



# Primary @ Reddam

REDDAM  
HOUSE

## IN THIS ISSUE:

- News from the Classrooms
- Online and Remote Learning
- Birthdays

Dear Parents and Caregivers,

One of the unexpected benefits which has emerged from this time of restricted access to school for all has been the wider audience of parents and caregivers who have been exposed to our weekly assemblies. The students and teachers always enjoy honouring each other and finding out what others have been up to, but now our parents are also able to experience something of that positive energy.

As I watch the various contributions each week, I am constantly struck by the enormous enthusiasm and optimism which our students (and teachers!) bring to the school. Far from being weighed down by the obvious restrictions and difficulties of this time, they have chosen to be positive and to fill each day with enjoyment amidst the learning of new content.

A wonderful quote which captures something of what it is to be resilient and adaptable, no matter the circumstances, says this: 'The human capacity for burden is like bamboo – far more flexible than you'd ever believe at first glance.' This perfectly captures how our students, teachers and parents have tackled the past few months and why all in the Reddam House community should be so proud of everything which has been achieved.

This past week, the preliminary NAPLAN results were published. While the final, more comprehensive, results will only be released later in the year, undoubtedly the most pleasing aspect of the preliminary results is how well students across the country have done, despite the pandemic. These tests were the first to be written since the pandemic hit, so educationists were keen to see what impact it had had on students.

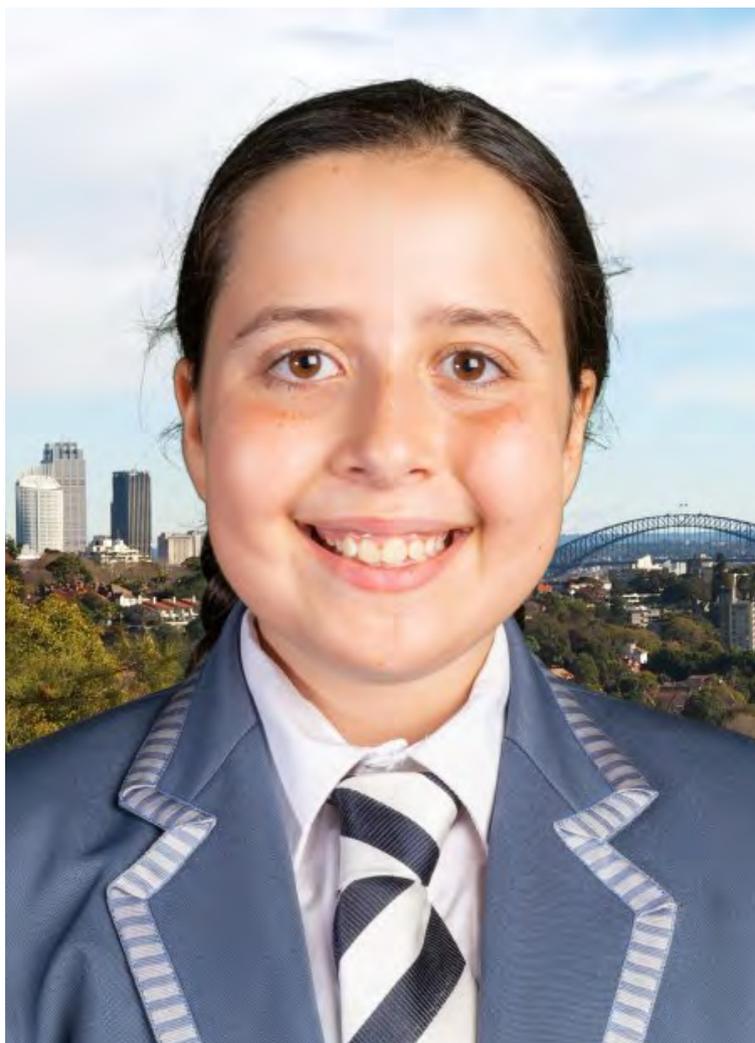
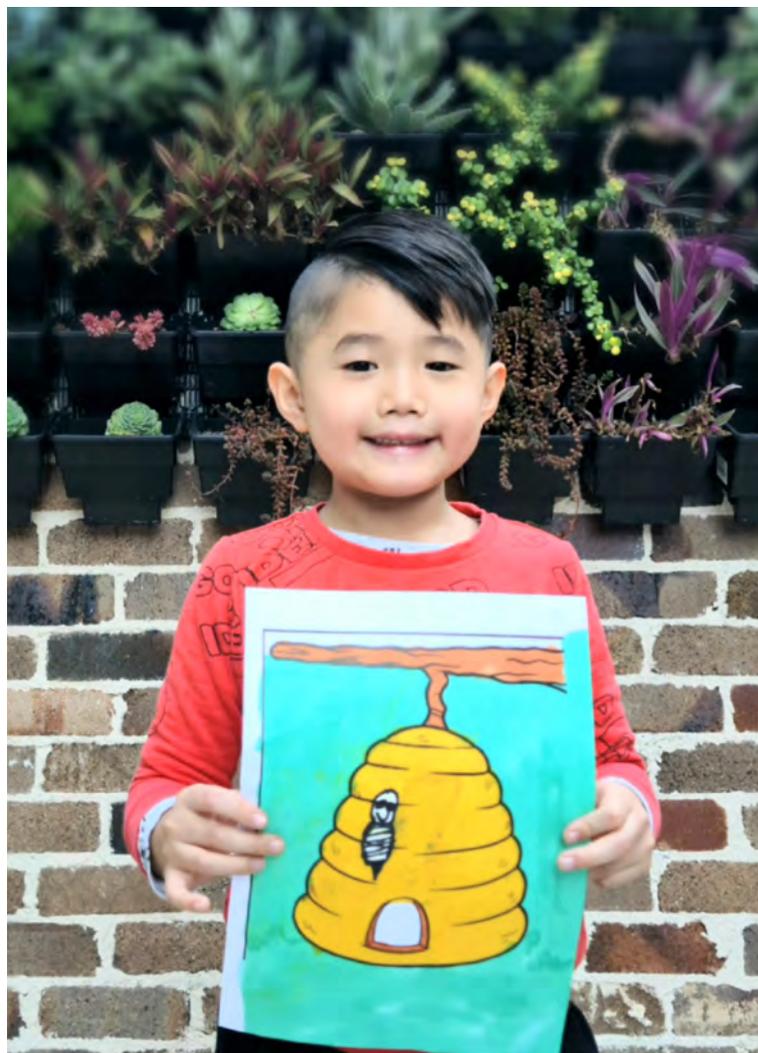
Although the NAPLAN tests focus on literacy and numeracy, they are a useful indicator of how students have coped with the challenges of the recent past – and as such it is heartening to note

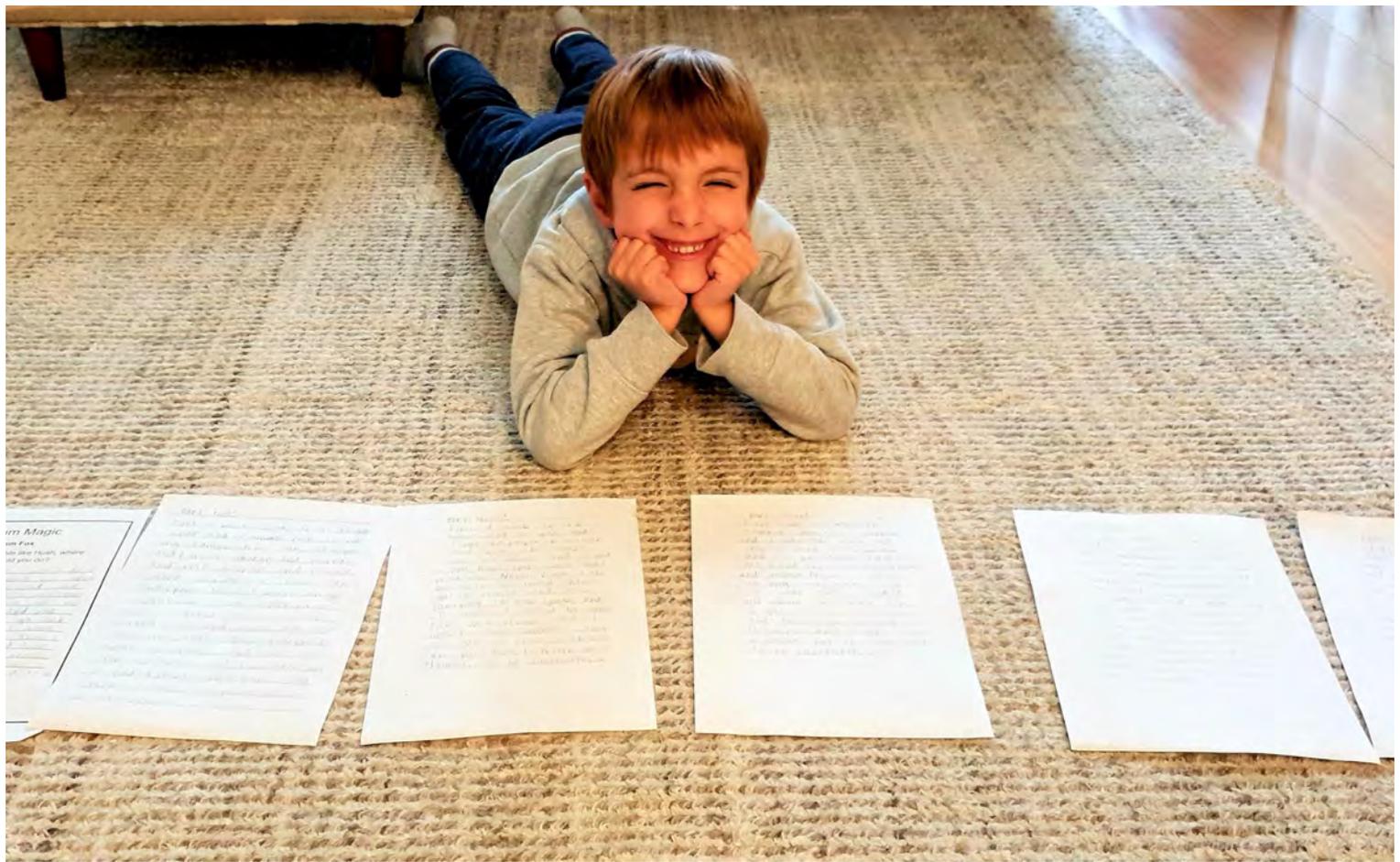


how well they have done despite the disruptions. It is certainly true that important life-skills have been learned which would not have happened were it not for the experiences we have all lived through over the past year and a half.

We look forward to receiving the more detailed results from the NAPLAN tests later in the year, but for now the teachers are excited to keep engaging with the students, whether online or in class, and to presenting lessons which are interesting and thought-provoking. We can't wait to see the work students produce in the coming week – and we commend them once again for all they have already done this term!

**Ruby Levitt's** beautiful art has once again been recognised for its excellence, this time by **B'nai Brith**, who have asked her to create their **official Rosh Hashanah card** for 2021. The cards will be sent out nationally and internationally by them, and as such it is a very special honour which has been given to Ruby. Well done, Ruby!

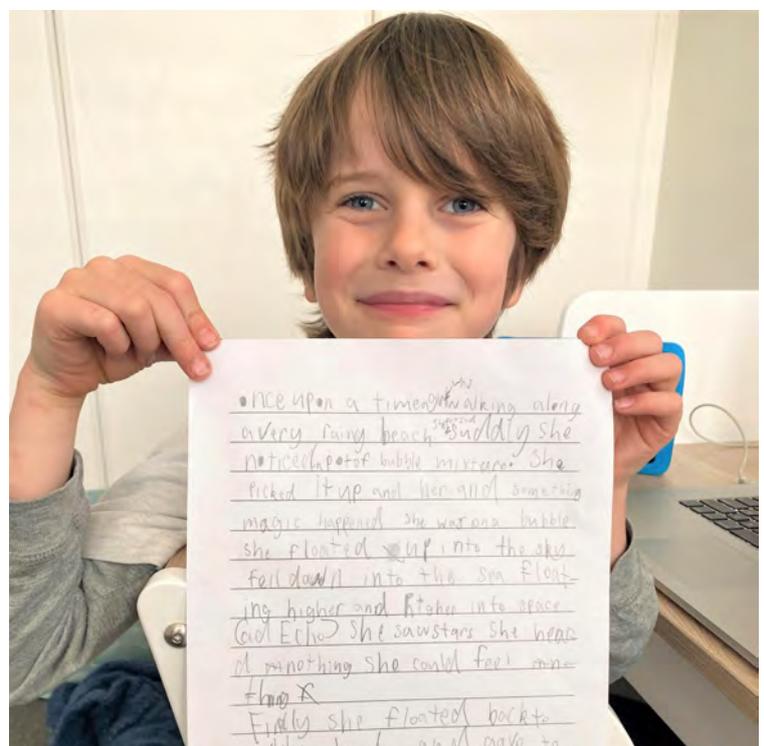
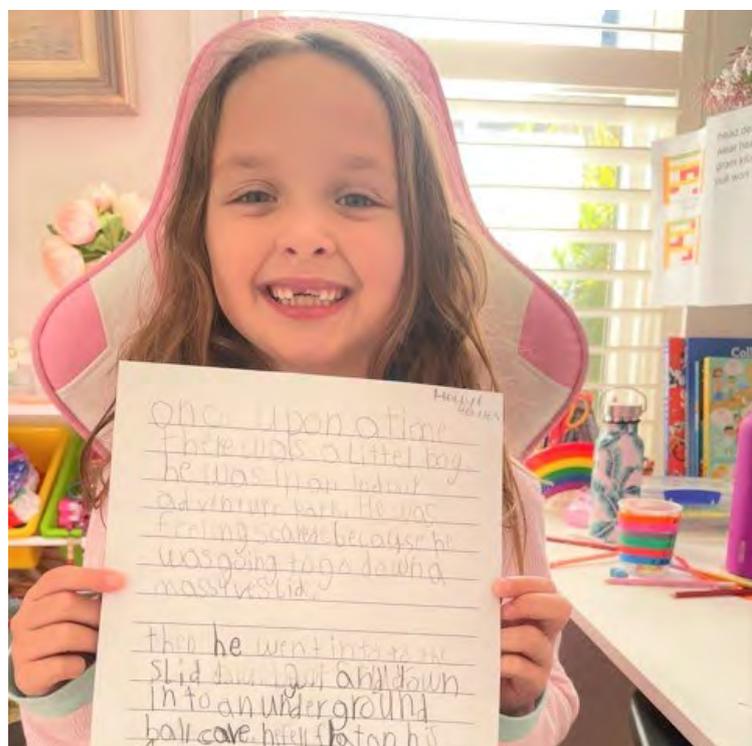




Enjoy this first weekend of spring. We also hope that all the dads and special men in the children's lives are given special treatment on Sunday, and that it will be a Father's Day to remember.

I would also like to wish all our Jewish families a very happy and healthy New Year and well over the Fast.

**Dee Pitcairn**  
Principal



# Happy Birthday



## Reddam House

Would like to wish a very happy birthday to

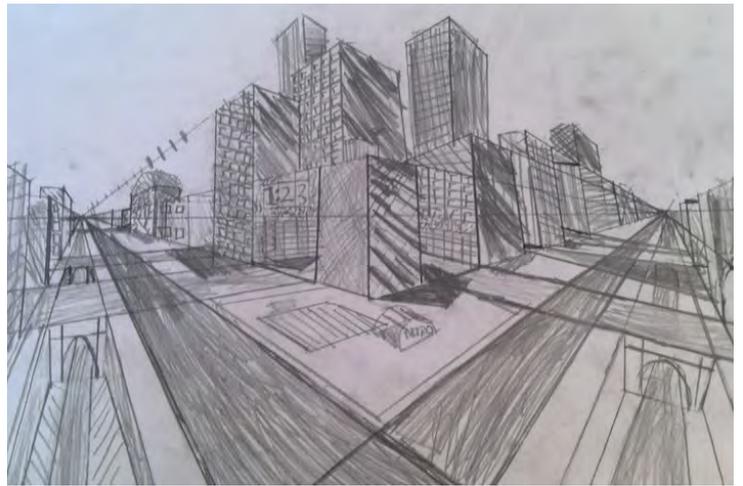
**Elvin Ni, Max Fang, Ayden Mtanios, Anne-Marie Saul & Haobo Gao**

Who celebrated their special day this week

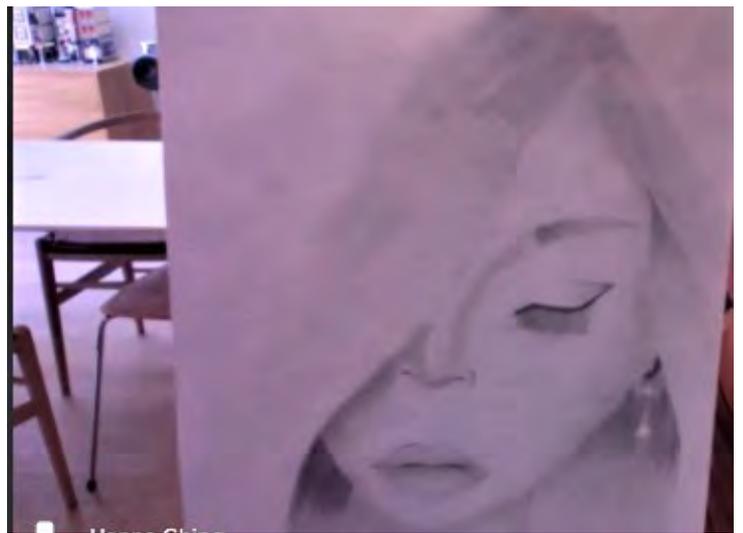
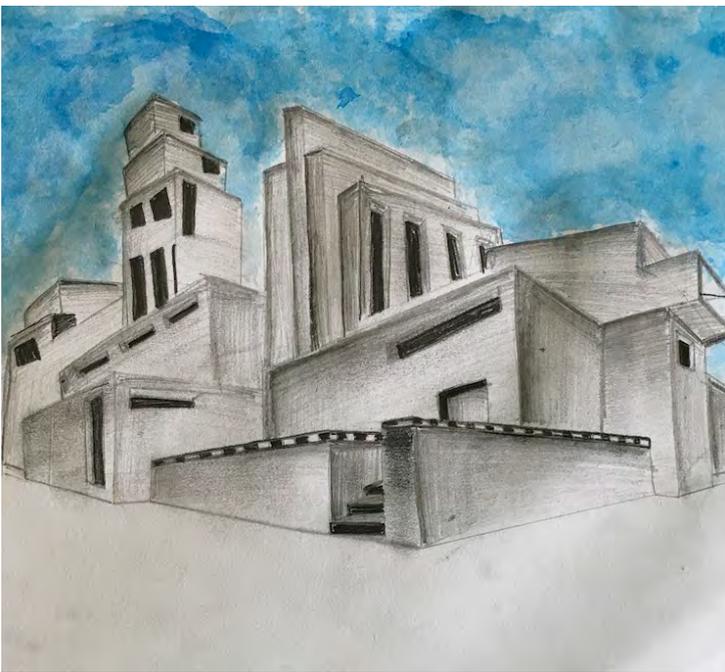
## ART GALLERY



# ART GALLERY



Tasha Rogoff



## BOOK RECOMMENDATIONS

**K-2 YOUR BIRTHDAY WAS THE BEST! by Maggie Hutchings**

**Your birthday was the best!** is the story of an unlikely and one-sided friendship.

The narrator of this story is a joyful cockroach who is having the best time ever! at a young boy's party. There are games, there's food, there's birthday cake... it seems the perfect day. The birthday boy however does not share the roach's pleasure at having an insect as a special guest. And when the cockroach takes a quick nap on the cake and baby sister tries to eat it, things take a potential turn for the worse. Dad brings out the vacuum, our roach friend is sucked up...Is this the end??

This tale about a misguided roach (the tenacious birthday guest nobody wanted) is sure to be a favourite with the under 7 crowd. A funny story about always seeing the positives in any situation.

**3-4 THE ILLUSTRATED ENCYCLOPAEDIA OF DANGEROUS ANIMALS by Sami Bayly**

Sami Bayly who brought us the award-winning **Illustrated Encyclopaedia of Ugly Animals** is back with another illustrated encyclopaedia; this time all about '**Dangerous Animals**'.

In this volume, Sami describes sixty different dangerous animals, with a special introduction that sets the tone for reading. These are animals that are often misunderstood, and they are fascinating creatures in their own right. I appreciate this open attitude and focus that the author has chosen in both her books; towards and understanding of animals that we otherwise perhaps fear or object. An important message for children in today's world more generally.

I highly recommend this informational book for readers 8+.

**5-6 THE BOOK OF CHANCE by Sue Whiting**

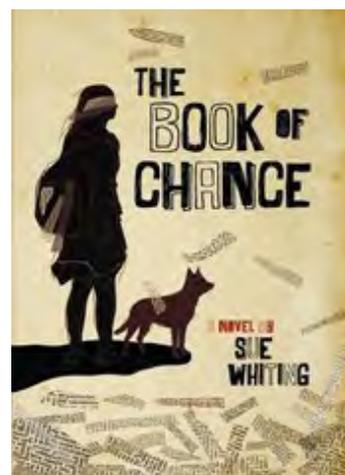
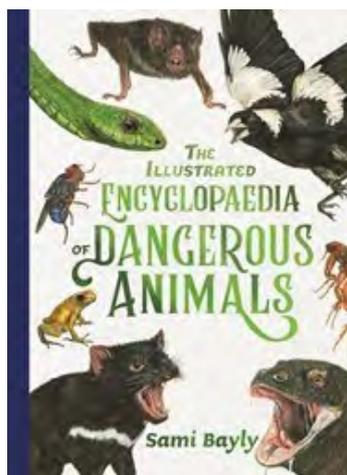
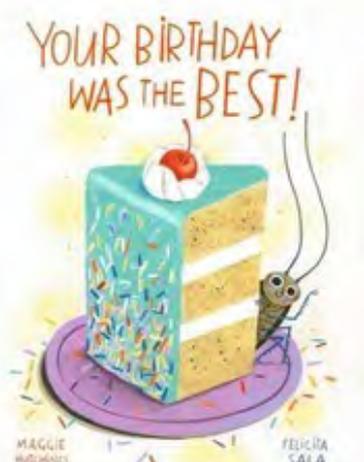
**Chance** is in year 7 and things she has it all – a loving mother, her dog Tiges, a best friend and almost sister next door. But when a reality TV team makes over the house, she discovers newspaper cuttings from the past that cause her to question the world as she knows it and everyone in it.

Then she finds herself caught between two realities, identities and worlds. Face to face with the truth, **Chance** has a very difficult decision to make, which almost splits her in two.

This powerful story explores what is true and what is fake in today's world. And while **Chance** is all about the truth, she wonders whether "Maybe being truthful was really just a big lie".

The author has created a very relatable character in **Chance**. Her relationships with friends and family and her beloved dog, Tiges, feel genuine and heartfelt. Readers will have no trouble empathising with her and her world, her school environment and classroom banter.

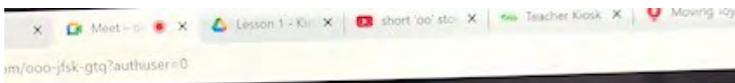
I highly recommend this novel to readers aged 11+.



# KINDERGARTEN

We learnt all about time in Maths this week and even made our own clocks. We learnt about the different features of analogue clocks and had a go at making different times such as school time, lunch time and end of the day. Time flies when you're having fun!

In English, we put our writing skills to the test as we used adjectives to describe our dads and special men in our lives. We then shared our wonderful writing in a handmade card using lots of bright colours and textures. We are sure they will go down a treat on the weekend!

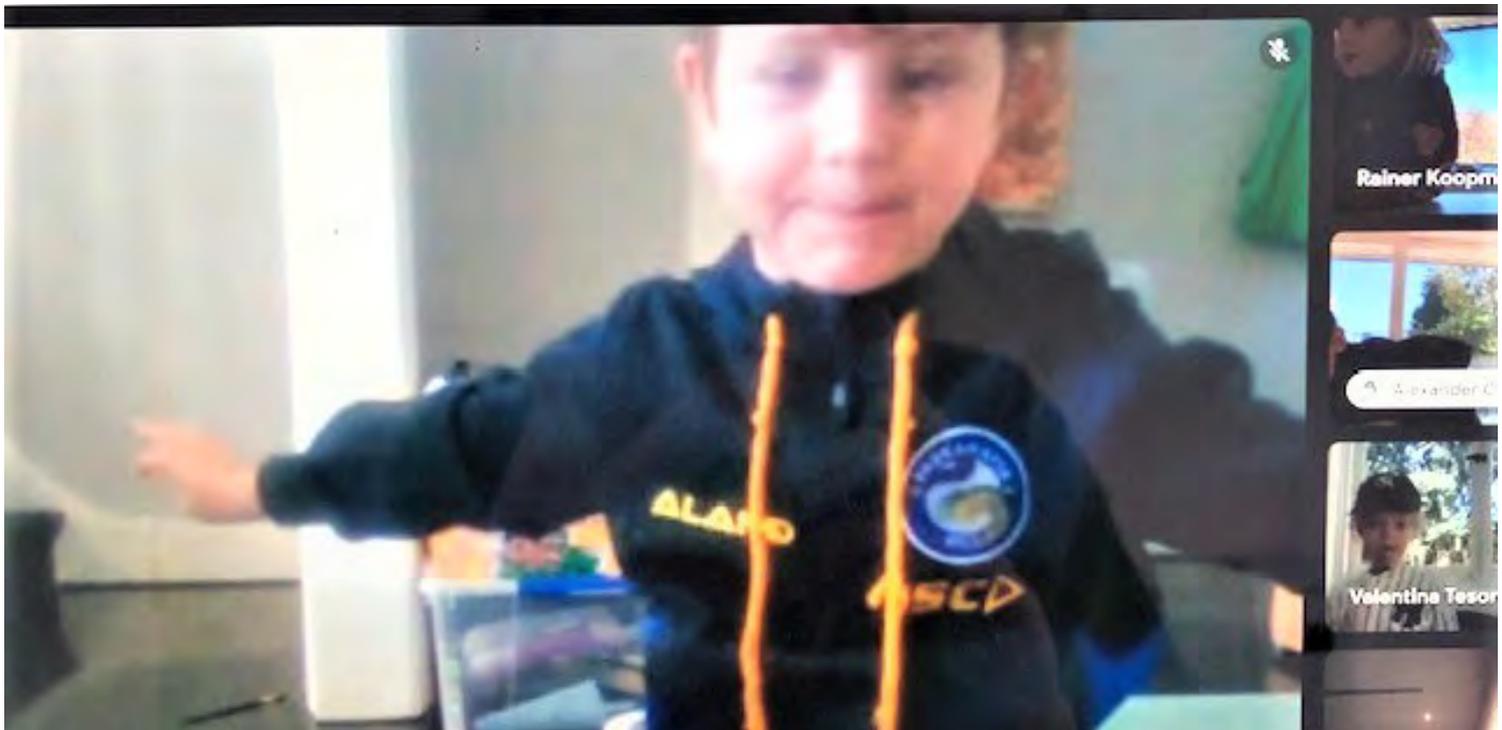
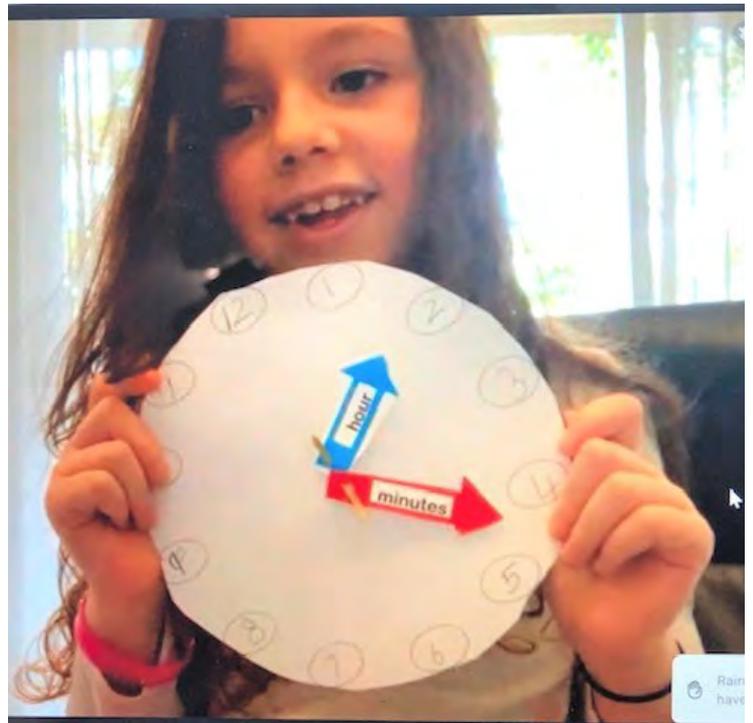


# KINDERGARTEN

Forces and motion was our topic this week in Science as we got to look closer at our own toys, in particular a toy car. We explored how different surfaces create resistance to an object. We got to test our toy cars on carpet, wooden floors, tiles, and even couches to see how far and how fast they could go.

We have begun our unit on 'Healthy Habits' in Personal Development and Health lessons. We have started exploring different foods we like and the types of food that can help us grow healthy and strong.

We had so much fun dressing up in our favourite team jerseys on Tuesday, there was lots of passion as we each talked about our teams and why we support them!



This week in Year 1 the children have continued to look at the author Mem Fox and study the wonderful tale of 'Possum Magic'. In the story invisibility takes place. We asked the children what would they do if they could be invisible.

The responses were fantastic! We had children swimming with sharks, riding on the backs of birds and hanging out with mermaids. Just a few lollies were sneaked on our invisible adventures too!

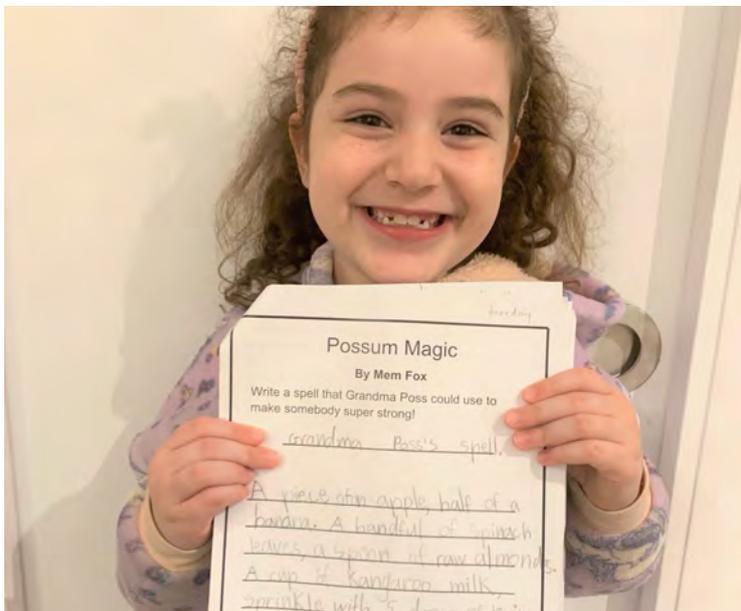


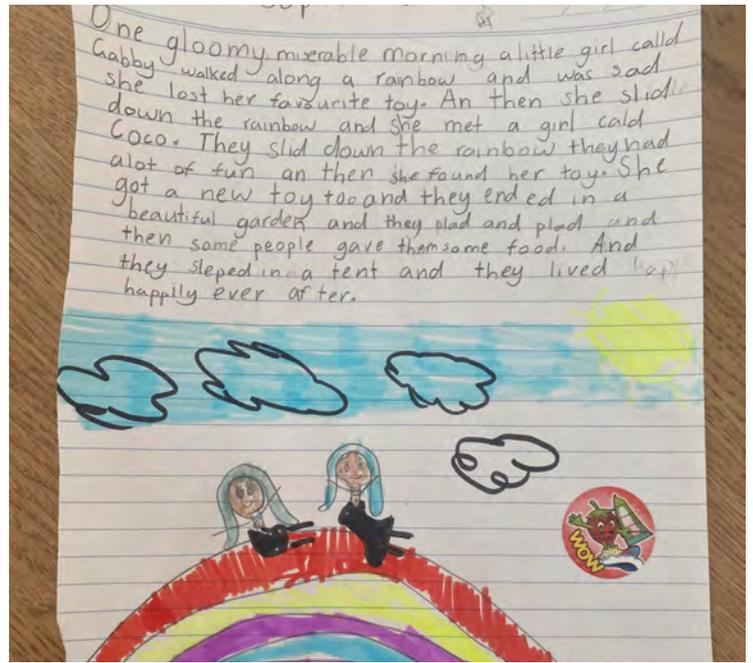
Narrative work involved the study of the story structure of 'Adventures are the Pits', a fun animation in which a trip to the adventure play area is not all it seems. The children have become at ease with the structure of narratives and were able to identify the key parts of the story journey in order to rewrite their own. We can see developing independence and creative expression blossoming. Well done!

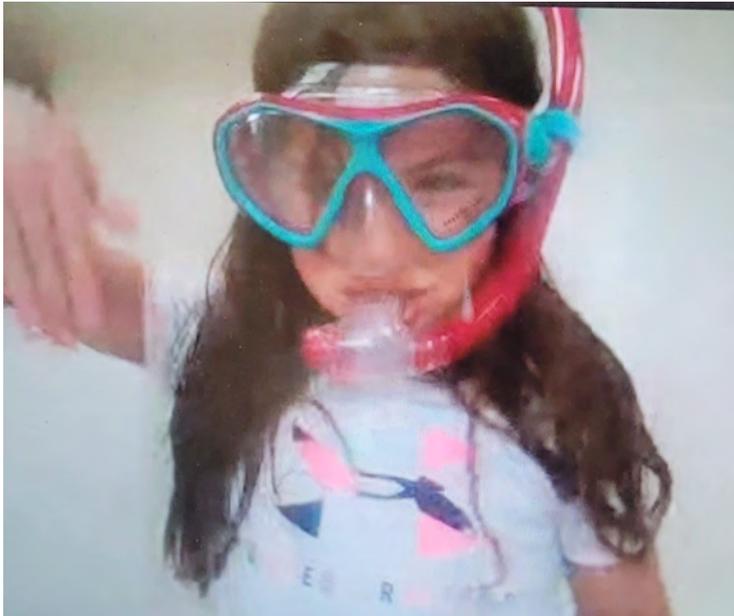
Mathematics has been all about money, so of course we had to set up our own shops! Children created pet stores, food shops, toy shops and all the family were invited to buy, buy, buy! As the shop keepers, the children needed to tally up the totals of course. All that skip counting made it a breeze.

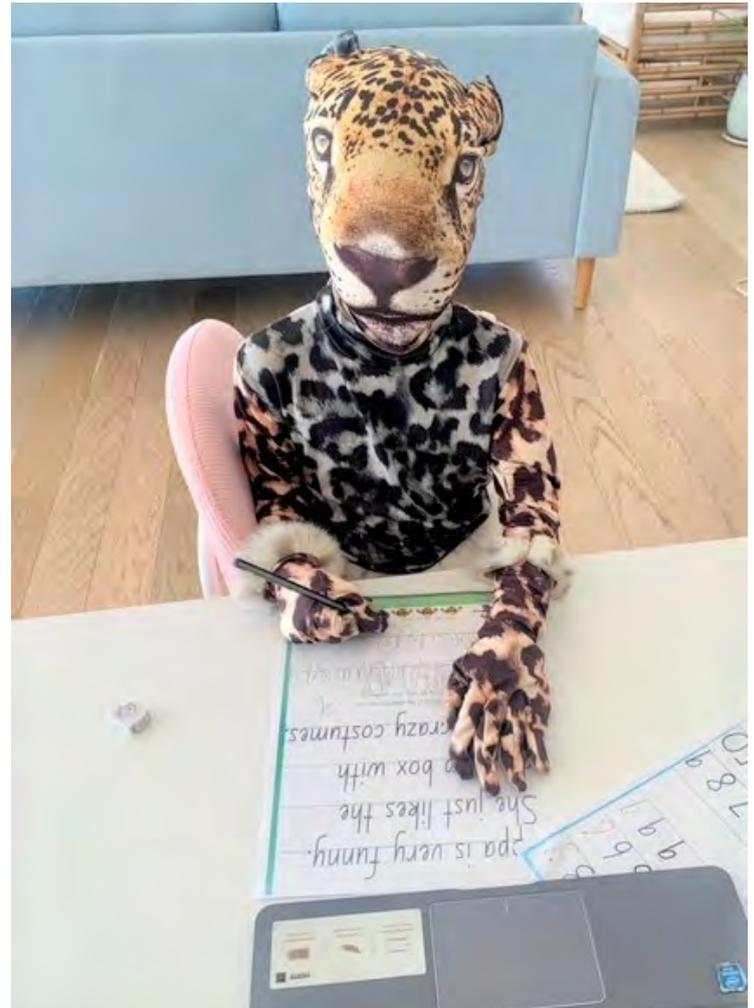
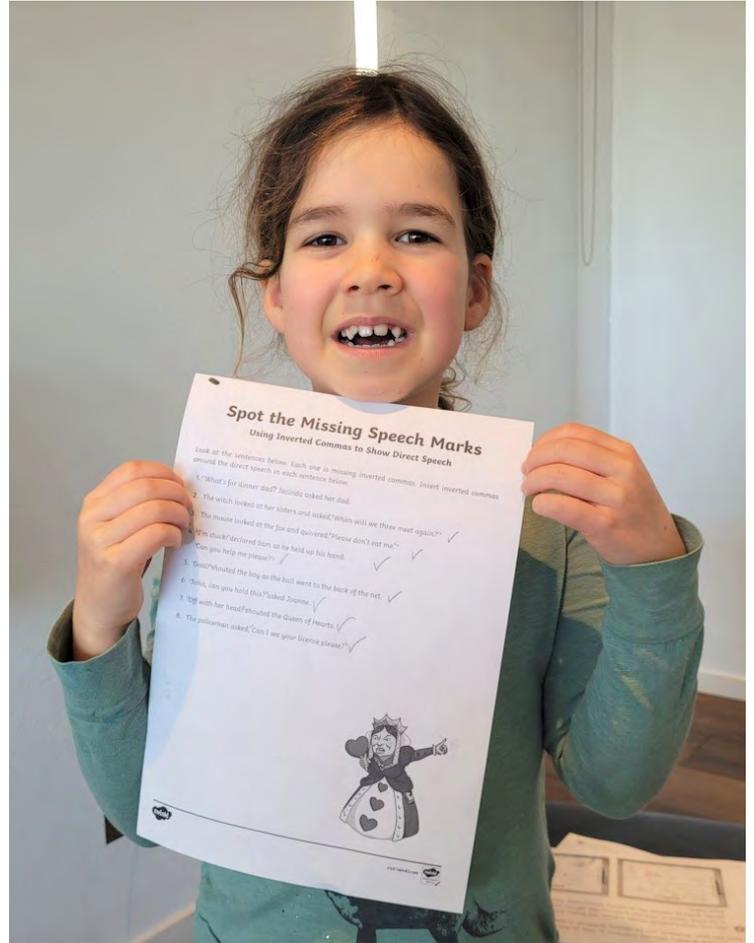
Science buzzed us into a hive of excitement as we learned about the body parts of bees. Did you know that bees have transparent pollen baskets on their hind legs? See if you can spot them next time you see a bee. We got crafty of course and made our own beautiful bees. A good thing of course because we need our bees for pollination, so the more the better!

History led us on a historical journey to Vaucluse House where we gleaned information about days gone by. We studied artefacts to deduce what transport was like, and how the Wentworth children played, ate and got by without electricity in the kitchen!







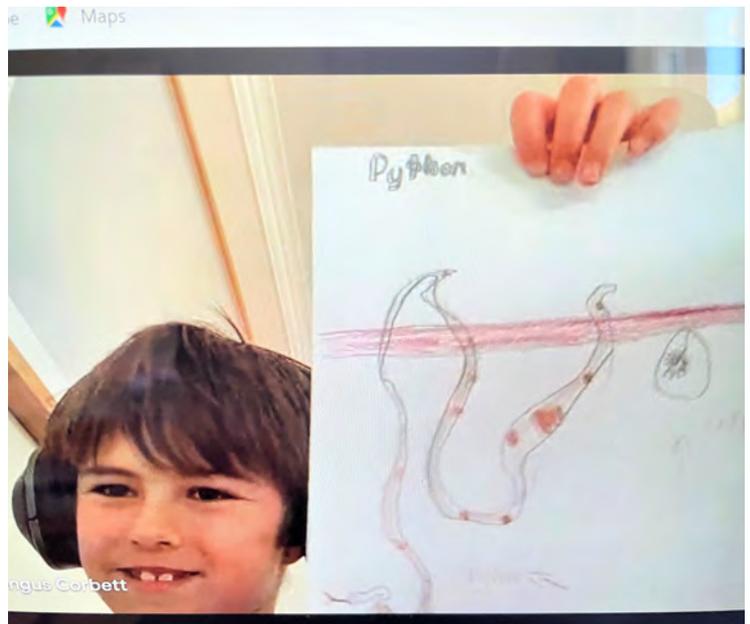
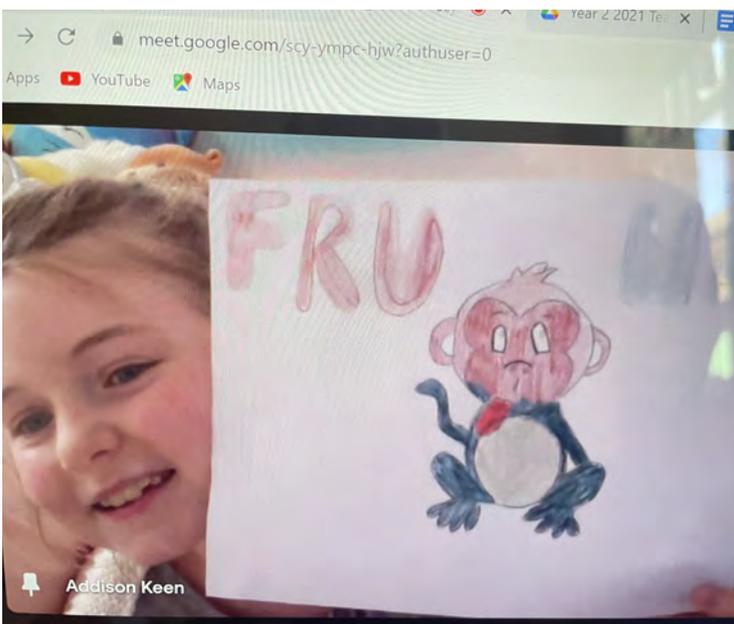


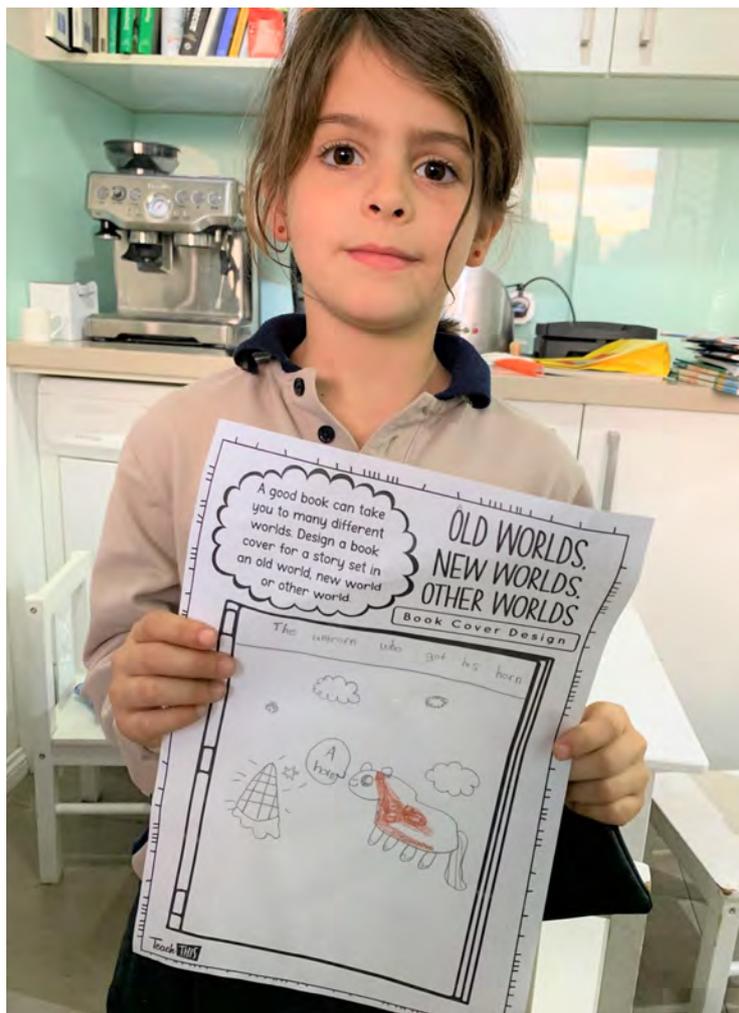
## YEAR 2

The Year 2 students had another awesome week online. This week they delivered their Show and Tell presentations. Making cross-curricular links with our Geography topic on Rainforests, the task was to 'Invent an animal that lives in a Rainforest'. The Year 2 students came up with some extremely creative animals and their online presentation skills were most impressive. Have a look at the photos of the 2D students with their animals. Addison Keen created the 'Frunkey' which was half frog half monkey. Avi Hutensky came up with the 'Dovey' which could adapt in different temperatures and was of course half dove half puppy. Louis Hughes confidently presented on his invention, the 'Long-nosed Efferly'. Well done to all the Year 2 students who put in such a tremendous effort.

Of course, we also continued with the fun and camaraderie in Year 2. On Tuesday the students got to wear their favourite sporting jersey and probably the highlight of the week was our Space Jam dance-off that we had with an adult at home. If you would like to try this with an adult, you can find it here <https://www.gonoodle.com/videos/xX0oZY/space-jam-a-new-legacy-dance-off>.

The Year 2 teachers think that the children are the better dancers, but we did give them more time to practise. We look forward to seeing what Week 8 has in store for us.





This week in English, the Year 3 students have continued to hone their descriptive writing skills. They were given picture prompts of various settings and characters to base their descriptions on. The students used a sensory planning chart to map out their ideas and improved on their ever growing typing skills to write and edit their pieces.

Here are some examples of the students descriptive paragraphs:

**Felix Bootlis:** 'The Dragon'

The dragon was humungous. His shadow covered the entire mountain, making his prey cower in fear at his immaculate power. His red, bumpy scales reflected across the cold, unforgiving moonlight. They were as bright as the biggest lightbulb. The night sky had been stormy and windy for months and months. The dragon was a killing machine.

**Michael Rodov:** 'The Candlestick'

Slowly, the oozing wax dribbled down the white, moist candlestick as steadily as a sloth. He could see the burning flames and the glimmering, shiny chandelier above his thin, narrow head. Dark, dancing, dreadful shadows haunted the room as he shivered for his tiny, poor life.

**Eve Hutton:** 'The Theme Park'

Flapping, people's hair blew in the wind as they entered the theme park. The bright, hot sun's rays beamed onto their pale, soft skin. They were as shiny as gold. The nylon seat belt was strapped tightly around my brother's belly as he went up and down and all around on the rollercoaster. Suddenly, he went as white as a ghost and all of the colour drained from his face. The crazy bumper cars were crashing and the colourful teacups were spinning. Galloping, the horses on the carosel went cantering along with people on their backs. This couldn't be possible. It was like a dream.



## Andrea Yeo-Spanbrook: 'The Swamp'

I could feel the bumpy, rough tree roots under my cold, injured feet as I walked through the swamp. The wolves howled at the bright, shiny moon in the star-filled sky as the fog spread through the damp, moist forest. The scent of green, wet moss filled the air from the damaged oak trees and I could taste the fear in my racing heart. The sharp tree branches caught my rippled, muddy clothes. It was as cold as ice.

Congratulations Year 3 on your amazing efforts! Keep up the great work!



As Year 4 concluded Week 7, it was great to reflect on how far students have progressed in their writing. Using a range of figurative language, grammatical structures and powerful vocabulary; students were able to capture the moment Mr Tumnus met Lucy in the C.S.S.Lewis' novel – The Lion, The Witch and The Wardrobe. Have a read of these amazing excerpts and see if you can identify any of the literary devices which they have used.

**Eve Kalan:**

“Dear Diary,

Today was a miracle! You will never believe what I saw. I saw a Daughter of Eve in the flesh! I was walking through the crunchy, white snow holding my vibrant, yellow umbrella when I saw it. A Daughter of Eve wandering around unknowingly. I started to creep up behind her knowing exactly what to do. Kidnap.

‘What are you?’ The little girl had screamed. Petrified, I stood in shock. I could smell her fear (mine too). I could see curiosity flood her eyes. I could taste anxiety piling in my mouth. ‘Can I really do this?’ I had thought to myself. My voice crackling, I had invited her to come to my house....”

**Bally Naphthali:**

‘Dear Diary,

Earlier today, I was walking through the soft, powdered snow when I saw a young daughter of Eve standing by a lamppost. Slowly, I crept around the outskirts of the clearing trying not to be seen. CRACK! looked down at my feet and saw I had stepped on a stick. Quickly, she spun around and saw me as I started walking towards her....”

..... I should have trusted my instincts and listened to my body when it was screaming loudly. Kidnapping was wrong on every level and all of my body and soul knew it. Next time, I will listen more carefully.”

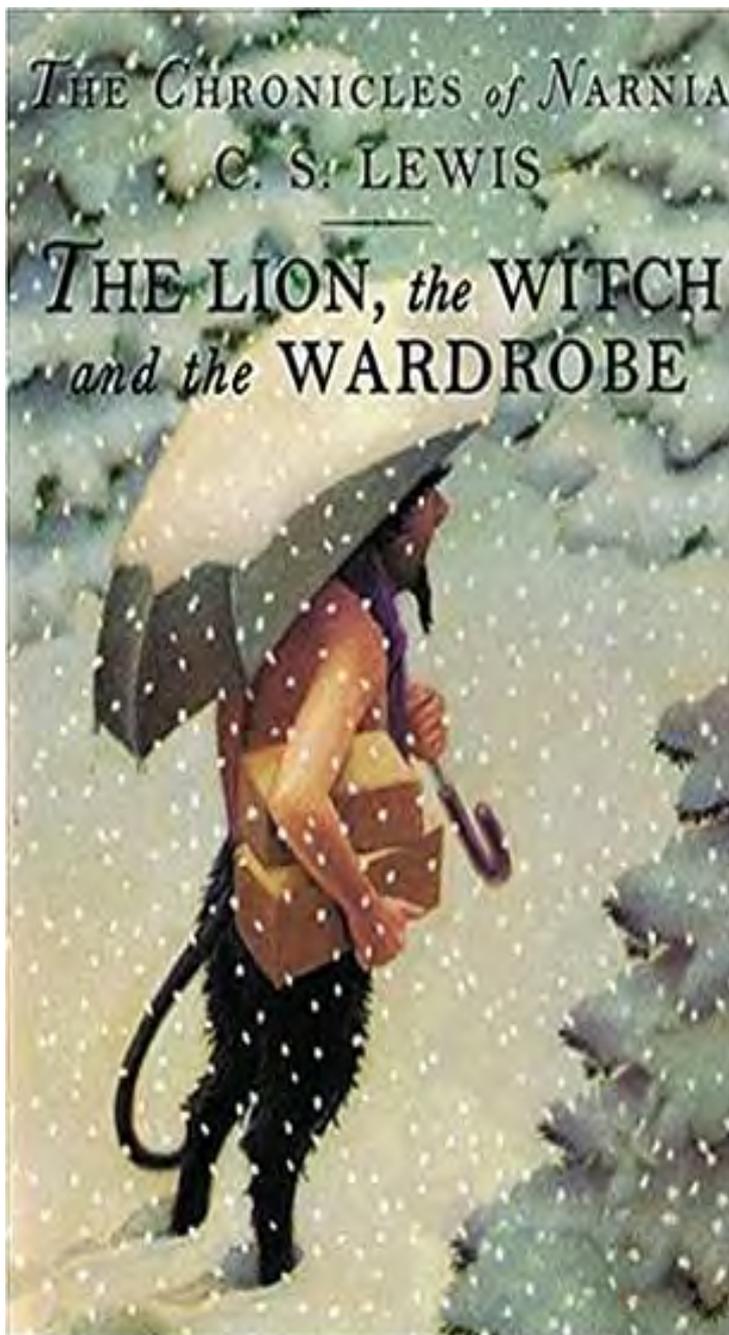
**Joshua Kruger:**

“I read her tales of ancient legends and battles. I had felt nervous my hands



were clammy and I was nervously twitching my tail. To cool my nerves, I ate some of the metal spoons, although I stopped because the daughter of Eve was rather surprised when I did so. Shakingly but clearly, I read out story after story, legend after legend. I read and talked until my throat was sore. "I don't understand how humans are dangerous" I had thought. The girl (whose name was Lucy) asked, "Who exactly is the White Witch?". I had meant to capture her at that moment, but I couldn't bring myself to do it. The whole story came gushing out of me. I explained how the White Witch had turned people to stone, the everlasting winter with no Christmas and her reign of terror. That is when she told me my mistake. I had felt like a child, how could I not have realised?

I rushed out of my little, crooked den. The trees leaned over us as though they wanted to help but couldn't, or were they spies for the White Witch? Who knows? you can't trust anyone now! The snow fell, each flake as delicate as glass. She went in through the Wardrobe and into the Spare room. I wondered whether I would ever see the daughter of Eve again"



# YEAR 5 & 6 SCIENCE

In Science this week year 5 and 6 students reviewed their cycle tests. Students were able to pinpoint where they lost marks, but more importantly they were able to see what they needed to do to gain full marks in the trickier questions. Answering exam style questions is a real skill and overall students did really well tackling the Science exam questions. This is still a skill we will work on in upcoming lessons. Year 5 also investigated magnetism this week and discovered the uses for magnets and how magnetic fields work. As for year 6 students they continued with their electricity topic and distinguished between conductors and insulators. Year 6 students are also able to explain why we have conductors and insulators and have identified a number of household products that would be considered to be a conductor and insulator.

**Lesson 10: Magnetism**

**Magnetism**

Magnet: A stone or piece of material that attracts some other things.

Attract: To pull towards each other.

Repel: To push away from each other.

Power: The area of a magnet.

Do the following magnets attract or repel each other?

Magnet	Attract or Repel	
S N	attract	S
N S	attract	N
S N	repel	N
N S	repel	S

Name 3 uses for magnets

**Results**

Pieces of cardboard used	Newtons recorded	Did the magnet pick up the weight
0	No reading	Yes
4	No reading	Yes
8	No reading	Yes
12	No reading	Yes
16	No reading	Yes
20	0.1	Yes

**Lesson 10: Magnetism**

remove a magnet from a metal retort stand base when varying layers of paper are placed between the two.

**Aim:** to investigate magnetic force

**Hypothesis:** I think Mr Sheldon's magnets and coin will be able to hold 10 pieces of paper because the magnetic force will not be able to keep the coin from hitting the floor.

**Variables**

**Independent:** amount of paper separating the magnets from the coin.

**Dependent:** Number of pieces of paper

## Year 5 English

This week in English, Year 5 worked hard on developing their skills in writing analytically about the novels we are studying - either Katherine Paterson's "Bridge to Terabithia", or Kate DiCamillo's "Magician's Elephant". We have been discussing and coming up with ideas about how these authors use figurative language to create strong characters in their narratives. Students have been learning the tricky art of constructing a fine "PETAL" paragraph for next week's writing assessment task. Well done Year 5!

## Year 6 English

In English this week, Year 6 have deepened their analytical writing skills in preparation for their writing assessment task next week on the novels we are studying - either Lois Lowry's "Number the Stars", or John Boyne's "Boy in the Striped Pyjamas". We have been discussing and coming up with ideas about how these authors use figurative language to show character development in their narratives. Students have been refining their skills in the tricky art of constructing a "PETAL" paragraph. Some students are also extending their skills into the more complex "PETATAL" structure. "You say potato, and I say potahto. You say PETAL, and I say PETATAL....." Well done Year 6!

### PETAL Paragraph Competition!!

You must write three PETAL paragraphs during this lesson. Work **on your own** - but you are trying to earn points for your **House**. Your work will be graded together as a group. The best group wins points for their House, and a credit for each team member.

- Write three PETAL paragraphs
- Use clear paragraphs, appropriate sentence structure and accurate punctuation and spelling.
- Use quotes from the text.

#### Paragraph structure (3 PARAGRAPHS)

**Point:** topic sentence, re-word the question

**Evidence:** direct quote from the text

**Technique:** simile/metaphor/adverb etc.

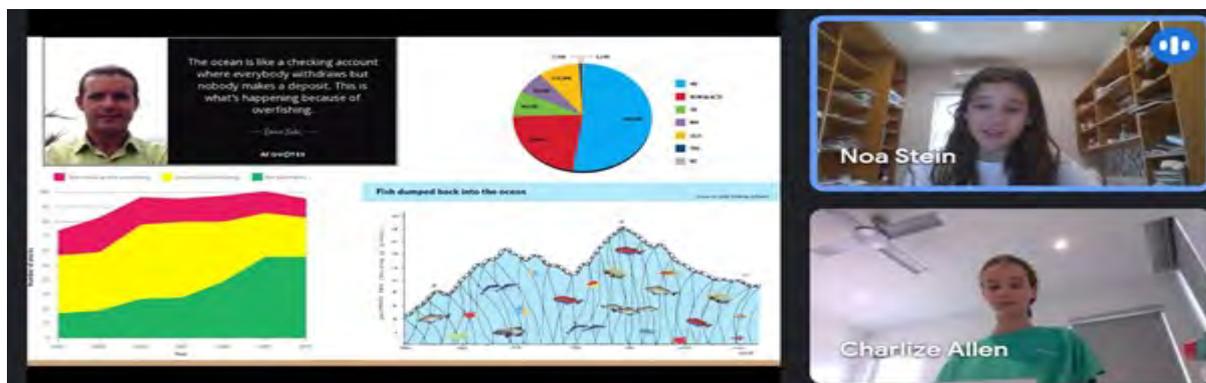
**Analysis:** explain what the technique does to the text

**Link:** link back to your point

**Link:** link back to your point and main question

## PUBLIC SPEAKING

This past week in public speaking, Year 5 students have been presenting well researched and entertaining speeches on the big environmental problems of our times. I am impressed with their engagement with and different responses to this important piece of work. Students have deeply engaged with challenging topics like ocean pollution, sustainability, climate change, energy and waste. Their speeches have been enlightening, frightening, encouraging, funny, and altogether wonderful. I'm so proud of you all.



## YEAR 5 & 6 MATHEMATICS

This week Year 5 and Year 6 students had a fantastic opportunity to consolidate their understanding and showcase their knowledge, skills, and application of fractions. Both year groups wrote a fraction assessment on exam.net and the results were pleasing and rewarding for teachers and students alike. Students were able to reflect on their understanding and set goals for future learning. While for the teachers, the assessments provided evidence of the success of student online learning and achievements against learning goals and standards.

Mathematicians were also exposed to a variety of “starters” at the beginning of lessons. Online lessons were spiced up and students were taken on a journey with the intention of engaging them and providing them with a range of puzzles, exercises, and creative ideas.

This week also saw the introduction of a new topic – data and graphing. Discussion was had on how data and graphs are branches of mathematics and are used frequently in everyday living. Students were exposed to a variety of different graphs, some more eye - catching than others, and some taking up less space than others, but all telling a story.

There was also a bit of razzle and dazzle and excitement in the Year 6 mathematics class with a surprise birthday bash planned for **Avey Segers** and **Joshau Li** by their peers. In a synchronized effort students turned on the same merry virtual background and much to the delight of the birthday boys, sang Reddam's special birthday song in attempted unison. This provided much comradery and displayed the wonderful spirit and relationships, that despite lockdown, have continued to be successfully garnered in the virtual classroom.



# MUSIC

It has been a really enjoyable week of online music lesson for the Reddam House music students. After completing their listening and dictation tests last week, the Year 6 students got to let their hair down in their lessons using either a virtual keyboard or their own musical instruments to start learning the song 'Jamaica Jazz'. It was wonderful to see these talented music students playing their instruments over google meet for one another. In year 4 the students had a speedy sightreading challenge, labelling the notes to the song 'Sailing on the Ocean'. The year 2 students have also been enjoying themselves by performing music from graphic notation on items that they have found around the house (found sounds). After performing from a given graphic score, the students had the chance to create their own compositions by drawing their own graphic score and using their 'found sound' instruments to perform them for one another. It has been a breath of fresh air to see such a lot of creativity throughout the Primary school in Music this week.

The screenshot shows a Google Meet interface. On the left, a PowerPoint slide titled 'JAMAICA JAZZ' displays musical notation on a staff. The notes are labeled with letters: C, E, G, G, E, F, D, F, D, C, E, G, G, E. There are also handwritten annotations: 'SPINE 3' and 'D.C. AL FINE'. At the bottom of the slide, there is a warning: 'Warning, don't share your entire screen or browser window. Share just a tab window instead.' and a 'Stop presenting' button. On the right, a grid of video feeds shows several students. Visible names include Sylvie Pasvolsky, Luca Juma-Ross, Ella Clarke-Smith, Linus Hofmann, Hugo Wise, Pierre Tibi, Tali Ereira, Tali Gor, and 'You'. A '15 others' icon is also present.

This screenshot is similar to the one above, showing the same 'JAMAICA JAZZ' slide. However, the musical notation includes instrument labels: 'SOPRANO XyLOPHONE' and 'SX'. The warning at the bottom reads: 'To avoid mirroring, don't share your entire screen or browser window. Share just a tab or a different window instead.' The 'Stop presenting' button is also visible. The video grid on the right shows a different set of students, with names like Sylvie Pasvolsky, Luca Juma-Ross, Ella Clarke-Smith, Linus Hofmann, Hugo Wise, Pierre Tibi, Tali Ereira, Tali Gor, and 'You'. A '14 others' icon is present.

## Music Performance

We are exceptionally proud of all our music students for continuing their work throughout this term. Most students are continuing with their individual tuition, with some finding even more time than usual to practise, which has been wonderful to hear. Students are also working towards video performances for **Studio Recitals**, which will take place on line and be shared in our school newsletters. We look forward to being able to share these performances with you so that we can celebrate students' hard work.

### Year 2 Orff Percussion

It has been wonderful to be able to continue the Year 2 Orff Ensemble even while learning online this term. Although we are not able to use instruments at the moment, it is fantastic that we can continue to meet once a week to keep the repertoire fresh and to ensure that we don't forget any of the words or melodies. It has also been a great opportunity to practice using hand signs and solfa which is an excellent way to develop our ears and improve our understanding of pitch. A special mention goes out to **Emma Radlovacki** whose commitment to the ensemble has been exceptional, having not missed a single online rehearsal!

### Year 5-6 Percussion

The Years 5-6 Percussion Ensemble has continued to soldier on and hone each student's individual skills. Despite all the challenges this season is throwing at us, all students have gathered together and developed their reading skills in preparation for our new works upon return to the classroom. Students have had lots of fun, and all students ought to be commended on their dedication.



## 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!



ac.care  
providing for life - for every people

ANGLICARE  
NSW SOUTH | NSW WEST | ACT

AnglicareTAS  
Choice, support and hope

St Bart's  
We're by your side.

Anglicare  
Victoria

AnglicareWA  
Helping people rise

Samaritans

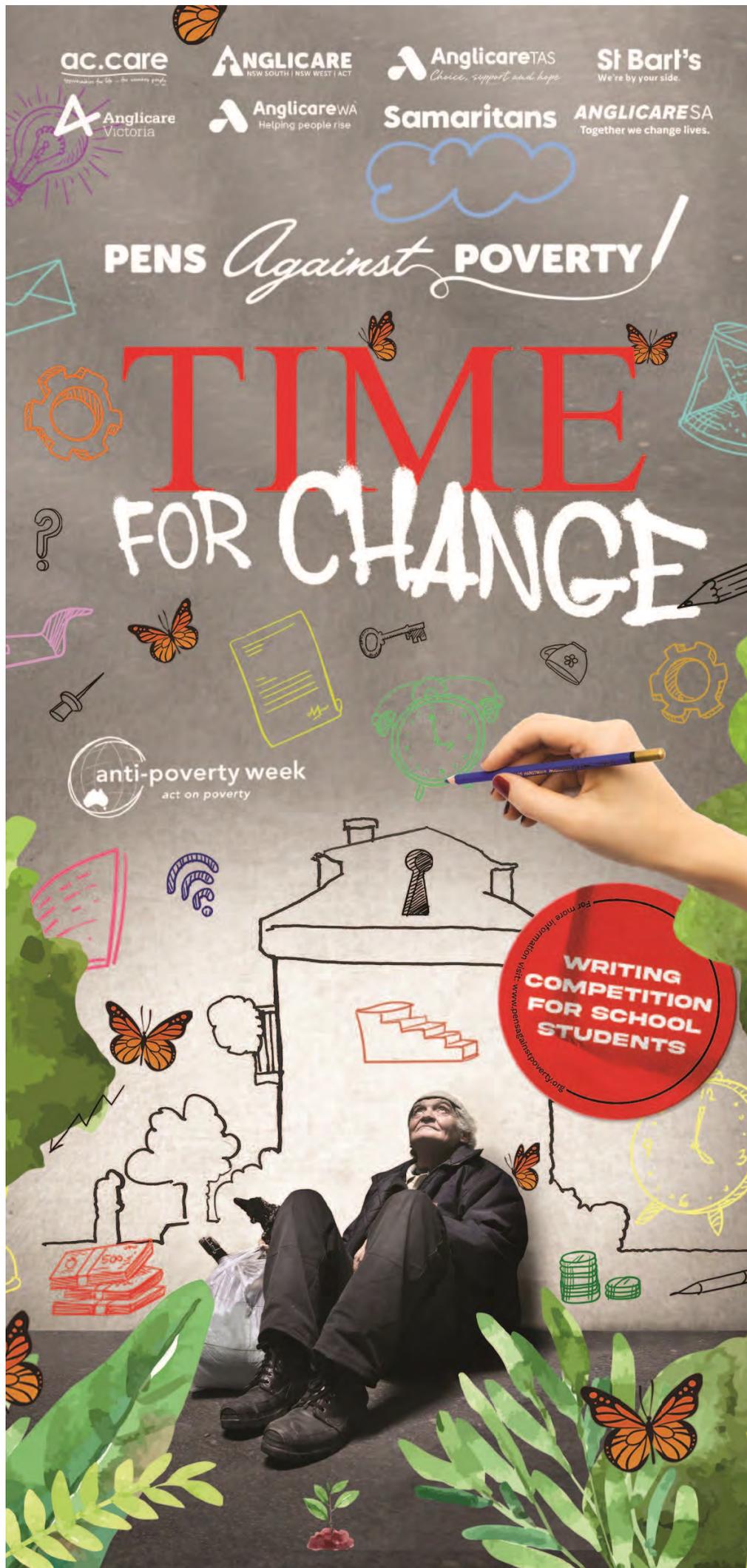
ANGLICARESA  
Together we change lives.

# 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.**





## **anxiety in your child**



Reddam House is proud to partner with Dr Justin Coulson to offer the following presentation for our families:

### **Anxiety in Your Child: A Seminar with Dr Justin Coulson**

**Wednesday 8 September 2021 | 7.30pm AEST**

Anxiety has become one of the leading causes of ill-health in our children. And it's also affecting more parents than ever before. The COVID-19 pandemic has exacerbated what was already an accelerating problem.

Can we stop anxiety? Where is it coming from? Are our kids bubble-wrapped snowflakes that just need to "toughen up" and get over it? Or is there an approach to our children's anxiety that can build them, encourage them, and give them hope?

This webinar will provide the answers every parent needs to help their children – and even to help themselves.

Over the course of a 90 minutes, Dr Justin Coulson will help you to:

- Recognise anxiety in your child and know how best to respond when anxiety flares up
- Become a supportive hope-giver to your child to empower him/her to be courageous in the face of anxious thoughts
- Uncover the research-based #1 strength your child can develop to combat anxiety and develop remarkable resilience.
- Identify how your own anxieties could be affecting your child, and know how to manage them
- Learn proven strategies to help both you and your child navigate and manage anxiety when things get stressful

Once you've participated in this webinar, you'll have strategies that you can put into practice on the spot to help curb anxiety, build confidence, and restore resilience in your child. And if you struggle with anxiety yourself, you'll be changed.

**Please click the following link to register:**

<https://happyfamiliesfamilyeducation.ac-page.com/reddam-house-anxiety-in-your-child>



## 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)