

MARION PS NEWS



2021 Issue 4 E: dl.0993.info@schools.sa.edu.au Ph: 08 82772293



Term 1 Week 8
18 2021

Courage Harmony Integrity

Thursday March



DATES TO REMEMBER

March

Monday 15	Harmony week Student Wellbeing and Engagement survey period commences
Monday 22 – Thursday 25	Parent teacher interviews week
Friday 26	Assembly – 2.45
Monday 29	Playground Stage 3 works commence

April

Thursday 1	Sports Day
Friday 2	Good Friday
Monday 5	Easter Monday
Friday 9	Last day term 1
Monday 26	ANZAC Day public holiday
Tuesday 27	School returns Term 2

Welcome to Week 8

From the Principal

Newsletters and the School Star App

Yesterday I sent home communication, via SMS and on paper, regarding publication of our school newsletters after being advised that many parents did not have access to the School Star App as it hadn't been used for some while. My apologies again for this misunderstanding on my part.

Newsletters are sent home fortnightly in even weeks on Thursdays using the messaging app School Star. A limited number of printed copies will also be produced and available for collection from the front office. Please ensure you have downloaded the School Star app through the apple store or on google play as per advice sent yesterday. If you have any issues please contact the school office.

NAPLAN (National Assessment Program Literacy and Numeracy)

NAPLAN will run online again this year in term 2 from the 11th to the 21st May. All students in years 3, 5, 7 and 9 nationally are assessed on their literacy and numeracy skills against the curriculum benchmarks with results reported to schools and parents in term 3. As part of the lead up to this period we are required to run a variety of system readiness checks to ensure our computer network is updated and ready to launch the online assessment platform. Associated with this is a National Coordinated Practice Test (CPT) which is designed to test the national computer system's ability to host the online testing sessions occurring across the country and the associated load on networks and computer systems. The CPT will occur next Thursday March 25. Only a small group of students will be selected to participate in the CPT and as this is a system readiness test, no marks are recorded and all questions are only of a practice nature – it is just designed to ensure the computer network is operational and able to handle the load.

More information about student participation in NAPLAN in term 2 will be forwarded over the coming weeks.

Parent / teacher interviews (Repeat/reminder)

Parent / Teacher interviews will occur in week 9 of this term (next week). We will again be using the School Interviews online booking app as we did for acquaintance night to schedule appointment times. Bookings are a “one-stop-shop” where you can see and select available times with teachers to suit your needs. See information page included with this newsletter for instructions on making your booking.

Playground redevelopment – stage 3

Yesterday I met with a representative from Betterland, the company who have been creating our new playground area, to discuss completion of the final Stage 3 aspects. Works will commence from Monday March 29 and will include the redevelopment of the area at the back of the playground space where the swing sets are located. This final staff includes new swings, a ramp and cubby and further landscaping. I have asked for an updated design sketch to be provided which will go on display in the front office once it comes through.

Sports Day is coming!

Sports day will be here soon – Friday April 1! Our fundraising committee is working on a special lunch order through Subway and more info will come from them soon so keep an eye out!

Wellbeing survey (repeat)

Young people’s sense of wellbeing is an important part of how they learn at school. Students in year levels 4 to 12 across the State will be invited to participate in the Wellbeing and Engagement Collection. The information collected will help the education system and broader community to support young people’s health and wellbeing.

Our school will participate in the Term 1 Wellbeing and Engagement Collection which will be open during Weeks 8 to 10 (Monday 15 March to Thursday 1 April 2021). The purpose of the survey is to seek students’ views about their wellbeing and their engagement with school. Please see additional information included with this newsletter.

Year 7 to High School (repeat)

This year marks the start of a new phase for our education system, as we finalise our preparations to welcome your year 6 or year 7 child to high school in 2022. It is a unique year, as year 6 and year 7 students will for the first and only time end their primary school journey together. Further information is included with the previous newsletter.

QR Codes – ongoing reminder

Individual QR codes have now been allocated to all public schools, preschools and children’s centres. Please remember to scan our site QR code whenever entering the building.

David O’Connell
Principal

Reading

The Department for Education *Standard of Educational Achievement* expects that 90% of R-2 students meet set benchmarks by September of each year. Teachers are expected to use Running Records to track student reading progress against benchmarks, but reading skills are needed to plan for student learning, develop reading strategies and teach comprehension skills.

To increase student achievement in reading, we are working towards a consistent approach to the Big 6 components of reading; *Oral language, phonological awareness* (awareness of the sounds of language - rhythm, rhymes and syllables), *phonics* (the relationships between sounds and letters), *vocabulary, fluency* and *comprehension*.

Using current best practice our R-2 teachers are explicitly teaching the skills of reading through Initialit. This program seamlessly embeds the Big 6 of reading into Literacy learning.

Phonological awareness and Phonics are foundational to learning to read. The Initialit program supports students to develop knowledge and skills to decode words, meaning when ready, decodable readers will be used. Levelled readers will only go home once students have demonstrated they truly know the skills of reading through *decoding*. Once these skills are known, then students can better access and accurately read “levelled readers”. Levelled readers promote *memorising* whole words, which does not meet the developmental needs of 30-40% of our readers! Considering we read for meaning (comprehension) it’s critical that students have sound reading skills from the very beginning. This supports students throughout all levels of schooling as text types differ and vocabulary becomes increasingly complex.

How can you help your child?

Read to your child. Talk about books before or after reading, ask who / what / where / when / why questions. Perhaps get your child to retell the story you just read or use any opportunity to learn new words in conversation!

Looking for ways to help your child **hear the sounds of the English alphabet**?

Here's a short youtube clip from a leading synthetic phonics expert - Debbie Hepplewhite that you may find useful.

Phonics - Sounds of the English Alphabetic Code

<https://www.youtube.com/watch?v=oZc4l0e7FCE#action>

Yours in learning,
Stacey Eichenberger
Deputy Principal

Harmony week (repeat)

Harmony week is happening this week of 15th - 21st March. Each class will be participating in special activities based around this year's theme "Everyone Belongs".

An art competition will be held during the week and judged the following week with prizes handed out. Tomorrow, Friday 19th March students are encouraged to wear Orange clothing or cultural themed clothing that is appropriate for school activities. There will be a picnic outside where students will sit with their buddy class and eat their own food.

Ros Mazurek
EALD teacher

Sports Day – April 1st (repeat)

An exciting day full of fun, teamwork and exercise, where we will see the values of the school being displayed:

Courage, Harmony, Integrity.

The canteen is open for refreshments with events starting from 9.00 and concluding at 2:00pm. Children can depart at this time if accompanied by a parent/carer. Students not leaving school at this time will return to class and be supervised by staff. We hope to see you there!

Simon Reeves
PE / Health teacher

OUT OF SCHOOL HOURS CARE

Hours of Operation	
Before School Care: 7:00-8:30am	After School Care: 3:15-6:15pm
Fees	
Before School Care: \$15	After School Care: Casual \$25
Pupil Free Day: \$53	Vacation Care: \$53 per day
Contact Details	
Phone: 8277 4486	Mobile: 0481 187 627
Email: Robyn.Shanahan17@schools.sa.edu.au (Please note: this is direct contact with Director Robyn Shanahan)	
Bookings / cancellations	
Cancellation and Emergency bookings can only be made through contacting OSHC directly on 8277 4486	
Enquiries can be made directly to OSHC or through the school Front Office on 82772293	



April Vacation care will be just as exciting with a special art project happening in week one of the holidays. Book early so your child/ren don't miss out.

Robyn (Director)

Governing Council

At each Governing Council meeting, staff members provide a report on classroom practice and relevant points of information in relation to teaching and learning programs.

At our Governing Council meeting this week, staff members provided the following report focusing on InitialLit implementation in rooms 1-4 and Homework practices in primary classrooms:

Staff Report to Governing Council Meeting, Tuesday March 16

InitialLit implementation - Structure of InitialLit sessions:

InitialLit Foundation Level:

Home literacy learning is sequential and supports the concepts the children are learning within the InitialLit-Foundation program.

InitialLit Learning Diaries are sent home each term. 15 minutes of home learning is desirable (Mon-Fri) and includes the following activities:

TERM 1

Home reading

- *Reading picture books to your child*
- Handwriting practice
- Letter sounds practice

TERM 2, 3 & 4

Home reading

- *Listening to your child read*
- Letter sounds practice
- Tricky Word practice
- *Reading picture books to your child*

Decodable Books

Decodable books are texts that contain specific knowledge which the students have been taught. This knowledge consists of phonics (letter-sound code), the blending strategy and eventually irregular, high frequency words often known as tricky words.

Decodable books are progressive. As more advanced phonics knowledge and tricky words are introduced, the books will reflect this in the texts.

Tricky Words are irregular, high-frequency words – words like ‘was’, ‘are’ and ‘the’. These words are tricky to decode but essential for children to progress onto reading and writing sentences.

Home Learning Expectations for Rooms 2-4: 15 minutes of home learning is desirable (Mon-Fri) and includes the following activities:

- Tricky Words
- Differentiated spelling list
- At home reading

InitialLit 1:

The readers that your child will bring home will contain words that they can ‘sound out’ (decodable). This will enable children to use their knowledge of letter-sound relationships that they have been taught in class. You will notice that the vocabulary in these books is very controlled. This is because at this early stage of the reading process, words need to follow regular sound-symbol patterns (e.g., dog, fan, sheep) so that children are given opportunities to work out the words for themselves, with your support. As children learn more about spelling and the ways different sounds are represented, they will be able to read more words.

Over the year, and with practice, your child will begin to read with more fluency. Guessing words from a picture or from context should not be encouraged. Instead, encourage your child to look at the letter and letter combinations and think about the sounds they represent. Some words are irregular or ‘tricky’. These ‘exception’ words cannot be sounded out in the usual way and should be previewed or simply provided.

InitialLit 2:

If your child is a confident and independent reader, any age and content-appropriate book, chosen by your child, can be read. Books may be sent home from school or borrowed from the local library. If your child requires more reading support and is not yet reading independently, the teacher will provide suitable reading books based on the needs of your child. This should be a book that has controlled vocabulary to provide more targeted reading practice.

Homework Practices across Primary classrooms:

Homework – purpose is to establish routines, build study habits and for children to understand that school and home is connected

Our Marion Primary School Policy states:

Year 3 – 5 (15 to 20 minutes)

Year 6/7 (30 minutes)

- Literacy and numeracy focus
- Focuses on consolidating skills that have been taught in the classroom

If you have any questions or need clarification please chat with your child/children's teacher at parent teacher interviews.

In the Community



Open Day

Wednesday 24 March 2021
4.00pm-5.00pm
and
6.00pm-7.30pm

267 Daws Road, Pasadena SA 5042
Please phone 8152 6800 or email dl.0975.info@schools.sa.edu.au
to register your interest



igniting
inquisitive
imagination

Principal's Tours 9.00am-10.00am

Wednesday 31 March 2021 *(Booked out)*
Monday 3 May 2021
Friday 21 May 2021
Wednesday 9 June 2021



Government of South Australia
Department for Education



[Marion Primary School@MarionpsSA](mailto:MarionPrimarySchool@MarionpsSA)
Week 10

<https://www.marionps.sa.edu.au>

Next Issue: Term 1,