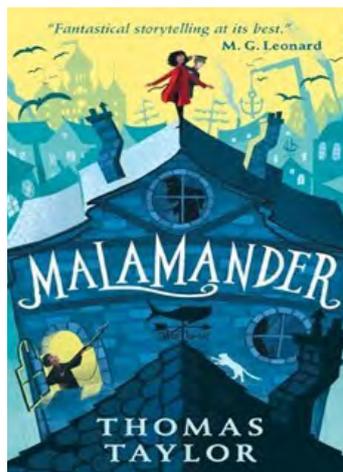
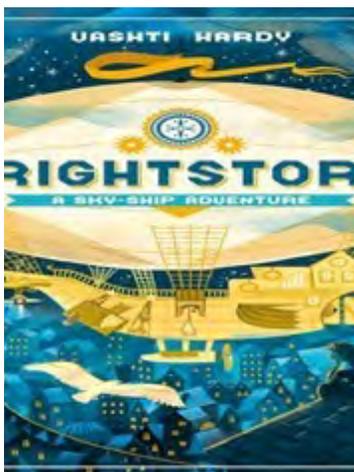
Students of Year 5 and 6 can quite confidently identify the proverbial saying “every cloud has a silver lining” as an IDIOM, which is used to convey the notion that, no matter how bad a situation might seem, there is always some good aspect to it.

### **It's hard to believe that five weeks have gone by in Term Three.**

Preventive measures have been taken to stop the spread of the COVID-19, resulting in large gatherings being prohibited, travel banned, and the closure of schools.

Despite the craziness of lockdown, it has been a productive term so far. The English Department has developed new and innovative ways of teaching and learning. Another positive aspect, or silver lining from the cloud, is the opportunity to pause from our usual schedules and connect with our family, friends, and others in our community; a new normal has been defined for how we live, how we socialise, and how we spend our time.

In uncertain times like these, we can sit and wait for this all to pass, or we can embrace an opportunity to look at our role as members of the Reddam community; how we can insert ourselves in a different way.



The Year 5 students learnt that only **like** fractions can be added or subtracted. They spent time finding the lowest common denominators and renamed fractions. Students then calculated the sum or difference of the numerators. It was emphasised that answers should always be left in their simplest form, be it as a mixed numeral or improper fraction.

**Daniel Pinski** reminded the class that when adding AND subtracting it is important to find the lowest common multiple of the denominator, which is known as the lowest common denominator (LCD).

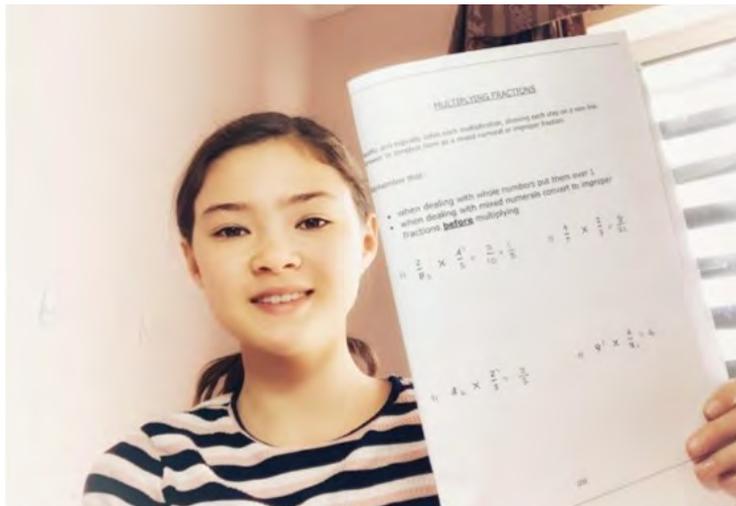
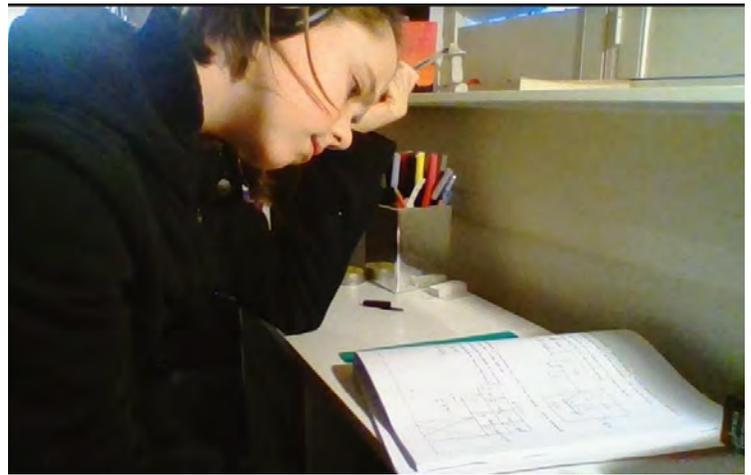
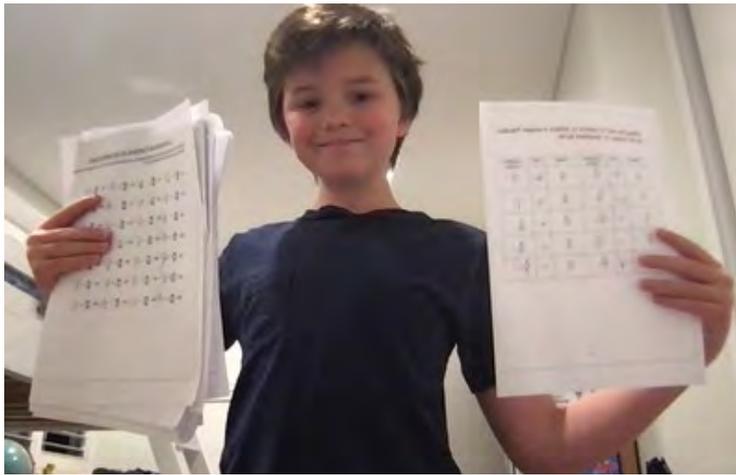
**Santiago Smart** noticed that if he didn't rename his fraction using the LCD and only used a common multiple, he would need to simplify at the end.

**Charlotte Lowe** stressed that when renaming fractions and finding equivalents it is important to change the numerator in the same way the denominator is changed.

In Year 6, students built on their knowledge from previous years and multiplied with fractions. It was stressed that 'of' in mathematics means times. The skill of cross-cancelling was practised diligently and provided an excellent step in reaching a final answer without having to simplify the answer at the end.

**Alice Butler in Year 6** confirmed how fluently she multiplied fractions.

In both Years 5 and 6, students were provided with a variety of challenges to reinforce learned concepts and skills and in so doing problem-solving strategies and mathematical insight, ability and logical thought were extended and developed.



# MUSIC

This week Reddam music students continued to enjoy online learning, especially the K-2 students. They continued to learn about the concept of structure in Music. Kindergarten students learned how to label lines of rhythm using letters to show whether the lines used the same rhythms or different ones. Year 1 continued to learn about ternary form creating a three-line composition with the structure A B A, while Year 2 began setting text to music. They wrote their own rhythms to match the syllables of two sentences about an animal of their choice.

In addition to composing, the K-2 students continued to enjoy singing, and using hand signs and solfa to develop their understanding of pitch. The Kindergarten students in particular enjoyed the creating actions to the song 'Ooey Gooley'.

Ooey Gooley was a worm  
A big fat worm was he  
He crawled along the railway track  
The train he did not see  
Ooey gooley, Ooey, Gooley!

The screenshot shows a Zoom meeting interface. On the left, a PowerPoint slide titled "Rhythmic Warm Up" is displayed. The slide content includes:

- Body percussion – saying ta / titi / sa / ta-aa
- A "Rhythm set" diagram showing four rhythmic patterns: Ta (vertical line), Titi (square), Sa (zigzag), and To-aa (circle).
- A yellow box with text: "Create 4 beat rhythms using the rhythm set and use a variety of body percussion to play these rhythms. Students to echo teacher examples. 3 or 4 students chosen to compose their own and class to copy."

On the right side of the Zoom window, a grid of student video feeds is visible. The students shown are: Aliya Rodger, Regina Muhlmann, Freddie Harries, Benjamin Levitt, Sol Jimenez, Addison Keen, Capri Reynolds, and Louis Hughes.

The screenshot shows a Zoom meeting interface. On the left, a YouTube video player is shown, displaying Benny Goodman's "Sing, Sing, Sing" performed by the Benny Goodman Quartet. The video has 41,527,855 views and was uploaded on Sep 4, 2008. The video player includes a search bar, a play button, and a progress bar.

On the right side of the Zoom window, a grid of student video feeds is visible. The students shown are: Kiran Reddy, Georgia Salib, Sophie Corbett, Frederick Liu, Pippi Pike, Oisin Nohra Hoft, and a "You" feed. A "7 others" icon is also present, indicating other participants in the meeting.

# MUSIC PERFORMANCE

We are exceptionally proud of our music students this week, as several significant events occurred. Our **Year 5-6 Singers**, **Year 3-4 Sculthorpe Choir**, **Year 2 Bunyips Choir** and **K-1 Gumnuts Choir** all did us exceptionally proud in the Sydney Eisteddfod. Please see earlier in this newsletter's announcements for their wonderful results. We were also fortunate to announce the winners of this year's **Reddam Idol** competition, in both the adjudicator and Audience Choice categories. You can also see the announcements earlier in this newsletter. We congratulate all our students for taking part in our musical offerings and continuing with their music practise and engagement at this time. Please see some updates from our ensembles below.

## K-1 String Ensemble

Our Kindergarten and Year 1 string students have been maintaining their skills during remote learning. Students have been working on their rhythmic dictation and coming up with creative compositions. It has been a treat to watch the students learn and be more confident from week to week with their smiling faces as they ace their music assignments. The students look forward to playing together again with their classmates. In the meantime, please enjoy some photos of the students practising from home!

## Primary School Jazz Band

During Terms 1 and 2, the Primary Jazz Band went from strength to strength. The ensemble grew in size, and we now have a full rhythm section along with lots of wonderful horn players producing a lovely big sound. The students have been building their improvisation skills and ensemble skills while learning some more jazz standards such as 'Freddie Freeloader', 'Watermelon Man' and 'Moanin''. Some photos of our members rehearsing at home are included here.



# MUSIC PERFORMANCE





## 2021 LITTLE BIG IDEA COMPETITION – ORIGIN AUSTRALIA

The competition for little humans with big ideas!

The Primary Art Department invites students from Years 3-6 to participate in the *Little Big Idea Competition*. Submit your idea for your chance to win prizes!

### PROCESS

1. **STEP 1** – Find a problem (example: ice-cream melts too fast)
2. **STEP 2** – Invent something (example: what if the ice-cream could keep cold?!) )
3. **STEP 3** – Come up with a solution (example: invent a cooling fan that holds your ice-cream and keeps it cool, therefore will help slow down the melting process).
4. **Draw a picture or create a short video** with 200 words or less explaining your idea. (NOTE: There are previous examples that can be found on their website for inspiration).
5. **Enter and submit** your entry on the website [www.littlebigidea.com.au](http://www.littlebigidea.com.au) by: **WEDNESDAY SEPTEMBER 1<sup>st</sup>, 2021**
6. Please also submit your entry to [amanda.william@reddamhouse.com.au](mailto:amanda.william@reddamhouse.com.au) for our school records.

Top entries in Years 3-6 will earn points towards their Reddam Cultural Colours.

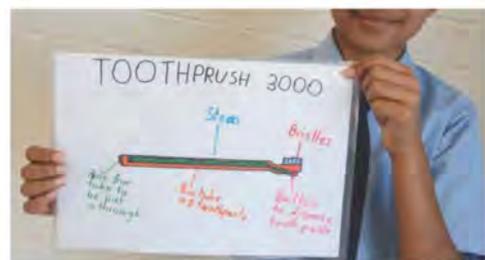
If you have any questions, please ask the Primary Art Department. Good luck!

**BAND-MATE**

**Akshay**  
Age 14, Year 8



- The band-mate uses colour changing paint to tell you when you are fighting an infection or have healed by the change in skin temperature
- It has pull tabs that allow for the band-mate to come off pain free
- It is very cost efficient and would be estimated to cost around 30-40 cents each to manufacture



**KICK ME PEDESTRIAN CROSSING BUTTON**

**Grace**  
Age 8, Year 3



- Kick Me is a new button to be installed at all pedestrian crossings, at the bottom of the pole
- Pedestrians can simply hit it with their foot, avoiding the risk of COVID-19



Little  
Big  
origin Idea

## 2021 ILLUSTRATION CHALLENGE – WOMBAT BOOKS



The Art Department invites students from Years K-6 to create an illustration to be published in a unique picture book by the team at Wombat Books.

Winning illustrations will be published in the new book, 'Screen Free Holiday' which is due for release in 2022. They will be acknowledged on the Wombat Books website and social media.

Judging decisions will be made by the Wombat Books team of authors, editors and illustrators.

### PROCESS

1. Choose **one** spread from 'Screen Free Holiday' to illustrate. Please find the link below to find a text you would like to work on:

<http://www.wombatbooks.com.au/Filesforgeneralwebsite/ScreenFreeHoliday.pdf>

2. Use an A4 or A3-size page. Your work **MUST** be illustrated in landscape (NOT portrait mode).

3. You may use mediums/mixed media such as: watercolours, oil pastels, soft pastels, colouring pencils, paint etc.

4. Please do not bend, fold or crinkle your illustration. It unfortunately cannot be considered for publication if it is folded.

Wombat Books do accept high-resolution photocopies of the original illustration if you want to keep your original safe (The Arts Department can do this for you).

5. Please **write your name in pencil** on the back of your illustration – neatly!

6. PARENTS/CAREGIVERS please fill in the form provided in the link below:

<http://www.wombatbooks.com.au/images/CompetitionEntryForm2021.pdf>

(Please tick ALL boxes - Our Art Department have access to the purchase of previous Illustration Challenge books.)

7. Unfortunately Wombat Books are unable to send entries back after judging. They will find a special place in their Wombat office for them.

8. For any more information, please visit the Wombat Books website:

<https://wombathriza.com.au/illustration-challenge/>

**Entries must be submitted to the Art Department by  
MONDAY 2<sup>nd</sup> NOVEMBER 2021 (Term 4)  
With the completed entry form and signed by parents/caregivers**

Top entrants in Years 3-6 will earn points towards their Reddam Cultural Colours.

If you have any questions, please ask the Primary Art Department  
([amanda.william@reddamhouse.com.au](mailto:amanda.william@reddamhouse.com.au)) Good Luck!





## **2021 YOUTH CREATIVITY COMPETITION – DAVE SHARMA MP**

The Primary Art Department invites students from Years K-6 to participate in the Commonwealth Parliamentary Associations' (CPA) *Youth Creativity Competition – Dave Sharma MP*

This year's creativity competition is to commemorate the 110<sup>th</sup> anniversary of the CPA.

If you are a winner or runner up chosen by the CPA from any of the age categories, you will receive a certificate, gift voucher, and have your submission published by the CPA.

### **PROCESS**

1. **Create** an artwork inspired by the topic: **What will parliaments look like in the next 110 years?**
2. You are invited to be imaginative by creating **a video, design a poster or artwork.**
3. You may use materials such as: watercolour paints/pencils, acrylics, pastels, etc.
4. You may design your work on A3 or A4 paper (landscape/portrait).

TO THINK ABOUT: Artists may also consider the impact of a changing world and the desire for a sustainable future.

5. A form will need to be completed by a parent/guardian. Please email [Amanda.william@reddamhouse.com.au](mailto:Amanda.william@reddamhouse.com.au) for this to be sent to you.
6. Hand in your **work** and **application form** to the Primary Art Department.
7. Entries close **MONDAY 6<sup>th</sup> SEPTEMBER, 2021.**

Top entrants in years 3-6 will earn points towards their Reddam Cultural Colours.

If you have any questions, please ask the Primary Art Department.



**2021 OZ KIDS - ONLINE ART COMPETITION**  
**(Drawing/Painting/Photography/Computer Art)**



The Art Department invites students from Years K-6 to enter the Oz Kids Online Art Competition.

**PROCESS**

1. Theme: You can create your artwork based on any theme or idea.
2. For the artwork: No more than 5 entries per category.  
(Drawing/Painting/Photography/Computer Art)
3. Art Categories:  
**Drawing:** Pencil, ink, charcoal, pastel, crayon. From life and observation. Drawings copied from published photographs should not be submitted.  
**Painting:** Oil, acrylic, watercolour, gouache, casein, tempera on canvas, canvas board, paper, any flat surface.  
**Photography:** Digital cameras may be used. Your photos can be black and white, colour, or experimental. May be still life, landscape, photojournalistic, portraiture, abstract, commercial (product) photography.

**Computer Art:** Software-created works generated on the computer that use drawing, painting or design/building techniques to create people, animals, characters, objects, building, and vehicles – either realistic or fantastical – and ABSTRACT works.  
Also included in this category should be sampled photographic/digital images that are heavily manipulated or compiled/collaged to create an original image, and "electronic mixed media."

4. **Entry form** MUST be completed by a parent/guardian via the link below:  
(Scroll to the bottom of the website to complete and follow the prompts)

<http://www.ozkids.com.au/gallery.php>

Once the entry form has been completed and submitted online, please attach a printed copy with you artwork when you hand deliver to the Art Department.  
(OR email the completed entry form if unable to print: [Amanda.william@reddamhouse.com.au](mailto:Amanda.william@reddamhouse.com.au))

5. Entries close **MONDAY 13<sup>th</sup> SEPTEMBER** 2021.

Top entrants in years 3-6 will earn points towards their Reddam Cultural Colours.

If you have any questions, please contact the Primary Art Department.

Good Luck!



**2021 LITTLE THINGS ART PRIZE**  
SAINT CLOCHE GALLERY, PADDINGTON SYDNEY



The Art Department welcomes students from Years K-6 to enter the Little Things Art Prize.

Artists are invited to submit creative expressions of the 'Little Things' that make you feel happy and grateful.

You may be inspired by nature, your family and friends, emotions, your favourite instrument.

**PROCESS:**

1) Participants may enter **one** of the following two categories:

**WALL WORKS:**

Square entries must measure **no bigger than 25 x 25cm** (this includes framing). Mediums accepted include painting, illustration, photography, collage, printmaking and textile. Your work may be smaller, however it **MUST be square**.

**OR**

**CERAMICS:**

Ceramic entries **must not exceed 8cm** in any direction. Ceramic works must be able to be displayed on a flat horizontal surface. (Contact Amanda William if you need further information about this).

2) ALL artworks **MUST** be original.

3) Please send an email to [amanda.william@reddamhouse.com.au](mailto:amanda.william@reddamhouse.com.au) with the following details:

- Full Name
- Class
- Name of Artwork
- Artist Statement (maximum of 25 words)
- Optional: If you would like to sell your work at the exhibition, please state the sale price. Please also note that a commission of 50% of the sale will be given to the student from the gallery if purchased.

4) Hand in your **artwork** to the Primary Art Department by: **Wednesday 1<sup>st</sup> September 2021**

The top 5 entries will earn points towards their Reddam Cultural Colours!

If you have any questions please ask the Art Department.

Good luck!



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Samaritans

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Together we change lives.

PENS *Against* POVERTY

# TIME FOR CHANGE

anti-poverty week  
act on poverty

For more information visit [www.pensagainstpoverty.org](http://www.pensagainstpoverty.org)  
**WRITING  
COMPETITION  
FOR SCHOOL  
STUDENTS**

Calling all young writers! Write an original POEM or STORY (no more than 500 words) based on the theme, 'Time for Change'.

**PENS** *Against* **POVERTY** 

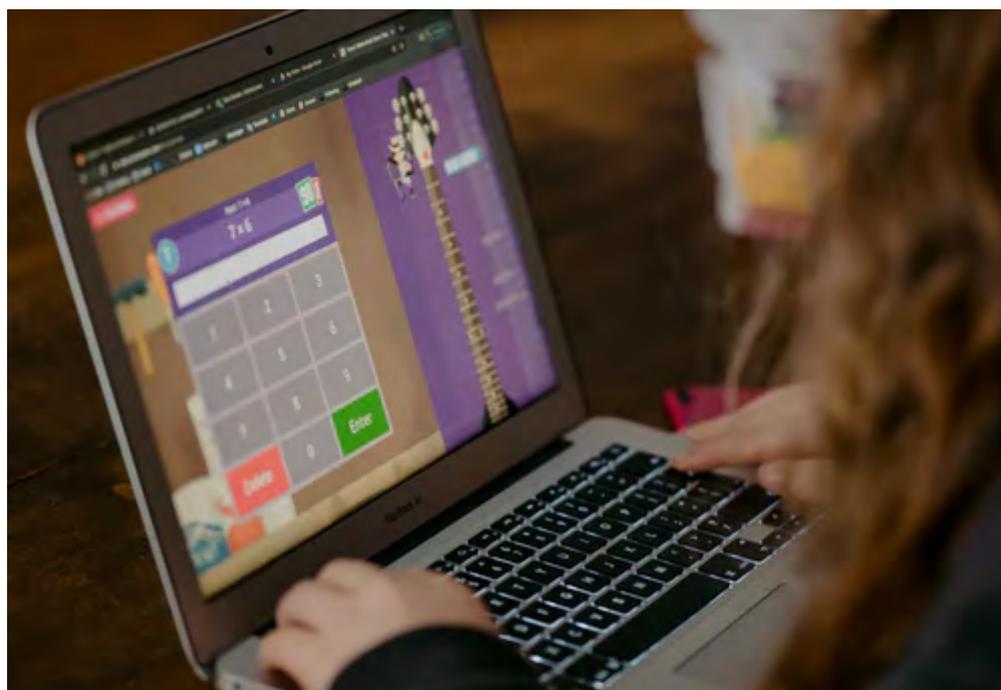
For more information visit:  
[www.pensagainstopoverty.org](http://www.pensagainstopoverty.org)



- › Entries close **Friday 3 September 2021.**
- › Competition for all Australian students in **grades 3-10.**
- › A **WINNER** and **HIGHLY COMMENDED** will be chosen from each of **SIX** age categories.
- › Entries judged by author Jackie French and other award winning authors.
- › Major prizes for award recipients, as well as school prizes!
- › Awards ceremony to be held during **Anti-Poverty Week 17-23 October 2021.**



# Protecting Your Family Online



Sydneysiders have been working remotely from home since early June and it is timely that we review or put in place the safety measures needed to protect you and your children while online.

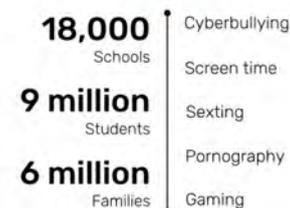
**Reddam House** has partnered with **Family Zone** to provide our families with exceptional protection and filters to keep students safe on the Internet. But the filters are only part of the safety equation. Cyber experts focus on the ‘when’ children get exposed to questionable material not ‘if’ and for this reason it is ideal that families speak about issues and are well prepared for any adverse exposure or nefarious activities which might be undertaken on the Internet.

From accidental search terms to in-game content, parents are encouraged to be more engaged in what is actually happening on their children’s devices.

If you feel like you could be doing more and don’t know where to start, this simple [online quiz](#) will assist in alerting you to some of the issues you may be taking for granted or might have overlooked. A bit of time spent here could save a lot of time and heartache later and will promote your cyber peace of mind. [TAKE THE QUIZ](#)

Our [CyberSafetyHub](#) has guides for all areas of concern while being in cyberspace; from App specific issues to bullying to managing your sensitive information, this is a resource that is bound to help a lot of families.

To [find out more](#) about Family Zone and get started with protecting your family go to the [Reddam House Cyber Safety Hub](#)





**REDDAM**  
— HOUSE —

Calendar 2021		
<b>Term 1</b>	Tuesday 26 <sup>th</sup> January <b>Wednesday 27<sup>th</sup> January</b>  <b>Thursday 28<sup>th</sup> January</b> Thursday 1 <sup>st</sup> April	Australia Day Public Holiday Year 7 Orientation & Testing Day Staff Development Day <b>Term 1 Students K - 12</b> Term 1 Ends
<b>Term 2</b>	Monday 26 <sup>th</sup> April <b>Tuesday 27<sup>th</sup> April</b> Monday 14 <sup>th</sup> June Friday 25 <sup>th</sup> June	Staff Development Day <b>Term 2 Students K - 12</b> School Closed - Queen's Birthday Term 2 Ends
<b>Term 3</b>	Monday 19 <sup>th</sup> July <b>Tuesday 20<sup>th</sup> July</b> Friday 24 <sup>th</sup> Sept	Staff Development Day <b>Term 3 Students K - 12</b> Term 3 Ends
<b>Term 4</b>	Tuesday 12 <sup>th</sup> October <b>Wednesday 13<sup>th</sup> October</b> Wednesday 8 <sup>th</sup> December Friday 10 <sup>th</sup> December	Staff Development Day <b>Term 4 Students K - 12</b> Term 4 Ends Teachers' Last Day

- Good Friday & Easter Monday: 2<sup>nd</sup> April & 5<sup>th</sup> April (Term 1 School Holidays)
- Anzac Day: 25<sup>th</sup> April (no replacement holiday as it falls on a weekend)
- Rosh Hashanah: 6<sup>th</sup> - 8<sup>th</sup> Sept (within Term 3)
- Yom Kippur: 15<sup>th</sup> - 16<sup>th</sup> Sept (within Term 3)
- October Long weekend: 4<sup>th</sup> October (Term 3 School Holidays)