

# Willetton's Got Talent



Mio

## Area 8 Mission Statement

Supporting each other to discover, learn and grow more amazing in every way, every day.

What does your class Mission Statement mean to you?

To me, our class mission statement means that we should help each other, share ideas, help understand questions and just cheering people on. I think that being in Area 8 will just turn my weakness into some strengths.

What kinds of things would you hear, see and feel when Area 8 students follow the Class Mission Statement?

If I walked into Area 8, and if everyone was following our mission statement I would hear hellos and manners and I would see welcoming faces. It would feel great to be in Area 8 if everyone was following our class mission statement.

Lidia

## Area 8 Mission Statement

Supporting each other to discover, learn and grow more amazing in every way, every day.

What does your class Mission Statement mean to you?

it means to me is that what we make a outstanding class and how good we behave. Like being kinds supporting each other, never giving up, trying your BEST keep on trying no matter what. ✓

What kinds of things would you hear, see and feel when Area 8 students follow the Class Mission Statement?

I will hear kind words, synergizing people asking a good questions, I will see people helping each other, people working hard, they are treating everyone how they wanted to be treated, I will feel comfy, amazing and good. ✓

Emma

## Area 8 Mission Statement

Supporting each other to discover, learn and grow more amazing in every way, every day.

What does your class Mission Statement mean to you?

- Helping everyone to improve <sup>and</sup> learn in every term or condition.
- Learning to support each other in any subject, anytime and anywhere when its possible.
- Encourage people to just give it a go in any condition.

What kinds of things would you hear, see and feel when Area 8 students follow the Class Mission Statement?

I will see smiles <sup>and</sup> helpful encouragements. I will hear <sup>my</sup> teacher saying good praises and people humming merrily. I feel proud, wonderful, joyful, relaxed and comfortable.

Marcel 2/3/2021  
Area 8 Mission Statement

Supporting each other to discover, learn and grow more amazing in every way, every day.

What does your class Mission Statement mean to you?

My class mission statement means to me being kind to people and help everybody.

My class statement means to me to learn everyday so I get smarter all the time. My class mission statement means to me to say kind words. ✓

What kinds of things would you hear, see and feel when Area 8 students follow the Class Mission Statement?

You would hear kind words and people helping each other and asking are you ok? You would see people supporting each other and telling other people the answer and people being polite to every one!

Alice

## Area 8 Mission Statement

Supporting each other to discover, learn and grow more amazing in every way, every day.

What does your class Mission Statement mean to you?

Being kind and encouraging to everyone you see and to help when somebody don't know how to do things, respect with good manners. And to make sure everyone is on the right track. And to help others

What kinds of things would you hear, see and feel when Area 8 students follow the Class Mission Statement?

I can see people helping and encouraging each other. I can hear people having good manners and saying you can do it I trust in you.

Bailey

Area 8 Mission Statement

Supporting each other to discover, learn and grow more amazing in every way, every day.

What does your class Mission Statement mean to you?

It means to learn every thing the best you can every day and help each other and be amazing and get better at everything.

What kinds of things would you hear, see and feel when Area 8 students follow the Class Mission Statement?

I think I would hear manners kind words. I'd feel happy. I would see people working anxiously listening to the teacher and people sitting nicely.

## Area 8 Mission Statement

Supporting each other to discover, learn and grow more amazing in every way, every day.

What does your class Mission Statement mean to you?

It means to me that we all learn differently but as long as were always working on the same thing. It also means that you can help people learn as well to support and use manners Plus being kind, discovering how to solve learning issues. To Focus so you can grow your learning strength, growing our vocabulary by learning and discovering.

What kinds of things would you hear, see and feel when Area 8 students follow the Class Mission Statement?

Manners Kindness Respect Success Love  
perseverance HELPING! Hardworking  
Funny jokes apologizing excited trying best  
Greeting people Succeeding Crazy using all our  
skills Congratulating nice You be You progress  
following teacher's rules  
When ever she says to.



### Plenty of Pikelets Investigation

On March 3<sup>rd</sup> 2021 my class made pikelets and guess what, it was for a maths investigation. Did you know maths isn't just sums on a book or paper, maths can also be used for measurements when cooking. When Mr. Stockley announced that we were going to make pikelets and we get to eat them during recess and lunch, the class went wild. Every team had to cook thirty-two pikelets. We were quite nervous thinking about the number of pikelets that we have to make. We were split into groups of four and one team had five people. My team members were Martin, Clara and Eric.

We were told to bring cooking utensils such as a whisk, wooden spoon, sift, butter knife, spatula, table cloth, mixing bowl, plates and most importantly an apron. Some people also brought lemons, maple syrup and honey to put on the pikelet. Since we are only in year 4, we had some adult supervision which was from Ms. Francis and Mr. Stockley. We were supervised when we were using the stove and while mixing the batter.

For this recipe we had to adjust Grandma's pikelet recipe which was for eight people and make it for thirty-two people. We also had to measure the ingredients and work out what other ingredients and cooking utensils we needed.

The ingredients were split into two categories, dry ingredients and wet ingredients. The dry ingredients were self-raising flour and salt. The wet ingredients were eggs, full cream milk, cooking butter. We also had caster sugar which we used to sprinkle on top of the pikelets after it was cooked.

To make the pikelet batter, we whisk the wet ingredients which were the egg, milk and butter. We leave the combined wet ingredients aside and move on to the dry ingredient. In another bowl we combined the dry ingredient which were the self-raising flour and salt. Then, we gently whisked the wet ingredients into the dry ingredients to make the batter with an adult's supervision.

Once the batter is ready, we moved on to cooking the pikelets. When we were pouring the batter onto the pan, we made sure we only poured a small amount of batter onto the pan because pikelets are meant to be small. We also made sure to flip the pikelets when the batter starts to bubble and the bubbles started to pop. While we were cooking, the other classes were getting envious because the pikelets smelled and looked delicious. This distracted them from their classwork.

By Sharuna Ray  
Area 13 Yr 4 Mr. Stockley





When we finished cooking in the Cluster 3 wet area Mr. Stockley took our pikelets back to the class, so we could eat them at the table in front of the class. Unfortunately, lots of people got distracted from the delicious smelling pikelets.

I really enjoyed making and eating the pikelets. The pikelets tasted delicious with the Caster sugar sprinkled on top and very special since we made them ourselves. I hope we get to do this again sometime.



By Sharuna Ray  
Area 13 Yr4 Mr. Stockley

Sharuna you have  
provided a detailed  
report of your  
cooking experience.  
Well done!  
I'm very proud of  
you



Tear-out 1

# Investigation 3: Plenty of pikelets

## Pikelet Day

Sharuna Ray  
Area B Yr 4  
Mr. Stockley

The recipe I have is for  people.

I need a recipe for  people.

I must multiply all quantities by .

Ingredients	x <input type="text" value="4"/>	Equals recipe for <input type="text" value="32"/>
2 eggs	8 eggs	
60 g sugar	240g	
350 mL milk	1,400 mL	
250 g self-raising flour	1,000g	
1 large pinch salt	4	

Quantity required	Quantity to buy	Cost
<input type="text" value="8"/> eggs	12	\$5.95
<input type="text" value="240g"/> sugar	500g	\$1.30
<input type="text" value="1,400"/> milk	2L	\$3.69
<input type="text" value="1000"/> SR flour	1 kg	\$5.50
<input type="text" value="4"/> salt	100g	40c
Total cost		\$12.40



# iMaths 4 Investigation Plan

Student's name: Sharuna Area 13 Yr4 Mr Stockley Due date: \_\_\_\_\_

My group: Clara, Eric, Martin and me

Now that I have read through the Investigation, I am going to make a plan that should help me understand this Investigation.

**Name of Investigation:** Plenty Of Pikelets

I understand that this Investigation is asking me to:

adjust the recipe to be able to feed 29 people. We need to multiply the ingredients by a specific number. We have to add more ingredients and materials. ✓

Some parts of this Investigation sound a little bit difficult. I think I might get help from these people or places.

a teacher the internet parents special helper at school  
friends practice books a telephone interview other \_\_\_\_\_

I think these Topics are really important to this Investigation:

Topic	Why I need this Topic to complete this Investigation
Eg. Centimetres	So I can read the ruler to measure properly.
1 <u>Measuring Mass</u>	<u>So we know how to measure the ingredients.</u>
2 <u>Multiplication</u>	<u>So we know how to multiply the ingredients.</u>

I believe I will have no problems with:

measuring the mass of the ingredients.

I think I may need some help with:

cooking the pikelets eg: using the stove. ✓

I found two words from the list in step 1 that I need to understand.

Word	Meaning in this Investigation
Eg. Quantity	The amount of each ingredient for my cooking.
1 <u>economical</u>	<u>Careful not to waste money.</u>
2 <u>grease</u>	<u>Using butter/oil on the stove.</u> ✓

# Joel Lawlor Mr. Stockley Yr 4

## Pikelet Day Cooking

Vasi, Harrison, Ashleen and I had a Maths Investigation to do. It was to calculate the amount of pikelets for our class. Our class has 29 people including the teachers but grandma's recipe was only for 8 people. My group had to multiply all ingredients by 4 to give us 32 pikelets (it was the closest amount).



The picture on the left is grandma's recipe. We had to multiply all ingredients to give us the picture on the right. Instead of two eggs it is eight eggs, 60g sugar changes into 240g, 350ml of milk changes into 1.4L, 250g of self raising flour changes into 1kg, 1 large pinch of salt changes into 4 large pinches and what was not on the list but added to the cooked pikelets were sugar, lemon, and honey.



We first mixed the dry ingredients together. This consisted of sugar, self raising flour and salt, it gave us this powdery mixture. After that we mixed the wet ingredients in a separate bowl that consisted of milk and eggs. There were no milk or egg allergies in the classroom so we didn't have to substitute them. The milk and eggs were mixed with a whisk until there were no more clumps in the mixture. We poured the wet ingredients into the dry ingredients and mixed until the mixture was smooth.



The next step was to cook the mixture. Ms Francis had pre-greased the frying pan with butter. Then we used a wooden spoon to pour the mixture into the pan. Mr. Stockly told us a trick to make the pikelets more like pikelets, the group had to move the wooden spoon filled up to the top with the mixture very close to the pan then tip the mixture so it lands nice and circular. A bit later after 2-5 minutes the pikelet started to bubble a bit on the edges, when the whole pikelet started to bubble we had to flip it over. Ms. Francis taught us how to flip the pikelet it was like a forward backward forward backward motion under the pikelet.

After we did 25-32 pikelets using the forward backward forward backward motion we started putting them on little plastic plates and brought them over to the eating table.

After that we packed up the cooking to go to the eating table we sat down and started to eat the first pikelet I had had was with lemon and sugar it tasted so good, much better than the one I had with honey I had next.

I thought the pikelets were a success the only problem was I didn't make enough pikelets, I only made like 28 or less. For my opinion I still think my dad's pancakes are better than my groups pikelets but the lemon and sugar are still pretty good.

✓  
Good boy Joel!  
You provided some  
good reasons of  
how you reached  
the quantities and  
the amounts  
made.

# iMaths 4 Investigation Plan



Student's name Joel Lawler Mr. Stockley Yr 4 Due date \_\_\_\_\_

My group Me, Cindy, Paige, Ethan

Now that I have read through the Investigation, I am going to make a plan that should help me understand this Investigation.

Name of Investigation: Plenty of pikelets

I understand that this Investigation is asking me to:

We have to multiply the ingredients so we can feed 29 people from grandma's recipe + ingredients

Some parts of this Investigation sound a little bit difficult. I think I might get help from these people or places.

a teacher the internet parents special helper at school books a telephone interview other learning teacher ✓

I think these Topics are really important to this Investigation:

Topic	Why I need this Topic to complete this Investigation
Eg. Centimetres	So I can read the ruler to measure properly.
1. <u>Litres</u>	<u>So I can read the cup to measure properly</u>
2. <u>Kilograms</u>	<u>So I can read the scale to measure</u>

I believe I will have no problems with:

eating the pikelet.

I think I may need some help with:

measuring the ingredients and adjusting it.

I found two words from the list in step 1 that I need to understand.

Word	Meaning in this Investigation.
Eg. Quantity	The amount of each ingredient for my cooking.
1. <u>economical</u>	<u>No wasting anything.</u>
2. <u>dozen</u>	<u>12 or baker's dozen 13.</u>



## Tear-out 1

## Investigation 3: Plenty of pikelets

Pikelet Day Joel Lawlor  
Mr. Stockley Yr 4

The recipe I have is for  people.

I need a recipe for  people.

I must multiply all quantities by  (4 groups of 8 people)

Ingredients	x <input type="text" value="4"/>	Equals recipe for <input type="text" value="32"/>
2 eggs	8 eggs ✓	
60 g sugar	240g ✓	
350 mL milk	1,400 ml ✓	
250 g self-raising flour	1,000 g <sup>(3kg)</sup> ✓	
1 large pinch salt	4 large pinches of salt ✓	

Quantity required	Quantity to buy	Cost
<input type="text" value="8"/> eggs	12 ✓	\$ 5.95 ✓
<input type="text" value="240g"/> sugar	500g ✓	\$ 1.30 ✓
<input type="text" value="1,400"/> milk	2L ✓	\$ 3.69 ✓
<input type="text" value="1 Kg"/> SR Flour	1 Kg ✓	\$ 5.50 ✓
<input type="text" value="4"/> salt	100g ✓	40c ✓
Total cost		\$ 14.05 ✓



Tear-out 1



## WILLETTON'S WIDE WORLD OF SPORT

### New in 2021

What a great start to the year so far! Willetton Primary School completed their first carnival of the year. The Swimming Carnival was a great success and thank you to all the volunteers and staff that helped assist on the day! In 4<sup>th</sup> place we had Red, 3<sup>rd</sup> place was Green, 2<sup>nd</sup> place was Gold and in 1<sup>st</sup> place we had Blue. Congratulations to all the students who won medals for their respective year group. However, it was a great day and all students had a lot of fun and continued to show the 'Willetton Way'.

Photos can be found below.

Mr Gotti

### Before School Fitness

Before school fitness is up and running again for 2021, permission slips are available on Connect.

Week 7	Mr Gotti	Cross Country	Summer Carnival Skills - Volleyball	No Before School Fitness Harmony Day	Summer Carnival Skills - Cricket	No Before School Fitness
Week 8	Mr Gotti	Cross Country	Summer Carnival Skills - Volleyball	Summer Carnival Skills - Tee-ball	Summer Carnival Skills - Cricket	No Before School Fitness
Week 9	Mr Gotti	Cross Country	Summer Carnival Skills - Volleyball	Summer Carnival Skills - Tee-ball	Summer Carnival Skills - Cricket	Good Friday – Public Holiday

### Where Are They Now



Zac, graduated from Willetton Primary School, in 2019. His favourite things to do was to help others and play a variety of sports.

All of his hard work has made Zac, place bronze in his State Team try-outs for 2km Steeple Chase and is representing Western Australia, at the national athletics competition in April.

This will be held at Sydney Olympic Park. Zac, is thrilled to be running on the same track as the Olympic greats!

The under-15's steeple chase is a 2km long event with 6 hurdles for every 400 metres, and one of those hurdles is the famous 'water jump' (see in photo).

His love of running first developed at before school sport at Willetton Primary School and of course helped immensely with gang-up chases during recess and lunch!

The Willetton Primary School community wish you all the best Zac!

# WILLETTON'S WIDE WORLD OF SPORT



1<sup>st</sup> Levi & 2<sup>nd</sup> Chad



1<sup>st</sup> Blue Faction



1<sup>st</sup> Jessica & 2<sup>nd</sup> Maya



1<sup>st</sup> Ella & 2<sup>nd</sup> Eileen



1<sup>st</sup> Braydon & 2<sup>nd</sup> Zechariah





# WILLETTON'S WIDE WORLD OF SPORT

## Students game to spread sport opportunities

WILLETTON Primary School students added the colour of money to the colour of their outfits to show their support for disadvantaged communities that do not have equipment to encourage kids into sport.

The local school was one of the first to take part in Fair Game's Be a Sporting Hero free dress day, with Fremantle Dockers rising stars Caleb Serong and Michael Frederick dropping by to add their support to the new initiative.

The Fremantle Dockers Foundation, which is a community partner of Fair Game, is encouraging students to dress as their favourite sporting hero in return for a gold coin donation. The money raised will then go towards helping Fair Game buy second-hand sports equipment for children in remote, regional and under-served communities across WA.

Five schools have committed to the initiative so far.

Serong said the players were all behind the fundraising drive.

"I think everyone understands how important team sport is and offering that opportunity to kids is a great thing to support," he said.

"I think not just physical, but mentally, club sport

is a great thing to engage with other kids and get that team environment and bonding at a young age."

Frederick said even a small donation could make a difference to children and communities that did not have equipment.

Asked to name their sporting heroes when they were kids, Serong chose Gary Abbott Jr and Frederick named Cyril Rioli.

Fair game chief executive Nicki Bardwell said as the cost of participating in organised sport continued to rise, it was becoming harder for many parents to afford.

"By providing good condition, pre-loved equipment, we can help remove a significant part of the cost and give more children the opportunity to be involved in community sport programs," she said.

"Fair Game's Be a Sporting Hero free dress day aims to engage school children directly in creating a positive community impact. By taking part, the students are themselves becoming sporting heroes through their donations."

Willetton Primary ran a collection of equipment for Fair Game last year.

Schools wanting to take part can find more information at [fairgame.org.au/freedressday](http://fairgame.org.au/).



Fremantle Dockers players Michael Frederick and Caleb Serong with Willetton Primary School Year 6 students Naina Katharath, Trent Dunkley and Jessica Masjuk. Picture: Andrew Ritchie

Thursday, March 4, 2021

[perthnow.com.au/community-news](http://perthnow.com.au/community-news)

# CANNING Gazette



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Fremantle Dockers Michael Frederick and Caleb Serong with Jessica Masjuk, Naina Katharath and Trent Dunkley. Picture: Andrew Ritchie

**SHOW YOUR COLOURS**

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