



**Government of South Australia**  
Department for Education

Term 3, Week 7, September 6th, 2018

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#### DIARY DATES

<b>Thursday</b>	<b>13</b>	<b>September</b>	<b>Assembly 12.05pm</b>
<b>Monday</b>	<b>17</b>	<b>September</b>	<b>Student Free Day</b>
<b>Tuesday</b>	<b>18</b>	<b>September</b>	<b>Finance Committee</b>
<b>Wednesday</b>	<b>19</b>	<b>September</b>	<b>Governing Council 7.30pm</b>
<b>Friday</b>	<b>28</b>	<b>September</b>	<b>Last Day of Term 3</b>

Dear Parents and Caregivers,

Our recent pupil free day that focused on the area of reading comprehension was a valuable opportunity for staff to build their understanding of how this skill can be fostered and developed in students. A key aspect of the day was spent looking at how a combination of different reading experiences in the classroom supports the building of students' capacity to understand what they are reading. These reading experiences are; modelled reading, shared reading, guided reading and independent reading. In this week's newsletter some further information is provided about each of these areas. Through these various reading experiences students develop their reading comprehension skills. Reading comprehension refers to the process of a reader forming an understanding of the text being read. Initially, reading comprehension occurs at a 'word' level, eg. understanding what is apparent in the text, such as retelling a story. As a reader becomes more proficient, the goal is for them to have the capacity to comprehend the text at a higher level through making predictions, connecting to the text based on their own experiences and interpreting what the author is trying to tell the reader without it being explicitly stated (inferring). The presenter shared a range of ways that comprehension skills can be developed within the four reading approaches, including 'think alouds' (whilst reading to the class, the teacher 'thinks aloud' to model a reading skill), talking about the vocabulary within the text (children with a wide vocabulary are able to understand texts more effectively) and questioning (asking questions with 'how might', 'how could?', 'why would?' which engages a deep level of thinking). As a staff we will now be spending time to further explore the areas covered in the training day, to support our goal of having all students become independent and effective readers.

#### Staffing News

Recently the school has advertised three permanent teaching vacancies to commence in 2019. The process for filling these positions has concluded and the following teachers have been appointed to Reidy Park on an ongoing basis: Helen Baron, Daniella Marcucci and Kate

Symons. Helen is currently an upper primary teacher at Moorak PS whilst Ms Marcucci and Ms Symons have been working at Reidy Park as contract teachers since the beginning of 2017.

Two other recent appointments have also been made. Firstly, Janey Sorteriou, has been placed into the position of Student Support Worker. Janey currently works across three other schools in the same role and has spent this week visiting classes and introducing herself to students. In Term 4, Jake Harrison will be starting at Reidy Park as an ICT trainee. Jake will work under the direction of our current ICT technician to support student and staff needs in this area.

#### Term 3 Optional Interviews

A reminder that from this point of the term, all families have the opportunity to request a parent-teacher interview. These interviews can be booked by directly contacting your child's class teacher. Parent-teacher interviews are a valuable way to get an update of your child's progress as well as discussing any specific goals to focus on for the remainder of the year.

#### Thanks

On behalf of staff and students I would like to thank all families for your support during the Coles Sports for Schools Program. Reidy Park received an amazing number of vouchers which totalled 58,000. These vouchers will be re-deemed to obtain a variety of different sporting equipment which will be used by students during physical education lessons and class activities in this area.

**Stephen Jolley**  
**Principal**



Jock and Charlie came dressed up as treasure in this year's Book Week Parade.

## School Canteen

A message from Leeanne and Jo from Mulga Street School Canteen: We would like to thank all the families who have downloaded the QKR app and are so kindly supporting the Mulga Street canteen. We have noticed an increase of lunch orders over the last term which has been fantastic. The process via the app works really well, but it wouldn't work without the ongoing support of all of you and also the volunteers who give up their time to drop off and collect lunch boxes. School canteens are nearly a thing of the past, so we truly appreciate your support in keeping us in a job and helping keep our canteen viable to be able to continue the service to your school children and also our own. We do try to offer a large variety of food with all the healthy options available, and of course, the 'sometimes' food group. If you haven't already done so, please download the app and you will then have access to our menu.

## Canberra Camp - 2019

Notes were recently sent home regarding the Year 6/7 Canberra camp for 2019. Non-refundable deposits of \$100 are due back to school by Friday 21st September. This deposit needs to be made for your child to attend camp in 2019.

## Year 1 Bakers Delight Excursion

As part of the year 1 team's Chemical Science unit, Rooms 21, 22, and 23 are learning about how heating and cooling changes objects. To begin our learning, each Year 1 class went on an excursion to Baker's Delight (James Street) in week 6. Each class spent a lovely afternoon with Mark showing us how the dough was made and changed throughout the cooking process. Each child also got to ice their own finger bun while waiting for fresh bread rolls to cook so we could see the final change.

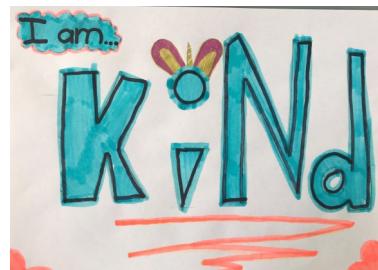


## Reminder - Pupil Free Day

A reminder that Monday September 17th is a student free day. On this day, staff will be participating in professional development in the area of Maths. The training will be facilitated by expert consultant, Ann Baker, and will support the school's improvement priorities in this area.

## Room 5 News

This term we have had a focus on wellbeing. This includes our own wellbeing as well as that of others. Some activities we have participated in have included meditation, Zentangle drawing, Play is the Way tasks and kindness notes. Recently, we thought of one word to describe ourselves. We then compared our word with the words other people used to describe us. We found it interesting that the way we perceive ourselves, is very different to the way others perceive us. Below are some of the posters we created using these descriptive words.



## The 4 Approaches to Reading

A balanced reading program allows students to be supported with the necessary scaffolds for them to achieve success. The components of a balanced reading program allow for students to participate in a variety of reading activities, including:

### Modelled reading

Modelling is often used at the beginning of a unit of work or when using specific reading strategies or processes. It is important that students see and hear reading being demonstrated by another confident reader eg. an adult/teacher.

### Shared reading

Sharing is when the teacher provides the direction but invites the students to respond. It is an important step in the process of releasing control as students are supported with their ideas and actively engaged in the text.

### Guided reading

Guiding allows students to 'rehearse' their constructed understandings while having their teacher present and providing feedback. Guided reading allows the teacher to focus on a specific student need in reading.

### Independent reading

Applying their understandings and skills independently whilst reading allows students to be in control of the ideas and information. The teacher continues to support and encourage students during this stage.

*Sam O'Neill, Literacy Co-ordinator*

## Rooms 9 and 11 PMA Challenge

Last week the year 7s from Room 9 and 11 commenced "Operation Canteen" as part of the Primary Maths Association Challenge (PMA). All term, the year 7s have been planning and organising their own businesses based around a nutritious snack. In the planning stage, students had to research ingredients, find recipes and convert them to increase servings, as well as investigate the best buys before purchasing items. Students then made and sold their products to the school community, who showed great support. We are currently reflecting on our learning, making changes to improve the products and will be opening up again Tuesday and Wednesday of Week 8. Profits made will go to good causes such as "Buy a Bale" relief aid.

The best part of the PMA challenge was:

Riley B - finding the healthy ingredients needed to cook.  
 Zak - making people happy by giving them food.  
 Jock - selling food to someone who takes a bite and it looks like they really enjoyed it.

Please see below for the pre-order form for toasted sandwiches for the next PMA challenge.



### TOASTED SANDWICH PRE-ORDER FORM Return by Monday 10th September (Please circle your option below)

Name: \_\_\_\_\_ Rm \_\_\_\_\_

Toasted Cheese Sandwich \$1.00

Toasted Ham and Cheese Sandwich \$1.50

Sauce is free of charge (please circle)

Yes      No

Quantity \_\_\_\_\_ (No more than 3)

Please form and money to the Front Office

## Value in Action Awards

Room	Presented to	For
1	Kira H	Being respectful of her own and others feelings and belongings.
2	Alice V	Being engaged in History.
3	Jackson K	Showing an improvement in our fraction unit.
4	Sophie G	Always being kind and caring in our school community.
5	Jamie B	Actively participating in Performing Arts lessons.
6	Milla P	Excellent description on Phoenixes in writing.
7	Darcey K	For using tier 2 words in his writing.
8	Declan M	Great participation in Reading Around the World.
9	Jett B Blake M	For their cooking conversions and cost calculating.
10	Thea C	Outstanding effort in her PMA challenge.
11	Tom S	High level of focus and effort towards his learning.
12	Frayzah G	His passionate work on our Science topic on Chemistry.
13	Milla W	Having the courage to ask for help when needed, especially in Maths.
15	Tyler M	Improved fine motor skills and persisting with your handwriting and neatness.
16	Esther L	Her persistence and effort in writing.
17	Alana B	Trying her personal best all the time.
20	Harrison W	Working hard on improving his writing.
21	Addison J	Having a growth mindset when problem solving.
23	Hayden T	Showing care and respect towards students and teachers.
24	Aylah H	Always being a respectful and caring member of her class.
25	Mason B	Working hard on his writing.

# Book Week - Find Your Treasure

