



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

Term 1, Week 3, February 15th, 2018

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### DIARY DATES

<b>Wednesday</b>	<b>21</b>	<b>February</b>	<b>Governing Council AGM , 7pm</b>
<b>Thursday</b>	<b>22</b>	<b>February</b>	<b>Assembly 12.05pm</b>
<b>Monday</b>	<b>26</b>	<b>February</b>	<b>Swimming Rooms 2, 3, 5, 6, 7, 23 &amp; 25</b>
<b>Monday</b>	<b>12</b>	<b>March</b>	<b>Adelaide Cup Day Holiday</b>
<b>Friday</b>	<b>30</b>	<b>March</b>	<b>Good Friday</b>
<b>Monday</b>	<b>2</b>	<b>April</b>	<b>Easter Monday</b>
<b>Thursday</b>	<b>5</b>	<b>April</b>	<b>Championship Sprints</b>
<b>Friday</b>	<b>6</b>	<b>April</b>	<b>Sports Day</b>

Dear Parents and Caregivers,

Thank you to all families who were able to attend our Acquaintance Night. Teachers value the opportunity to share information about their class and what learning your children will participate in during the year. All staff at Reidy Park have a strong commitment to supporting our students achieve growth in their learning and this approach is reflective of our school vision: "a learning community focused on high expectations, innovation and positive relationships. We strive to provide a learning environment where students feel safe, engaged and challenged to achieve their personal best."

We trust that you found the Acquaintance Night not only informative but also a chance to establish a positive relationship with your child's teacher for the year ahead. In this week's newsletter there is a reply slip for families to provide any feedback and suggestions regarding the running of our Acquaintance Night. Another opportunity for family participation is through Parent – Teacher interviews which will be offered later this term (during week 8 and 9). Families will be able to book an interview using an online service; information will be sent home in the coming weeks that provides instructions for how to do this.

### **Building Better Schools Update**

As was announced last year, our school has been funded \$5,000,000 to upgrade our school facilities. In consultation with the architect appointed to our school, a draft plan has been developed and submitted to DECD for review. The scope of the plan is very exciting and incorporates revitalising current classrooms, transforming the lower level of the main building into new learning areas and upgrading aspects of our outdoor spaces. The Better Schools program will be staged over the next 4-5 years and we expect to find out this term in what time frame the work will commence here.

### **Governing Council and Annual General Meeting**

Participating in our Governing Council provides an opportunity for parents to be involved in our school. Governing Council participation enables parents to contribute towards and gain an insight into school priorities, inform decision making and collaborate with staff. Meetings are held twice a term after hours (normally at 7.30pm).

On Wednesday February 21<sup>st</sup> our Annual General Meeting and the first Governing Council meeting for the year will be held. The Annual General Meeting will provide an overview of what has been happening at our school in the past year. Within Governing Council, there are sub-committees which also provide a forum for parents to contribute to the needs and directions of our school. Currently the following sub-committees are in place which members of the Governing Council are welcome to join: Finance, Grounds, OHSC and Fundraising. New members to Governing Council are most welcome and if you have not already done so, please complete the nomination reply slip and return it to school if you are interested in joining.

In this week's newsletter, information has been provided regarding our school uniform expectations. Since the beginning of term some students have not been wearing appropriate school uniform items and we ask for family support in ensuring these expectations are met. Please take the time to read the school's guidelines in this area.

**Stephen Jolley**  
**Principal**



Congratulations to Luke and Ruby on being elected as our School Captains .

## Student Leader & Sports Captain Presentation

At last week's assembly our Student Leaders and Sports Day captains were presented with their badges. These students were very proud to accept them and as a part of this presentation, our school captains for 2018 were announced. Congratulations to Ruby and Luke who are our school captains for this year.

In the coming weeks each class will select their SRC representatives for 2018. Along with our Student Leaders and Sports Day Captains, SRC representatives will provide a student voice in decision making at our school and we look forward to these students being positive role models throughout the year.

Student leaders for 2018: Kyah, Ruby, Rylee, Elise, Dakota, Kate, Luke and Sienna



S p o r t s  
Captains for  
2018: Charlie,  
Kate, Luran,  
Tom, Maddi,  
Kori, Matthew  
and Coco.

## Staffing Update

Trudi Shelton, our current Pastoral Support Worker, has been successful in winning an ongoing position at Headspace. Whilst this is great news for Trudi, it unfortunately means that she will be unable to continue at Reidy Park and she will be finishing her role at our school in the coming weeks. Trudi has been an excellent support for students and staff during her time here and we wish her all the best in her new job. In the coming weeks we will be commencing a process to secure a replacement for Trudi.

## Rainbow Reading: Volunteers needed

An important Literacy program that our school offers through volunteers is the Rainbow Reading Program. This program involves listening to middle primary children read in the Library. If you are able to assist, please contact the Front Office or Michelle Kuller, our Librarian.



## School Uniform

Our uniform shop is open each Monday morning from 8.25 until 9.30am. You are able to pre-order using the order form included at the end of this newsletter and items will be sent home with your child. Our Governing Council endorse the wearing of approved RPPS polos, rugby tops, hoodies, polar fleece jumpers, school dresses and skirts, teamed with the school beanie and scarf. We expect students to wear NAVY BLUE bottoms which might include shorts, track suit pants or jeans without obvious logos. Please do not encourage wearing of patterned leggings and undershirts unless they are completely covered. Shorts should also be an appropriate length; 'short' shorts are not suitable. Large earrings are dangerous in an active school day and should not be worn. This includes large studs which can easily get caught in clothes and result in injury. Footwear should also be appropriate for school purposes, including participation in physical activities.

## Important SAPSASA Sports Dates

SAPSASA District Swimming tryouts, are Thursday Feb 23rd. Children born in 2005, 2006, 2007 and 2008 can ask for an application form. Please see Mr McShane or the Front Office for these.

Yr 6/7 SAPSASA Netball tryouts are Monday March 19th. Applications are not open yet.

Yr 6/7 SAPSASA Football tryouts are Tuesday March 20th. Applications are not open yet.

District Athletics Day is Tuesday March 27th. Children turning 9 or older are able to participate. Trials are being held at school with Mr McShane during lessons and play breaks.

## Swimming

Swimming commences next week for some of our classes. Please ensure payment and consent forms are returned.

February 19th - 23rd (Week 4)

9.15am - 10am: Rooms 3, 7 and 20

12.15 pm - 1pm: Room 2

2.15pm - 3pm: Rooms 5, 6 and 24

February 26th - March 2nd (Week 5)

9.15 am - 10am: Rooms 3, 7 and 23

12.15pm - 1pm: Rooms 2

2.15pm - 3pm: Rooms 5, 6 and 25

## Library News

### Premiers Reading Challenge:

At Reidy Park Primary School we encourage all students to discover the world of reading with the Premier's Reading Challenge. The Challenge requires students to read 12 books by the 8th September 2018. Of the 12 books, 8 need to be chosen from the Premier's Reading Challenge booklist at the student's age / reading level. It is very important that the forms are filled in correctly and signed where required, prior to returning. All forms are checked prior to submitting and will be not be accepted if not completed correctly. Further information about the challenge can be found at: <http://>

[www.premiersreadingchallenge.sa.edu.au](http://www.premiersreadingchallenge.sa.edu.au) or contact Michelle in the Library.

### Scholastic Book Club

Twice a term Scholastic Book Club flyers will be sent home with students. Book Club gives parents and guardians a convenient way to purchase affordable, age appropriate books for home reading. It is also a great way to help the school purchase additional learning resources, as the school earns 20% in Scholastic rewards on all orders.

### Library Bags

All students borrowing books **must** have a Library Bag (preferably water proof). This is to ensure that the books are protected when taken out of the Library. Students will not be able to borrow without one.

### Overdue Books

Please follow up any overdues your child may have.

### Library Opening Times

The Library is open every morning from 8.30am until 8.45am. Students are able to borrow and return books during that time.

### Reading Tips

There are many different ways you can share a book together.

**Take a picture walk first.** Look through the book and talk about the pictures. Point out any connections you see between the pictures and your child's life.



### Acquaintance Night Feedback

#### Acquaintance Night Feedback (please return to the Front Office)

What worked well? .....

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.....

Aspects for improvement .....

.....  
.....

Any other comments .....

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### Values in Action Awards

Room	Presented to	For
1	Kelleysha L	Being a caring classmate.
2	Sam B	Having a positive start to Year 3 by showing care, courage and respect in the class.
3	Harrison E	For pursuing his personal best in maths and stretching his learning.
4	Clare H	For demonstrating our school values within the class and yard.
5	Cruz Mc	Being a polite and organised class member.
6	Hannah S	For a courageous start to a new school.
7	Jackson D	For being a positive member of Room 7 and showing care in his work.
8	Kane D Tonisha K	Welcome to our school and for making a positive start.
12	Rhys W	Embracing his mistakes and learning from them.
13	Ruby C	For an exceptional work ethic in all tasks and displaying a growth mindset
15	Tage C	For making a great start to the year.
16	Kane H	For showing respect and being a good role model.
17	Dan W	For making good choices about his behaviour.
20	April J	Confidently and enthusiastically joining in all class activities.
21	Lexi M	Caring and helpful.
22	Hallam D	For being a caring and respectful student.
23	Charlie L	For always showing respect to her teachers and classmates.
24	Dougie M	For settling well into school routines and always using the Golden Rule.
25	Toby M	For settling in to school and being brave.



# Developing a Growth Mindset

Since returning to school, all classes have continued to build on last year's work with students on developing growth mindsets and their understanding of what a successful learner is.

Hopefully your children have been talking about this at home. We intend to follow this line of thinking again this year, in the hope that it will become embedded into everything we do.

Research into growth mindset shows that

*"Children who understand that the brain can get smarter- who have a growth mindset - do better in school because they have an empowering perspective on learning. They focus on improvement and see effort as a way to build their abilities. They see failure as a natural part of the learning process. In contrast, students who have a fixed mindset - those who believe that intelligence is fixed - tend to focus on judgment. They're more concerned with proving that they are smart or hiding that they're not. And that means they tend to avoid situations in which they might fail or might have to work hard."*

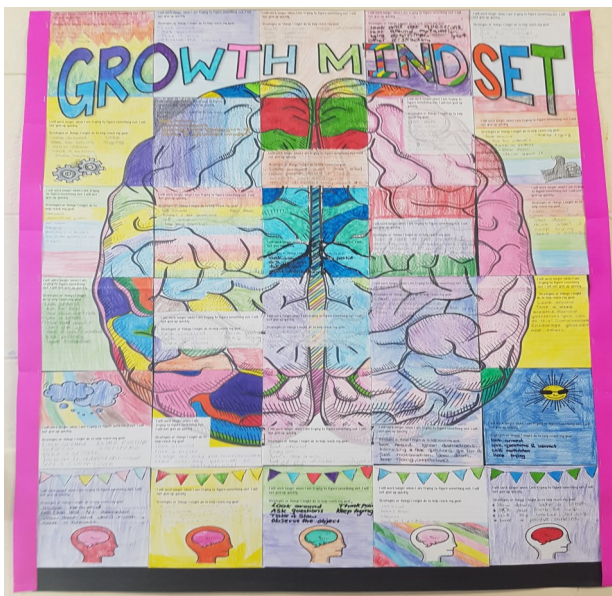
*Many studies show that children who have a growth mindset respond differently in challenging situations and do better in school over time."*

All staff at Reidy have introduced a number of learning strategies to our students, associated with having a growth mindset. When speaking to our office staff, working with SSOs and learning with every teacher in our school, students will find that we all use growth mindset strategies and language.

A growth mindset focuses students on learning, rather than simply performing well. We talk to the students about learning from our mistakes, that the brain doesn't always get it right the first time and perhaps you do not know it yet! This year the 'learning pit' has been introduced to students to help them understand that learning can be messy and difficult, that it involves many setbacks but all of this is ok.

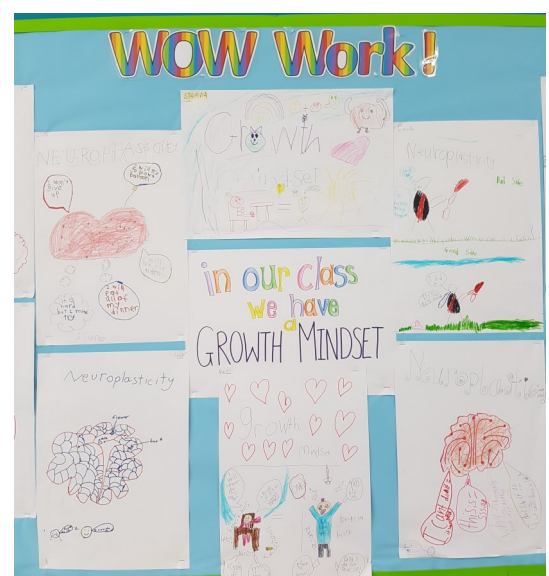
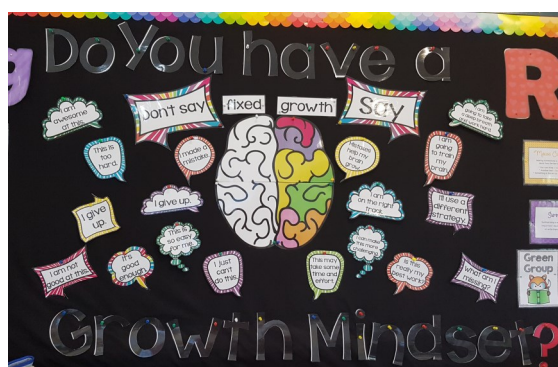
The way we praise our children can have a profound impact on their mindset. Research on praise and mindsets shows that when we praise children for being smart, it promotes a fixed mindset. It sends a message that their accomplishments are trait-based, and tied to something innate. In contrast, praising kids for working hard promotes a growth mindset. It sends a message that the child's effort is what led them to success. Some tips on what you can say to your children that promotes growth mindset thinking are on the following page.

There is a lot of information on the internet if you are interested in looking further at what the research says, strategies to use, as well as the language.



# Developing a Growth Mindset

Say This	Not That
"I can see you worked so hard on this!"	"You are so smart!"
"It seems like it's time to try a new strategy."	"It's okay. Maybe you're just not cut out for this!"
<p>"I like watching you do that."</p> <p><b>Say this because</b> it lets your children know that they control outcomes by making choices.</p> <p><b>Do not say this because</b> it makes your children think they don't have the capacity to improve.</p>	<p>"You're a natural at that!"</p> <p><b>Say this because</b> it helps your children understand you value their effort.</p> <p><b>Do not say this because</b> it makes them think of intelligence as a fixed quality.</p>
<p>"It looks like that was too easy for you. Let's find you something challenging so your brain can grow."</p> <p><b>Say this because</b> it conveys a message of approval of an activity they enjoy doing, regardless of outcome.</p> <p><b>Do not say this because</b> the next time your children fail or make a mistake, they might think they do not have that talent after all.</p>	"That's right! You did that so quickly and easily; great job!"
<p>"That's not right. You don't understand this yet. What strategies can you try to understand it better?"</p> <p><b>Say this because</b> it teaches kids that learning should be challenging, and if tasks are too easy then your brain isn't growing.</p> <p><b>Do not say this because</b> praising tasks completed without much effort paints effort in a negative light and encourages a fixed mindset.</p>	"That's not right. Are you paying attention in class? It seems like you're not even trying."
"That was really hard. Your effort has paid off! Next time you'll be ready for this kind of challenge!"	"That was really hard. I'm so glad it's over and you don't have to do that again."
"You've worked hard to become a good writer. You should challenge yourself with an advanced class, and learn something you don't know how to do yet."	"You have a real talent for writing. You should take a creative writing class because you're so good at it."





# Room 24 News

We have loved beginning our school journey at Reidy Park Primary School and have settled well into school routines. Room 24 have enjoyed using the playful learning room. The playful learning room has allowed us to develop our skills in

problem solving  
imagination  
conflict  
fine motor skills

questioning  
curiosity  
resolution  
oral language

wondering  
co-operation  
resilience  
communication

We have also learnt to apply numeracy skills in real life with weighing and measuring. Our literacy skills have developed through drawing, writing, reading, using symbols and pretend play.



# Room 12 News

This term Room 12 are 'Going For Gold'. We are working hard to use a growth mindset, challenge ourselves and our learning, persist with these challenges and pursue our personal best. We created pieces of artwork which reflect us 'Going for Gold' in the Winter Olympics. These are on display on our class windows. Go For Gold everyone.



# Reidy Park Primary - Specialist Programs 2018

日本語

Japanese

## Japanese

This year is the Year of the Dog in Japan. Our students have been learning about the significance of this aspect of Japanese culture and making book covers featuring a very famous dog called 'Chugen Hachiko' (The Faithful Dog).

The Japanese language consists of two syllabaries, Hiragana and Katakana (used to write foreign or borrowed words), which are referred to as Kana, and Kanji characters which came from the Chinese language.

### **Reception-Year 2 (Mrs Coleman)**

The early years will be concentrating on learning to read, write and count to 10.

In addition to this they will learn to read, write and pronounce the 1 stroke Hiragana.

They learn some greetings, instructions and responses, as well as practice simple sentences for conversations.

### **Year 3-7 (Mrs Coleman)**

The middle and upper primary years will concentrate on learning the numbers from 1 to 21.

Once they have mastered this, the pattern is the same for the numbers up to 99.

In addition to learning the 1 stroke Hiragana, the students will learn the 2, 3 and 4 stroke Hiragana.

They will learn how to read, write and pronounce all the Hiragana, including the ten and maru, and be familiar with the combination sounds.

They will learn additional greetings, instructions and responses and the complexity of sentences will increase as will their knowledge of grammar functions.

I have sought feedback from students about what they would like to learn about Japan and will endeavour to include as many of these aspects in the topics we cover this year.

All students will learn about the culture of Japan, the geography and some history. They will learn songs, use mnemonics and chants to help embed their knowledge. They will be required to undertake research and present their work orally, and in project form.



Health

## Health

In Health, we will be covering the following topics and skills in Term 1:

### **Reception – Year 2 (Rena Cliff)**

The focus for all students in years Reception to Year 2 will be learning about our school values; care, courage and respect, working together, making good choices and following the Child Protection Curriculum (CPC).

We will follow the CPC where students will learn about the right to be safe; we will discuss different feelings, safety, risks, warnings and emergencies.

We will investigate ways to be sun smart by using the 5 steps; clothing, sunscreen, hat, shade and sunglasses.

We will explore ways to be healthy and what makes a healthy choice.

### **Years 3 – 7 (Heath McShane)**

The main focus for all students in Years 3 to 7 will be on learning the importance of honesty, fairness, respect, sportsmanship and loyalty.

We will identify the skills needed to develop and maintain healthy relationships and friendships with others. We will learn how to resolve disputes through role-play.

We will explore the concept of identity and resilience, and develop ways of bouncing back from adversity.

We will investigate strategies of how to over-come our fear of failure and discuss the importance of acceptable risk taking.



# Reidy Park Primary - Specialist Programs 2017



## Performing Arts

### Performing Arts

#### **Years R-2 (Jenny Johnson)**

The main focus for students in Term I will be experiencing new music and stretching ourselves to trial new things. Using stories and music, we will discuss our school values of Care, Courage and Respect.

We will be focussing on building confidence to be creative, innovative and informed musicians. We will also challenge ourselves to try new activities.

We will explore beat and rhythm through music and songs: Australian songs will be a focus in weeks 1-6. Students will be learning the National Anthem and the song 'Waltzing Australia' by the Bushwacker Band, as part of our school value of respect. Students will perform basic movements to music and will explore, improvise and engage in using a variety of musical instruments and sounds.

#### **Years 3 – 7 (Andrew Bone)**

The main focus for all students in Yrs 3 to 7 will be 'stretching our imaginations', both in drama and music.

We will be looking at the art of creating short dramas without a lot of planning and creating different characters.

We will also be exploring and experiencing a range of roles and situations when creating role-plays about places and situations that are familiar to us.

We will investigate the idea of creating music, improvising and experimenting with combinations of sounds to express ideas.

We will focus on rhythms and pitch patterns through singing, playing instruments, listening, and moving. The year 6/7 students have the opportunity to be involved in the musical production, "It's A Jungle Out There", as well as singing in our school choir which performs at both the Adelaide Festival Theatre and the Sir Robert Helpmann Theatre.

Students from Yr 5 and up are able to take part in instrumental music lessons during school time as a part of the DECD Instrumental Music Program.

### Physical Education.

The focus for all students will be on developing the skills and understanding of good sportsmanship, cooperation and team work.

#### **Reception – Year 2 (Rena Cliff)**

The early years will be developing fundamental movement skills associated with athletics such as running, jumping and leaping.

They will participate in minor games that focus on developing an awareness of space and others.

They will prepare for Sports Day and work on skills that involve throwing, catching, kicking and hitting.

#### **Years 3 – 7 (Heath McShane)**

The middle and upper primary years will participate in minor games and skill based circuits that improve hand-eye coordination.

They will refine and practice their technique in all athletic events associated with Sports Day.

They will participate in games that involve cooperative team-work and include a wide range of equipment such as balls, bats and racquets.

#### **SAPSASA tryouts:**

Football (Yr 6&7): Tues March 20<sup>th</sup>

Netball (Yr 6&7): Mon March 19<sup>th</sup>

District Swimming: Thurs Feb 22<sup>nd</sup> (inclusive of year levels below Yr 6&7)

District Athletics day: Tue March 27<sup>th</sup>. Trials at Reidy Park with Mr McShane during PE lessons and play breaks (ages 9 and older)

SAPSASA Softball State Carnival: April 9<sup>th</sup> to 13<sup>th</sup>

## P.E.