



DIARY DATES

Wednesday	6	July	National Hoodie Day	
Friday	8	July	End of Term 2 - Early dismissal	2.30pm
Monday	25	July	Term 3 Commences	

Dear Parents/Caregivers

Term 2, Week 9, 30th June, 2016

Mid year Reports

Teachers have spent many, many hours assessing and grading students over the past few weeks in order to provide parents with a comprehensive overview of how their learning is tracking at this point of the year. As parents we all wish for a report which says our child has been successful. Teachers aim to be honest and constructive.

At times what we read does not match our expectations however and our responses are fairly 'knee-jerk'. How we react can have an enormous impact on how children view themselves.

Dr. Carol Dweck, a professor of psychology at Stanford, studies mindset in children. She believes children are similar to adults in that they have one of two possible mindsets—a [fixed mindset](http://yourbrainhealth.com.au/8-ways-to-encourage-a-growth-mindset-in-kids/) or a [growth mindset](http://yourbrainhealth.com.au/8-ways-to-encourage-a-growth-mindset-in-kids/).

"Kids with a fixed mindset believe they're 'smart' or 'dumb', talented at something: painting, music or football, or not. They may believe the world is made of some gifted people, whom the rest admire from the sidelines.

Conversely, kids with a growth mindset appreciate anyone can build themselves into anything they want to be. They recognise that people aren't 'smart' or 'dumb', that there are no talented geniuses; only hard-working people who have chosen to take their abilities to the next level."

From <http://yourbrainhealth.com.au/8-ways-to-encourage-a-growth-mindset-in-kids/>

I would encourage you to read reports with your own 'growth mindset' and take some time to talk them through together. This ensures we work together, student/ teacher/ parent to bring out every child's true potential.

Musical

"Hang Ten" was one of our best 6/7 Musicals ever! We probably say that every year I know but each and every year we are wowed by the skills and talents of these students. Each year Andrew Bone provides this opportunity for our oldest students to showcase their Performing Arts repertoire built over 7 years of lessons at Reidy Park. Together with Heath McShane our 2016 budding superstars shared singing, dancing and an underlying Italian theme with audiences over 3 performances.

Our school is one of the best schools of Performing Arts in our state and we should be justifiably proud.

Mad Minute

Our year 4/5's have honed their public speaking skills ready to participate in the Lions Mad Minute. Students are required to speak on a topic for a full minute, which is much harder than it actually sounds. Our 5 classes at this level are now in the process of selecting our school representatives to compete against all other schools. We are hopeful we can add to our trophies and win again in 2016.

Principal Panel

We are hopeful that we will soon know who our new Principal is for the next 5 years. The selection committee included a representative from our Governing Council, a staff representative, another Principal of a similar size school and our Education Director, Adam Box. We thank them for their work.

End of term

At the end of term we farewell some student teachers who have had practicums with us. We have been impressed by their passion for teaching and learning and wish them well in their studies.

School dismisses at 2.30pm on Friday 8th July and recommences for Term 3 on Monday 25th July. Buses will run an hour early to cater for this.

Important: Assembly

We love sharing our assemblies with parents and other family members. Today the gym was overflowing.

However, we need to stress that NO visitors are able to be in the gym until the class having Physical Education has finished their lesson at 12 o'clock.

This is a safety and privacy issue and, as you can appreciate, having unknown adults in the class makes it impossible for the teacher to teach and the children to concentrate.

We ask that you wait outside until 12 o'clock in future. In bad weather it would be advisable for you to wait in your cars.

*Lesley Okholm
Acting Principal*

*Jennie Elliott
Acting Deputy*



Government of South Australia
Department for Education and
Child Development

Principal:
Deputy Principal:
Governing Council Chairperson:
Phone: 8725 3381
Website: <http://www.reidyprkps.sa.edu.au>

Lesley Okholm
Jennie Elliott
Andrew Hunter
Fax: 8725 0576
Email: dl.0290_info@schools.sa.edu.au



Medications at School

There are occasions when school staff are asked to administer medications to students at school. This can be for long term medical conditions such as Asthma or Anaphylaxis as well as short term conditions which may require antibiotics or similar medications. In all circumstances, no matter what the medication, staff cannot administer medications unless the following requirements are met:

- The medication is prescribed by a Doctor and accompanied by a Medication Authority* which has been completed by the student's doctor, or a short term authority which can be completed by the parent. These are available to be printed out on our website.
- The medication is in its original packaging with a pharmacy label attached (the medication MUST be in the student's name).
- The medication has not passed its expiry date.

The health and wellbeing of your child is of paramount importance to us and ensuring these few guidelines are met means that we can administer the right dose of the right medication to the right child at the right time, each and every time it is required.

- Copies of Medication Authorities* can be collected from the Front Office at any time - it is advisable that you collect one before taking your child to the doctor. This means that if your child does get prescribed medications that are required to be taken during school hours, the doctor can complete the Medication Authority immediately.

Lost Property

The large pile of lost property has been sorted and those articles that were named have been returned to classes, however there is still a huge amount of unnamed articles. If you have any items that may still be missing, please visit and have a look through the basket in the Front Office. Any items left at the end of term will be donated to charity.

Tracy Kain

Admin Officer



Permission Slips

Sometimes our children do not remember to bring important notes and permission slips home or 'lose' them in the depths of their sometimes scary school bags. From now on these notes can be found on our school webpage ready for you to print off from wherever you are, saving you unnecessary phone calls and trips into the school. We have them clearly marked with last day to pay to help your planning. These dates are critical to event planning and we ask that everyone gets better at keeping them. The web address is <http://web2reidyprkps.sa.edu.au>

AIME presents National Hoodie Day

The Australian Indigenous Mentoring Experience (AIME) is a dynamic Indigenous education program that engages university students with Indigenous high school students to encourage and promote Indigenous Success. Each winter AIME present National Hoodie Day with all proceeds going to AIME to help them reach their goal of helping 10, 000 Indigenous Students by 2018. Reidy Park is having its own AIME fundraiser this year which has been organized by some of our Indigenous students. On Wednesday July 6th, Students are being encouraged to wear a casual hoodie and donate a gold coin with all money raised going to AIME.



Fortnightly Newsletter Editions

Please note this newsletter is our primary communication tool. Unless you contact us and request a paper copy, the digital copy is available from the website. Hit subscribe and it will remind you to view the latest newsletter.



Our Newsletter is available on our website!

Starting last year, Reidy Park only sends paper copies of our newsletter to families who request it. If you would like to receive our newsletter digitally, please go to our website and subscribe.

If you would like to receive a paper copy, please return the tear off slip and return to the Front Office.

Student Name:

Room:

We prefer to continue receiving a paper copy of Reidy Park Primary School's newsletter.

Signed:

Parenting *ideas* INSIGHTS

Building parent-school partnerships

WORDS Michael Grose

Reading your child's report

Reports can mean anxious times for children. Will my parents be disappointed or proud? This is the main concern of most children.

Could try harder... always does her best... lacks concentration... easily distracted... a pleasure to teach... Do these comments, taken from a batch of student reports sound familiar? Student reports bring mixed feelings for parents. Pleasure and pride if they are performing well but considerable angst when children are not progressing as you hoped.

Reports can mean anxious times for children too. Will my parents be disappointed or proud? This is the main concern of most children. Kids of all ages take their cues from their parents, so your reaction to their school report can affect the way they see themselves as learners and as people.

Before you rip open the sealed envelope containing the report do a little self-check to see if you are in the right frame of mind:

1 Are your expectations for your son or daughter realistic and in line with their ability?

Expectations are tricky. If they are too high then kids can be turned off learning. Too low and there is nothing to strive for. Pitch your expectations in line with your child's abilities. A quick check of your child's last report cards may provide you with a good yardstick.

2 Do you believe that children learn at different rates?

There are slow bloomers, late developers and steady-as-you-go kids in every classroom, so

avoid comparing your child to siblings, your friends' children and even yourself when you were a child. Instead look for individual progress.

3 Are you willing to safeguard your child's self-esteem rather than deflate it?

Self-confidence is a pre-requisite for learning, so be prepared to be as positive and encouraging as possible.

School reports come in different formats. Some are prescriptive while some use grading systems such as A, B, C, etc. with room for teacher comments. Regardless of the format school reports should provide you with an idea of your child's progress in all subject areas, their attitude and social development.

Here are some ideas to consider when you open your child's report:

- **Focus on strengths.** Do you look for strengths or weaknesses first? The challenge is to focus on strengths even if they are not in the traditional 3Rs or core subjects.
- **Take into account your child's effort and attitude to learning.** If the report indicates that effort is below standard, then you have something to work on. If your child is putting in the required effort, then you cannot ask any more than that, regardless of the grading.

- **Broaden your focus away** from academic performance to form a picture of your child's progress as a member of a social setting. How your child gets along with his or her peers will influence his happiness and well-being, as well as give an indicator to his future. The skills of independence and co-operation are highly valued by employers so don't dismiss these as unimportant.
- **Take note of student self-assessment.** Kids are generally very honest and will give a realistic assessment of their progress. They are generally very perceptive so take note of their opinions.
- **Discuss the report with your son or daughter** talking about strengths first before looking at areas that need improvement. Ask for their opinion about how they performed and discuss their concerns.

After reports are read and discussed celebrate your child's efforts with a special activity or treat. In this way you will recognise progress and remind them that the holidays are just around the corner when they can forget about assessment, tests and reports for a while.

Michael Grose 



Stay one step ahead of your kids with great ideas & expert advice from Michael Grose. Join Michael's **NEW Parentingideas Club** today at parentingideasclub.com.au. You'll be so glad you did.



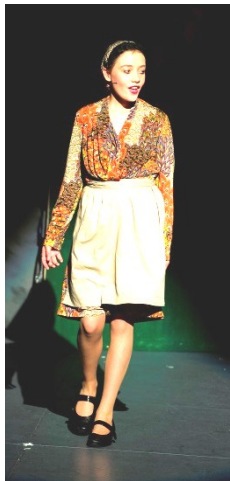
parentingideas.com.au

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"Hang Ten" - The musical

During Terms 1 and 2 this year, 60 students from Year 6/7 worked extremely hard on the musical, "Hang Ten". The story was set at the 'Surfin Burger' restaurant which sat on a great stretch of beachfront along the Californian coast. It was owned by Italian immigrants Luigi and Rosa Barone and their family. They liked the old Italian ways and ran their restaurant selling only linguini and calamari. Luigi and Rosa Barone's dream of running a beautiful restaurant was about to be shattered when land developers tried to take over. However Eddie Hayes, a newcomer, and the bird watchers saved the day. In week 8 the musical production finally came together with the students putting on 3 shows to the community. Everyone really enjoyed the experience and the audience were captivated!! The musical involved dedication from the students through learning lines, songs and participating in lunchtime rehearsals. The biggest thank you must go to Mr Bone, Mr McShane and the production team for an unforgettable musical!

Sarah D, Room12





Nationally Consistent Collection of Data School Students with Disability



Information for parents and carers

WHAT IS THE NATIONAL DATA COLLECTION?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students with disability and the level of reasonable educational adjustment they are provided with.

The national data collection counts students who have been identified by a school team as receiving an adjustment to address a disability under the *Disability Discrimination Act 1992* (the DDA). The DDA can be accessed from the ComLaw website at www.comlaw.gov.au.

WHAT IS THE BENEFIT FOR MY CHILD?

The aim of the national data collection is to collect quality information about school students with disability in Australia.

This information will help teachers, principals, education authorities and families to better support students with disability to take part in school on the same basis as students without disability.

The national data collection is an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

When undertaking the national data collection, every school in Australia will use the same method to collect information. Therefore, a government school in suburban Sydney will collect and submit data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The information provided through the national data collection will enable all Australian governments to

improve target support and resources to benefit students with disability.

WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the DDA and the Disability Standards for Education 2005 (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together so that students with disability can participate in education. The Standards can be accessed via the ComLaw website at www.comlaw.gov.au.

WHAT IS A REASONABLE ADJUSTMENT?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as students without disability. Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting class lessons) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

WHAT INFORMATION WILL BE COLLECTED?

Every year your child's school will collect the following information for each student with a disability:

- the student's level of education (i.e. primary or secondary)
- the student's level of adjustment
- the student's broad type of disability.

The information collected by schools will be provided to all governments to inform policy and



programme improvement for students with disability.

WHO WILL BE INCLUDED IN THE NATIONAL DATA COLLECTION?

The definition of disability for the national data collection is based on the broad definition under the DDA.

For the purposes of the national data collection, students with learning difficulties such as dyslexia or auditory processing disorder as well as chronic health conditions like epilepsy, diabetes or asthma, that require active monitoring by the school, may be included.

WHO WILL COLLECT INFORMATION FOR THE NATIONAL DATA COLLECTION?

Teachers and school staff will count the number of students with disability in their school and the level of reasonable adjustment they are provided based on:

- consultation with parents and carers in the course of determining and providing reasonable adjustments
- the school team's observations and professional judgments
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

HOW WILL MY CHILD'S PRIVACY BE PROTECTED?

Protecting the privacy and confidentiality of all students and their families is essential. Personal details such as student names or other identifying information will not be provided to local or federal education authorities.

Further information about privacy is available from www.education.gov.au/notices.

IS THE NATIONAL DATA COLLECTION COMPULSORY?

All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students with disability in their care and the level of adjustment provided to them.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority.

FURTHER INFORMATION

Contact your child's school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability.

You can also visit www.education.gov.au/nationally-consistent-collection-data-school-students-disability.

An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at <http://resource.dse.theeducationinstitute.edu.au/>.

String Workshop

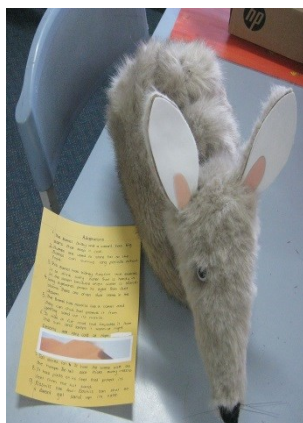
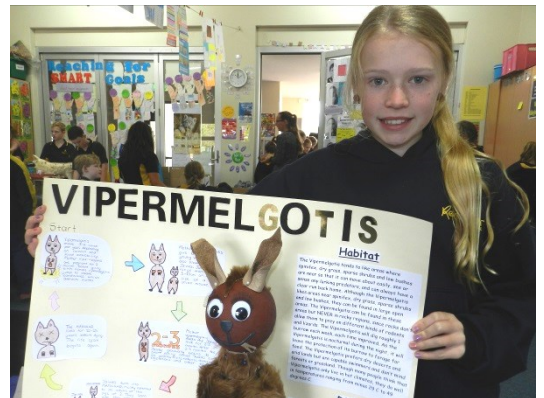
Last Friday string students from the South East came together to participate in a DECD Instrumental Music String Workshop. For the majority of students it was their first experience playing in a large ensemble and learning the intricacies of ensemble playing with a conductor. Students from Reidy Park Primary, MacDonald Park Primary, Glenburnie Primary, Mulga Street Primary, Newbery Primary, Millicent North Primary and Millicent High schools spent three hours rehearsing with IM string staff before sharing their work with parents, grandparents and classes from Reidy Park Primary School with a performance. This was the first String workshop to be hosted in the South East for many years and plans are underway to enable this to continue as an annual event. DECD Instrumental Music wish to thank Reidy Park Primary School for hosting the workshop and providing the support needed to ensure its success. I would like to also acknowledge the work of IM String teacher Jane Van Eyk who has worked tirelessly to prepare her string students for the workshop and provide this opportunity for her students. The relationship between Instrumental Music and schools is highly valued and allows students to participate and experience success through music education. It was a very happy day with many new friendships made through the simple art of playing music together.

Amelia Monaghan, Leader, School Program Development, DECD Instrumental Music

Room 7 Design Technology

As part of our team's current Science/ Design Tech unit, students in Room 7 were required to design a new animal that could adapt to the harsh conditions of the Australian desert. As you can see from some of these photos they did an amazing job!

Jennie Mannion



SRC Paper Plane Competition

The SRC held this event on Tuesday at lunchtime. We had 31 students who participated and raised \$24 for the playground. We had some really fantastic planes flying.

Congratulations to our winners:

Design & Decoration - Oskah (room 10) and Sienna & Lauren (room 1)

R - 3 longest distance - Merlin (room 17) with 11.5m

Yr 4-7 longest distance - Hamza (room 9) with 17.7m

Well done everyone



QUIZ NIGHT

& AUCTION FUNDRAISER

Presented by "Trivia with a Twist"

FOR



Saturday 30th July

7.00 p.m.

At R.P.P.S. Gym

BYO nibbles and
drinks

\$15

Community Announcements

FRIENDS OF THE MOUNT GAMBIER LIBRARY ANNUAL

BIG BOOK SALE

Saturday 2nd July 2016 10am – 2pm

JIGSAWS
DVDs

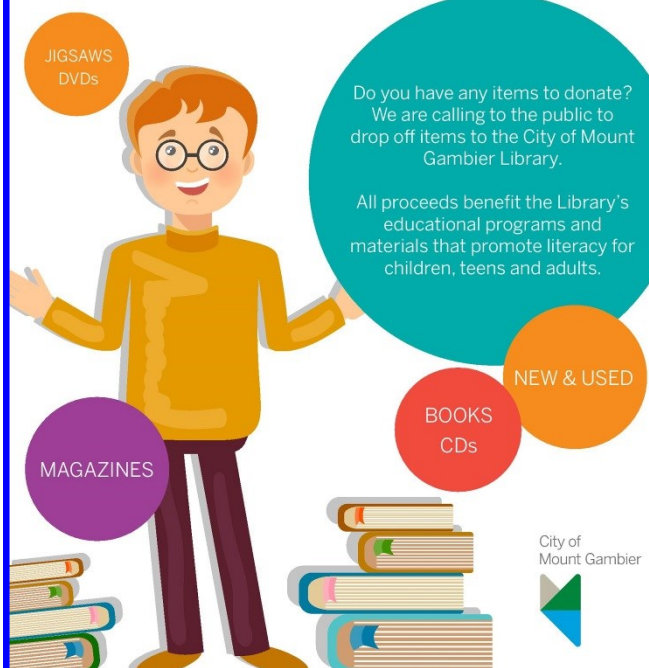
Do you have any items to donate?
We are calling to the public to
drop off items to the City of Mount
Gambier Library.

All proceeds benefit the Library's
educational programs and
materials that promote literacy for
children, teens and adults.

NEW & USED

BOOKS
CDs

MAGAZINES



City of
Mount Gambier



**Crossfit Kids & Teens July
School Holidays
(July 11th - 22nd)**

CrossFit Kids (Both Junior & Senior)

Monday, Wednesday & Friday both weeks 2.00 - 2.45pm
(Free for 1st ever visit - \$8 per session for other visits)

Crossfit Junior Teens

Monday, Wednesday & Friday both weeks 3.00 - 4.00pm
(Free for 1st ever visit - \$10 per session for other visits)

CrossFit Senior Teens

Monday, Wednesday & Friday both weeks 4.00 - 5.00pm
(Free for 1st ever visit - \$10 per session for other visits)

If it is your first visit - please give us a call so we know to
expect you

For Bookings and enquiries

Email - adamandeve@bluelakecrossfit.com.au

Phone: 0427345917

<http://www.bluelakecrossfit.com.au/crossfit-kids/>