



PRINCIPAL UPDATE

TERM 2 WEEK 4

22/5/20

Dear Parents/ Caregivers,

This week we received notification from the Education Department that students are required to attend to school unless they are:

- Feeling unwell
- Have a chronic medical condition or compromised immune system and are not able to attend school on advice from their medical practitioner
- Live in a household with others that are deemed vulnerable to COVID-19 and are not able to attend school on advice of their medical practitioner
- Have been diagnosed with COVID-19 or have been required to self-isolate by SA Health

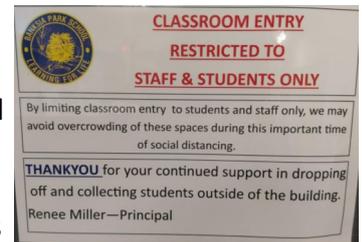
As a result all online learning will cease from next week and staff will no longer be providing programs unless your child falls into one of the above categories. I am pleased to announce that we have all our student population back to face to face learning and thank our parent community for supporting this.



Physical distancing at school drop off and pick up

In line with Government expectations we are asking parents to be mindful of maintaining the 1.5m physical distance between themselves and other adults (parents and teachers) at all times, including school drop off and pick up.

We are encouraging parents to leave immediately after drop off and pick up each day and to not enter buildings. As a result of these restrictions our Gold Building students have continued to become increasingly independent and have built their confidence in this area, this confidence has been transferred into their learning dispositions within the classroom, which has been exciting to see.



Camps and excursions / Sports Days / Cooking/Kitchen Garden Programs

These continue to be deferred for now.

Site access

As a site we will continue to allow essential services staff on site where appropriate social distancing and hygiene measures can be taken. This includes:

- priority and essential services for children, students and staff
- services expressly requested by the principal, preschool director and/or education director
- facilities management and building works.

We are currently reviewing essential services that support the learning, health and wellbeing outcomes of our students including psychologists, speech pathologists, social workers and other similar essential services and hope to have systems in place for the staggered return of these. It is an expectation that all service providers (who are not department employees) must complete the site entry COVID 19 form before they can enter the site.

Volunteering

SA Health has advised that volunteering (e.g. parent reading groups) and non-essential services should continue to be postponed.

REMINDER:
**PUPIL
FREE
DAY
19/6/20**

Staff undertook training in the Big Ideas in Number at our Partnership Pupil Free Day on the 10/3/20. The day consisted of staff looking at ways to integrate these strategies into their current teaching of Maths and focussing upon the fundamental skills learners require at each stage of their learning journey – essentially staff understanding the mathematics they need for teaching; in order for students to learn with understanding, where concepts taught need to be experienced and strategies scaffolded.

A comment from the day that particularly resonated with me is that *“Right answers are not ok unless you have the thinking and reasoning to go with it.”* This comment reflects what is in our Site Improvement Plan in relation to reasoning and is something that students need to become more aware of and continue to develop their skills in when thinking about the maths, the processes used and being able to articulate these.

Staff will continue to focus upon this learning through their PLCs this year with a focus upon *Engineering Effective Discussions, Tasks and Activities that Elicit Evidence of Learning.*

Our next scheduled Pupil Free Day is for the 19/6/20 – This day will focus upon *Providing Feedback That Moves Learning Forward* with a particular focus upon the Big Ideas in Number.

We are aiming to hold these in Weeks 9; the format will be slightly different than in previous years. Parents will be expected to arrange a time for an interview, via the report interviews app, and they will receive their child’s report at the interview. This will provide the opportunity for the parents and the teacher to discuss the learning progress, any concerns and work together in progressing student learning. One Plans will also be reviewed during this time. It will be an expectation that all attendees must complete the site entry COVID 19 form before they can enter the site and that social distancing occurs.

**PARENT REPORT
INTERVIEWS
TERM 2 WEEK 9**

**STUDENT
WELLBEING
AND
LEARNING
SUPPORT**

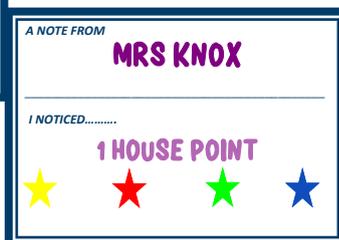
- Classroom sports equipment was purchased for all classrooms at the beginning of the school year. This was funded by fundraising monies.
- Laptop Computers have been purchased for the year 6/7 classes as the ones previously allocated to these classes were not functioning adequately.
- Reading material to supplement the new Literacy Pro reading Program
- Michelle Bailey SSO- has increased her hours for this term with a focus upon tidying up and beautifying our school grounds, identified students will be assisting her with this.



Miss Miller and Mrs Knox have been busy handing out House Points to students who they notice are being learners, being safe, being kind and also displaying our school values in the yard and in classrooms. Students receive this note from us and their teacher provides them with a raffle ticket that goes into the boxes in the Front Office.



Class teachers are also handing out House Points too.



**HOUSE
POINTS**

New Programs to Support Student Learning

InitialLit: 2 day training was undertaken last week by Junior Primary staff, myself and Jackie Knox

Staff visited East Para in Term 1 to look at the program in action and the decision was made to implement an evidenced based synthetic phonics approach R-2.

"InitialLit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. InitialLit is a three-year program, covering the first three years of school (Foundation to Year 2). InitialLit–Foundation was released in 2017, InitialLit–1 was released in November 2018, and InitialLit–2 will follow in 2019. addressing initial instruction in the hope that by providing strong foundations in reading and writing from the outset, fewer children will fall behind and require more intensive intervention." <https://multilit.com/programs/initialit/>

Changes in timetables have been made to ensure that this program occurs in the morning for all JP students and over the coming two weeks teachers will be performing the necessary screening assessments with students and familiarizing themselves with the program and the resources before beginning later in the term.

Heggerty Phonemic Awareness – R-2

Will be implemented alongside InitialLit and focusses upon a "...developed systematic scope and sequence of skills, each level focuses on eight phonemic awareness skills, along with two additional activities to develop letter sound and recognition, and language awareness. The lessons are designed to deliver Tier 1 phonemic awareness instruction in a whole group setting and only take 10 -12mins." <https://www.hegerty.org/>

WHAT'S NEW — GOLD BUILDING

New Programs to Support Student Learning

Scholastic Literacy Pro (Lexile Reading) – Primary Students

This program supports the ongoing reading development of our primary students through a computer based reading assessment which provides the student with a reading score. This enables students to be matched to books that are a good fit for them as a reader; it allows the site and students to monitor their achievement of reading goals and motivates students to read more. <http://teacher.scholastic.com/products/litpro/#/>

How Lexile Levelling Works

Lexile measures are based on over 30 years of research and are the most widely adopted measure of reading ability and text difficulty.

Lexile measures help educators and students select books at a level that will challenge them - not so difficult as to be frustrating, but difficult enough to encourage reading growth.

How Lexile leveling measures students

The LitPro Test

This computer-adaptive test measures a student's reading comprehension using authentic passages from fiction and non-fiction texts. The student gets a Lexile measure when he or she completes the LitPro Test.

Students will be able to access reading material from the Library that matches their level and also will be expected to undertake quizzes on the book they read in order to monitor comprehension of the texts they read. Our aim is for more students to be home reading texts they not only enjoy, but are also at their level of understanding. Additional resources have also been purchased to assist with the classroom teaching of reading. There will be a big push on home reading and the recording of this for the remainder of the year. Students will be retested every term in Week 5 to monitor growth and where extension / intervention may be required.

WHAT'S NEW — BLUE BUILDING

Most students have undertaken testing and are now selecting home / class readers at their level.

Next week sees our site acknowledging and participating in Reconciliation Week. Our ACEO Chloe Parkyn will be working with students in the Gold Building next week.



Classes will be participating in activities to build their understanding of Reconciliation.

Students will also be planting bush tucker plants in the garden, which we will hopefully be able to use in our Kitchen Garden Cooking when it begins again.

RECONCILIATION WEEK

TERM TWO PLANNER

Due to ongoing COVI restrictions our Term 2 Planner is looking a little bare, please pop the following reminder in your diaries or on your fridge....

- Lunch Orders will continue with Subway on Tuesdays and Pie Time on Thursdays
- **All other upcoming events are mentioned in this update i.e. Parent Report Interviews, Pupil Free Day and Reconciliation Week.**
- Class teachers will continue to provide updates of classroom events and activities via their communication apps.

This week saw the celebration of Volunteer's Week, unfortunately we couldn't celebrate in person with our wonderful volunteers.

A big thankyou to Nadya, Sarah and all of the students who developed the video clip posted to our Facebook Page.

I would like to acknowledge the contribution you have made and will continue to make within our school community and that as a site we appreciate your time.



NATIONAL VOLUNTEER WEEK

PASTORAL CARE WORKER

Nathan McDuff

We live in interesting times. Things are changing at a rapid rate. My focus at the moment is making sure the wellbeing of students, staff and parents is being looked after while we go through this COVID-19 season. Mental health is very important as we navigate our way through this unknown and unprecedented time. The focus for this term in particular is to make sure we are all able to learn in tricky and trying times and make the most of the situation we find ourselves in. We are all in this together.

I am continuing my programs this term including the KickStart For Kids Breakfast Program, lunch time activities, being involved in SRC, working with individual students or groups of students and contributing to the wellbeing of students, staff and parents. Together, we can get through this, and I will continue to help out in any way I can.

Once again a very big thank to our school community for coming together and supporting our students in their return to school. We are now back to all students attending. It has been wonderful to see children smiling, engaging in learning with their peers and enjoy being back at school.

Renee Miller
Principal

