



**Government of South Australia**  
Department for Education and  
Child Development

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Term 4, Week 7, 1st December, 2016

### DIARY DATES

<b>Tuesday</b>	<b>December 6</b>	<b>Finance Committee</b>	<b>5pm</b>
<b>Wednesday</b>	<b>December 7</b>	<b>Governing Council</b>	<b>7pm</b>
<b>Friday</b>	<b>December 8</b>	<b>SEAWL Casual Day</b>	
<b>Monday</b>	<b>December 12</b>	<b>Year 6/7 Aquatics Day</b>	
<b>Monday</b>	<b>December 12</b>	<b>R - 2 Valley Lakes Excursion</b>	
<b>Tuesday</b>	<b>December 13</b>	<b>Volunteer Morning Tea</b>	
<b>Wednesday</b>	<b>December 14</b>	<b>Carols by Candlelight</b>	<b>7.45pm</b>
<b>Thursday</b>	<b>December 15</b>	<b>Year 4/5 Aquatics Day</b>	
<b>Thursday</b>	<b>December 15</b>	<b>Year 7 Graduation</b>	
<b>Friday</b>	<b>December 16</b>	<b>End of Term 4 - Early dismissal</b>	<b>2.30pm</b>

### **Dear Parents and Caregivers,**

As we approach the end of the year Reidy Park continues to be a busy place. It is great to see students maintaining a positive attitude toward their learning and class activities.

Our school acknowledged White Ribbon Day last Friday with classes spending time reflecting on the meaning of respect and its role in maintaining safe and positive relationships. Students were also involved in reading the White Ribbon Day oath and threading a white ribbon around the school as a symbolic gesture. Well done to our student leaders for leading this activity and talking about White Ribbon Day's importance at assembly. I encourage families to use the focus on White Ribbon Day as an opportunity to talk about the importance of violence prevention and how we all have an important responsibility to ensure a safe environment both at school and in the wider community.

Congratulations to the Yr 6 students who have been nominated as Student Leaders and Sports Day Captains for 2017. We look forward to these students being great role models and ambassadors for Reidy Park next year.

### End of Year Reports

End of year reports will be sent home in Week 9 on Thursday December 15<sup>th</sup> which will provide a summary of your child's achievement for this semester. A student who receives a 'satisfactory' rating for their achievement is demonstrating what is expected at their year level, with the grade equivalent being a C. Students who are working above what is expected for their level will receive an excellent or good rating, the equivalent of an A or B grade respectively. Students who have yet to achieve their year level standard will have demonstrated minimal (D) or

partial (E) achievement. According to the Australian Curriculum, for students to receive an 'A' or 'B', there are two main areas they need to demonstrate:

- Above satisfactory achievement in the skills, concepts and key ideas to a particular subject and,
- The capacity to transfer their learning to different and new contexts. 'New and different contexts' means that the student is able to apply their learning to a context beyond that in which was originally taught. For example in Geography, students may need to describe types of settlements in Australia (e.g. towns and cities) by looking at the lives of people in these places and describing similarities and differences. In a 'different context', students would identify similarities and differences between a known place in Australia and a neighbouring country. In Mathematics, students may need to know how to complete the different number of operations (add, subtract, multiply and divide). In a 'different context', students could be required to use this skill in a problem solving activity by determining which operation to use.

A further description of the broad skills evident at each achievement level has been provided in this week's newsletter. When you receive your child's report and require any further clarification, please make a time to speak to their teacher.

*Room 6  
showing their  
respect banner  
on White  
Ribbon day  
last Friday*



### End of Term

A short assembly will be held on the last day of term Friday 16th December at 2.15pm. This assembly will be an opportunity to farewell our Year 7 students. Families are welcome to join us. A reminder that students will be dismissed at 2.30 from the gym.

### Staffing Update

Two of our school's long standing and valued staff members will be moving on from Reidy Park at the end of this year. Gay Brooker, the school's Business Manager, will be retiring at the end of the year. Gay has worked at Reidy for the past 26 years and has been an enormous asset to our school. Lesley has worked at the school over the past 13 years including 6 years as Deputy Principal. Lesley has made an invaluable contribution to our school and on behalf of the school community, we pass on our best wishes and thanks to both Gay and Lesley. An announcement on the Deputy Principal position will be made in the coming weeks.

### Evacuation and Invacuation Practice

During each term, as a part of our school management processes, we rehearse our emergency response procedures which includes invacuation and evacuation practice. These rehearsals provide an opportunity to familiarise students on what to do in each of these situations and also help staff continually improve these processes. You may hear your child talk about these practices at home. If a 'real' situation occurs that results in an evacuation or invacuation the school community will be notified via SMS, a Facebook message or a note.

**Stephen Jolley**  
*Principal*

### NAPLAN Online Public Demonstration Site

To support the implementation of NAPLAN Online, ACARA has launched a public demonstration website (<https://demo.assessform.edu.au/testattempt/sample/x00083893>). The website provides an opportunity for students, teachers and parents to become familiar with the various types of technology-enhanced features that NAPLAN Online allows. A mini-test, with sample questions covering all domains for each NAPLAN year level, is available to help users become more familiar with the platform.

### SAPSASA Tennis and Cricket Results.

Last week, Cooper H, Joel C, Tully Mc, Emily N and Alex H participated in SAPSASA tennis and cricket in Adelaide. Both teams were in Division Two and both teams came third overall which was a great achievement. All of our Reidy Park students mentioned how their own skills and game improved over the week and would recommend this experience for all children who love their sport and are moving into the Upper Primary. It was a great opportunity for students to bond with children from other schools and play sport at a higher level.

*Heath McShane*

### Cash Office Opening Hours 2017

The cash office will be open for uniform sales prior to the commencement of Term 1 2017

The dates and times are as follows:

Tuesday 24th January	9am - 4pm
Wednesday 25th January	9am - 12pm
Friday 27th January	9am - 4pm

### Millicent Museum

This term Room 24, 25, 22, 23 and 17 went on a trip to the Millicent to check out the olden day museum and the playground. We had a great day exploring many olden day objects. The train was a big hit with all of the



children. We were able to get up close to the train and see where the train drivers sat. In the shipwreck room we found old anchors, old tools, port holes, ladders and a model ship. In the costume room children looked for outfits from different years. We found old cave drawings and different types of household items like old scales, glass bottles and containers. The olden day cars and horse carts were fascinating. The cars didn't even have seatbelts. The playground was a lot of fun as well!

### Blue Lake Fun Run

Congratulations to the students who represented our school on the weekend in the Blue Lake Fun Run. Our participation resulted in the school being presented with a cheque for \$500.

### T-Ball and Minkey 2017

T-Ball and Minkey will commence for Years 3-5. A note will go home shortly with details. If you wish to assist with any coaching next year you will need to have a current DCSI screening check. These are available from the Front Office.

*Heath McShane, Physical Education*

### 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 items. If you have any items that may still be missing, please visit and have a look through the basket in the Front Office. Anything left at the end of term will be donated to charity.



## Christmas Hamper Raffle

Thank you to everyone who has brought in a donation for our Christmas Hampers already or have returned their raffle book. Please remember that these donations can still be made up to 4pm on Monday 12th December. Raffle books need to be back by Friday 9th December.

*Gay Brooker, School Business Manager*

## Performing Arts News

This term Junior Primary is learning puppetry. Year 1 and 2 students learnt about puppets from India. They have had hands on experience with Indian puppets and used them to share their stories to the class. They have been fabulous in adapting the technique of holding the strings of the puppets and making them come alive. Reception students also enjoyed telling stories using the hand puppets.

*Chetna Rambani, Performing Arts*



## Carols by Candlelight

It feels like such a short time ago that we began the 2016 school year and now we are winding up and preparing for Year 7 Graduation and Carols by Candlelight. Please join us on Wednesday 14th December in the Sugar Bowl for our annual Carols night, commencing at 7.45pm. This is a fabulous night for all and enables our entire school community to celebrate the end of the school year together.

Available on the night from 6pm

BBQ – sausages and burgers

Soft drinks, chips and lolly bags

Coffee Van

Glow products including flashing necklaces, batons, spiked bracelets, clapper hands, Santa hats and glow bracelets.

The evening should end by approximately 9pm. The Christmas hamper raffle will be drawn at the conclusion of the night. Programs will come home on Wednesday 14th December. Please bring these with you on the night.

*Aaron R and Mr Jolley reciting the oath at White Ribbon Day*



## Values in Action Awards

Room	Presented to	For
2	Lachie L Frayzah	Working through the writing process to write a creative narrative. Improving his effort in Maths lessons.
3	Madison L Sienna L	Working hard in word work to sound out words. For beautiful artwork.
4	Andi C Aaron D	Tremendous use of adjectives in her sentences, that added life to your descriptions. Excellent power point presentation.
5	Kye T Cayde W	Working hard on his passion project. Showing care in his learning tasks and towards all members of Room 5.
6	Sarah E Emerson F	Courage to try new things in maths. Having the courage to make some positive changes in his learning.
7	Rubi W & Kori C Courtney H	For directing a class play and doing a wonderful job. For her amazing memory which she puts to good use in learning activities.
11	Erin J Mitchell P	Completing all Literacy tasks to a high standard. Always being respectful towards class members and teachers.
12	Chelsea F	Her courage and confidence.
15	Kai W Seby F	Caring for our classroom and those in it. Helping stretch other students brains.
17	Reece B Ashlyn C	Showing care and respect to others. Making great progress in her reading.
18	Cruz Mc Ethan B	Effort with his handwriting and all Literacy tasks. Trying hard with problem solving in Maths.
20	Aryan K & Zoe P	Always working hard with their learning.
23	Indi S Saxon S	For always being a caring and respectful student. Having the courage to keep trying with his reading.
25	Liam H Molly P	Working hard on work in writing time. Trying her best in book making.



*Room 23 students with their White Ribbon tattoos.*

# Digital Technologies Curriculum

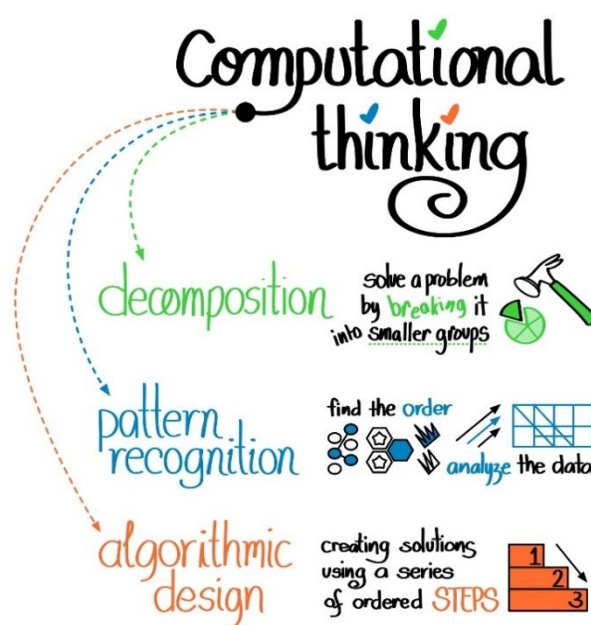
Use design thinking to develop digital solutions and knowledge	Be creative!	Are clever decision-makers when we select, use and manage data and information
	Use digital systems to communicate ideas	
Use computational thinking to create digital solutions	<b>In Digital Technologies lessons we...</b>	Learn to be responsible global citizens who use digital systems ethically
Participate in challenges that foster creativity, confidence, persistence, innovation, creativity, respect and cooperation		

Digital Technologies curriculum is about more than “playing” with computers...

In a world that is increasingly digitised and automated deep knowledge and understanding of digital systems is essential.

Digital systems include mobile and desktop devices and networks. Digital systems are transforming learning, recreational activities, home life and work.

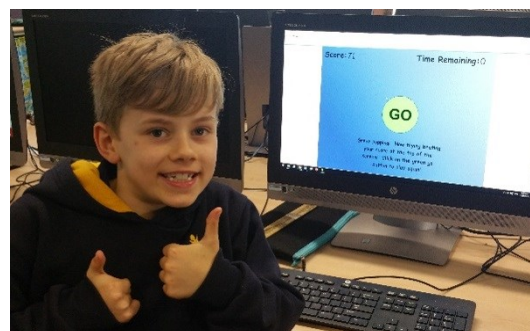
Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking.



Computational thinking is a huge part of the Digital Technologies curriculum (and is something we actually ALL do in lots of parts of our lives!)

## Typing and Mouse Skills

To support students effectively using technology we have practised using a mouse correctly and being familiar with the letters and functions of a keyboard. This has included learning touch typing for students in Year 4 to Year 7. Accuracy is emphasised while we practise our typing. On the next page is a table suggesting “words per minute” (WPM) speed. Look for your child’s average score in their report card.



Xav is RPPS's fastest clicker!

71 mouse clicks per minute is more than one bubble a second!





Year 4/5 students practicing touch typing



Year Level	Recommended Keyboarding Speed (WPM)
R - 3	No expectations – focus on keyboard familiarity, accuracy and technique
4	14
5	17
6	20
7	25
Teens	35 – 45
Adults	35 – 50 (in jobs with lots of keyboarding)
Adults	50 – 65 (secretaries/admin assistants)

Source: [http://www.qjat.org/docs/resourcebank/hwritng\\_kybding\\_rate\\_info.pdf](http://www.qjat.org/docs/resourcebank/hwritng_kybding_rate_info.pdf)

Reidy Park Primary School participated in the **FIRST® LEGO® League** competition on Monday. The entire competition for the year is based around the theme “Animal Allies”.

We had to build, program and compete with a robot. We had 2 and half minutes to try and complete as many missions on the table. We were successful in completing 3 missions, earning 51 points. Fantastic effort!



RPPS's First Lego League Team – Josh, Hayden, Alex and Brayden

**A - E guide reporting resource**  
**A guide to making A - E grade judgements when reporting against**  
**Australian Curriculum achievement standards in DECD schools**

Word Description	Grade	<i>In relation to the achievement standard, the student has demonstrated...</i>
<i>Your child is demonstrating <b>excellent</b> achievement of what is expected at this year level</i>	<i>A</i>	<ul style="list-style-type: none"> <li>high level capacity to apply knowledge, skills and understandings in new contexts</li> <li>deep understanding of concepts and key ideas and connections between them</li> <li>outstanding development of skills</li> <li>comprehensive knowledge of content</li> </ul>
<i>Your child is demonstrating <b>good</b> achievement of what is expected at this year level</i>	<i>B</i>	<ul style="list-style-type: none"> <li>strong capacity to apply knowledge, skills and understandings in new contexts</li> <li>deep understanding of concepts and key ideas</li> <li>high level development of skills</li> <li>thorough knowledge of content</li> </ul>
<i>Your child is demonstrating <b>satisfactory</b> achievement of what is expected at this year level</i>	<i>C</i>	<ul style="list-style-type: none"> <li>capacity to apply knowledge, skills and understandings in new contexts</li> <li>adequate understanding of concepts and key ideas</li> <li>sound development of skills</li> <li>adequate knowledge of content</li> </ul>
<i>Your child is demonstrating <b>partial</b> achievement of what is expected at this year level</i>	<i>D</i>	<ul style="list-style-type: none"> <li>capacity to apply knowledge, skills and understandings in familiar contexts</li> <li>some understanding of concepts and key ideas</li> <li>some development of skills</li> <li>basic knowledge of content</li> </ul>
<i>Your child is demonstrating <b>minimal</b> achievement of what is expected at this year level</i>	<i>E</i>	<ul style="list-style-type: none"> <li>beginning capacity to apply knowledge, skills and understandings in a familiar context</li> <li>beginning understanding of concepts and key ideas</li> <li>initial development of skills</li> <li>limited knowledge of content</li> </ul>



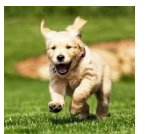
**December 2016 &  
January 2017**

Programs at over 130 pool &  
beach locations

Book online at  
[vacswimsa.com.au](http://vacswimsa.com.au)

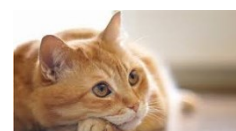


**SEAWL Animal & Causal Day**  
**Friday 8th December**



**Come to school dressed in a  
animal onesie  
or casual clothes**

**Please bring in either a gold coin donation  
or donations for animals such as;  
Pet food, collars, toys, rugs or beds.**

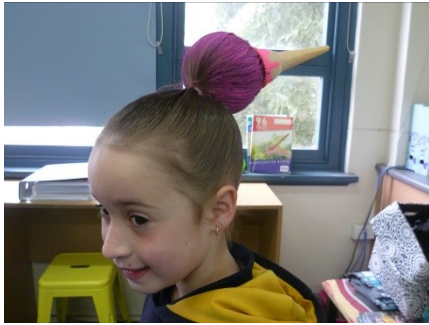




# SRC Crazy Hair Day

On Friday 18th November, the SRC had a special crazy hair day to raise money for The Women's and Children's Hospital. Unlike other fundraisers, instead of a gold coin donation students were encouraged to bring in 20 cent pieces to create a coin line of the school perimeter. The junior primary's line was 25 metres long and the middle and upper primary was 37 metres in length; making an astounding 62 metres of 20 cent pieces! The school raised \$480 in total. The Women's and Children's Hospital were overwhelmed by our generosity. Thanks everyone for your support

*Oscar Miller, SRC*



# Loose Parts Play in 2017 - Donations Needed!

As part of improving Reidy Park's outdoor playtime learning, we will be introducing **loose parts play** within the school quadrangle at recess and lunch times in 2017! Loose parts are any materials that can be moved, stacked, lifted and carried to be used by children to create, explore, and most importantly - play!

What are the benefits?

- creativity
- critical thinking skills
- intellectual development
- social development
- emotional development



We have started to gather suitable materials for our loose parts play shed and need your help!

If you can donate any items to our loose parts shed **please complete the tear off slip and return it to the School front office by Monday 12<sup>th</sup> December (Week 9).**

We look forward to setting up our loose parts play shed and giving the children the endless learning opportunities that loose parts provides.

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## Loose Parts Play Donations

Please tick the items you would like to donate and **return this tear off slip to the School front office by Monday 12<sup>th</sup> December (Week 9).** We will contact people with donations via automated text with suitable times for delivery to the school. Thank you for your support!

Parent/caregiver name: \_\_\_\_\_ Mobile: \_\_\_\_\_

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Buckets                                   | <input type="checkbox"/> Tarpaulins          | <input type="checkbox"/> Large Empty tins       |
| <input type="checkbox"/> Binoculars                                | <input type="checkbox"/> Telephones          | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Milk crates                               | <input type="checkbox"/> Traffic cones       | _____   |
| <input type="checkbox"/> Steering wheels                           | <input type="checkbox"/> Watering cans       | _____   |
| <input type="checkbox"/> Netting                                   | <input type="checkbox"/> Wire reels          | _____   |
| <input type="checkbox"/> Old kitchen items e.g. pots, pans, spoons | <input type="checkbox"/> Cable reels         | _____   |
| baking trays, jugs, bowls, rolling pins and                        | <input type="checkbox"/> Log rounds          | _____   |
| whisks   | <input type="checkbox"/> Pine cones          | _____   |
| <input type="checkbox"/> Helmets                                   | <input type="checkbox"/> Old tyres           | _____   |
| <input type="checkbox"/> Bicycle wheels                            | <input type="checkbox"/> Pipes               | _____   |
| <input type="checkbox"/> Plastic garden pots                       | <input type="checkbox"/> Washing baskets     | _____   |
| <input type="checkbox"/> Ropes                                     | <input type="checkbox"/> Corks               | _____   |
| <input type="checkbox"/> Rugs                                      | <input type="checkbox"/> Smooth pebbles      |   |
| <input type="checkbox"/> Sticks                                    | <input type="checkbox"/> Sheets              |   |
| <input type="checkbox"/> Cash register                             | <input type="checkbox"/> Large wooden planks |   |