



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

Term 1, Week 9, 29th March, 2018

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

Stephen Jolley  
Sandy Mullen  
Duane Gertners  
Fax: 8725 0576  
Email: [dl.0290\\_info@schools.sa.edu.au](mailto:dl.0290_info@schools.sa.edu.au)

### DIARY DATES

<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>
<b>Friday</b>	<b>13</b>	<b>April</b>	<b>End of Term 1, dismissal 2.30pm</b>
<b>Monday</b>	<b>30</b>	<b>April</b>	<b>First Day Term 2</b>

Dear Parents and Caregivers

Recently I had the opportunity to attend a workshop that looked at learning in the Early Years and whilst the content presented was focused on children in the younger years of schooling, a key concept covered that was applicable to children of all ages, was the importance of developing positive and effective dispositions for learning. Information was presented around the concept titled '4 views of a child', which was a way of describing how adults may view their role with children. The 4 views of a child being:

- Innocent or Fragile (adults need to protect children).
- Threatening (adults need to control children or the situation).
- Empty (adults must teach children everything).
- Competent and Capable (adults must challenge children, trust them with their learning and listen to their perspective).

The 4 views of a child provide an interesting lens to reflect on how we as educators (and parents/caregivers) communicate and interact with children, as all of these experiences contribute to children developing a sense of what kind of learner they are; our aspiration is that all children see themselves as competent and capable learners and when faced with a challenge their first reaction is, 'Yes, I imagine I can do this'. This connects very closely with our whole school focus on growth mindset and how teachers strive to facilitate learning experiences that balance focused, intentional teaching, whilst also enabling students to be challenged and engaged, and therefore develop the dispositions and skills to make growth and progress in their learning.

### **Parent-Teacher Interviews**

Our parent-teacher interviews concluded this week. If you have not had the chance to book an interview, please speak to your child's teacher or contact the Front Office; please be aware that parents are invited to meet with their child's teacher at any stage during the year.

### **NAPLAN**

The 2018 NAPLAN testing will occur in Term 2 from Tuesday May 15<sup>th</sup> to Thursday May 17<sup>th</sup> (Week 3) for students in Years 3, 5 and 7. NAPLAN is a national assessment program that tests students in these year levels in the areas of Literacy (reading, writing, spelling, grammar and punctuation) and Mathematics. The information gained from this testing is used to help inform teachers plan for student learning needs. NAPLAN also provides information about what our whole school strengths are in the areas tested and what aspects for improvement exist. Families will receive individual student reports in Term 3 that indicates their child's achievement in relation to national results of children in the same year level. Next term the testing timetable involves students completing a writing, grammar and spelling assessment on Tuesday (approximately 1 1/2 hours), a reading comprehension assessment on Wednesday (approximately 1 hour) and a maths assessment on Thursday (approximately 1 hour). The NAPLAN assessments are held in the mornings and during this time all other classes will continue with their regular lessons. Catch up sessions will be available during the week of testing if a child is absent. We encourage all children to participate, however, if families wish to withdraw their child from NAPLAN they are able to do so by filling in a withdrawal form. If you intend to do this please speak to your child's teacher. In the newsletter this week an information page has been included that provides further background regarding NAPLAN. Additional information for parents can also be found at <http://www.nap.edu.au/naplan/parent-carer-support>



Ryan and Kira in the new Year 7 jackets.

**Stephen Jolley**  
**Principal**

## Facilities News

Reidy Park has received maintenance funding from DECD to complete external painting of the school's main building. This work will commence in the near future and will take several weeks to complete.

## Term 2 Pupil Free Days

Governing Council have approved 2 pupil free days next term:

Monday May 7<sup>th</sup>: Focus on Writing

Monday May 21<sup>st</sup>: Focus on Mathematics

After the Maths workshop on Monday May 21st the presenter will be offering a parent information session on various concepts related to student learning in this area. We would like feedback regarding what timeslot this session would best suit parents/caregivers in terms of its scheduling. The options (both on Monday May 21st) are:

Option 1 4-5.30pm

Option 2 5.30-7pm

Please indicate on the reply slip which option you'd prefer the session to be scheduled. Once we have received this feedback we will confirm it via our next newsletter.

## School Uniform

Our school uniform has been chosen to be a comfortable and affordable design and reflects the school community's expectations of appearance. The school uniform guidelines aim to contribute to a safe and supportive teaching and learning environment through the easy identification of our students, fostering a sense of belonging and school pride and reducing peer social pressures to dress in a particular way. We are in the process of reviewing some elements of our uniform guidelines, including aspects such as being more specific around items such as preferred short styles and length, jeans colour and condition of school hats. If you would like to provide any feedback to Governing Council relating to our current school uniform expectations please provide it in the reply slip below. We acknowledge that it will be important to provide families advanced notice of any changes made to the uniform guidelines and this will be taken into consideration once Governing Council recommendations are finalised.

### **School Uniform Feedback** **(please return to the Front Office)**

Do you have any comments or suggestions regarding the school's current uniform expectations?

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## SRC

Congratulations to the following students who have been nominated as Student Representatives for the coming year. This group will meet during each term to discuss class and school matters and contribute to whole school decision making.

Room Number	Class Representatives	
Room 1	William	Lilli
Room 2	Jasper	Lila
Room 3	Caitlin	Levi
Room 4	James	Kira
Room 5	Cruz	Zoe
Room 6	Tayla	Aden
Room 7	Declan	Maya
Room 8	Henry	Imogen
Room 9	Rotating Roster	
Room 10	Georgia	Brodie
Room 11	Student Leader	
Room 12	Amity	Jye
Room 13	Leila	Taylor
Room 15	Tage	Molly
Room 16	Liam	Sian
Room 17	Isla	Saxon
Room 20	Addison	Makhosi
Room 21	Tristyn	Lexi
Room 22	Tilly	Braxton
Room 23	Madison	Draven
Room 24	Ben	Isla
Room 25	Xander	Matilda

## Assembly

A reminder that our final assembly for the term will be held on Thursday April 5<sup>th</sup>, commencing at approximately 12.05pm.

## Mathematics Parent Information Session

### **Please return to the Front Office**

Please indicate below what time you would prefer the Mathematics parent information session to be scheduled on Monday May 21st.

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

Please circle your preferred option:

Option 1: 4 - 5.30

Option 2: 5.30 - 7.30pm

## Mount Gambier Fringe

On the 21<sup>st</sup> of March, Rooms 12 and 13 went chalk drawing at the Mount Gambier Cave Gardens for the FRINGE festival. We could draw something creative and interesting and had a fantastic time. Tash, who helps with running the festival, gave us some chalk to create some colourful drawings. We could only draw pictures in a certain spot. In the end the path was very colourful and pretty. We thought it was quite a challenge trying to figure out what to draw and where to draw. Everyone had a great time.

*By Amity & Jye*



## Sports Day

A reminder that the program for next week's Sports Day events was sent home earlier this week. We are looking for parents to take on the students and teachers in two events on Sports Day. The two events are the baton relay and tug of war. If you are interested in joining the parent team this year, please fill in the reply slip and return it to the Front Office. These two events take place after the Friday lunch break.

### Parent v Student v Teacher Challenge. (please return to the Front Office)

Child's name: \_\_\_\_\_

I am willing to take part in the Baton Relay: YES / NO

I am willing to take part in the Tug of War: YES / NO

Name \_\_\_\_\_

Contact number \_\_\_\_\_

Signature \_\_\_\_\_

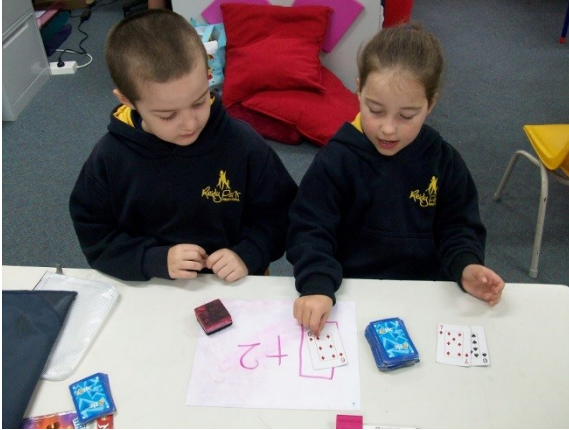
## Values in Action Awards

Room	Presented to	For
1	Retindeer K	Being an exceptional helper in the school community.
2	Sam B	Showing care, courage and respect in the classroom and having a go at challenges.
3	Lexi D	Always pursuing her personal best in all areas of her learning.
4	Liberty D	For always being respectful within our school community.
5	Merlin H	Increased focus during learning time.
6	Oliver G	Courage to take responsible risks in his learning and getting along with others more.
7	Summer M	Using WOW words in her writing.
8	Zarah S	Showing a growth mindset and persisting with tasks when they get challenging.
9	Olly B	Persistence in Maths when finding LCMs and GCFs! (lowest common multiples, greatest common factors)
10	Jett H	Excellent amount of care and effort that is put into his learning.
11	Luke E Riley H	Meeting all expectations at a high standard. Volunteering his time to provide a community service.
12	Joel M	Challenging himself with his PLP topic.
13	Beyonce B	Always trying her personal best.
15	Ella C	Pursuing her personal best this term.
16	Nash L	Always showing respect and care in class.
17	Emilie C	Making a great effort in her work.
20	Maximus H	Modelling sensible behaviour and good listening.
21	Kaitlyn G	Always stretching herself with her work.
22	Ruby W	Being a caring student that always looks to help others.
23	Draven	Always applying his best effort during learning time.
24	Flynn L	Always persisting in all areas of school.
25	Azailiah	Trying her best and working hard on her writing.



# Room 21

Each week in Room 21 we learn a new maths game to practice skills and concepts that match our maths learning of the week. This week we have played 'Count on 2' with our maths partner to show how fast we can be with counting on. We can stretch ourselves by turning over two cards at a time and counting on from a 2 digit number. We play our game of the week at the beginning of every maths lesson to get our brains ready for learning.



# Room 3

In Room 3 we have a focus on STEM (Science, Technology, Engineering and Maths). These activities help us use what we know to make something that we have seen in our real lives, such as bridges, towers and even mazes. First, we ask questions about what we know, then, we imagine how it's going to look and plan how we are going to make it. We create our idea by building it and finally, we improve on it by testing it and reflecting on any changes we could make to our design to make it even better. To do all this we have to communicate, collaborate and use our creativity! STEM is fun and we can't wait to see what other challenges are in store for us.





# Harmony Day

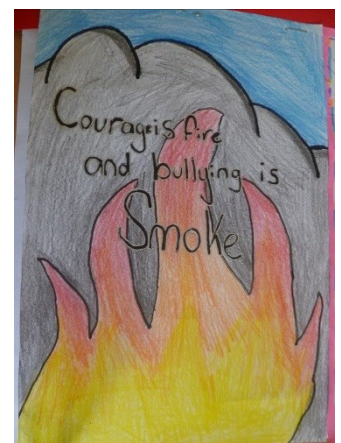
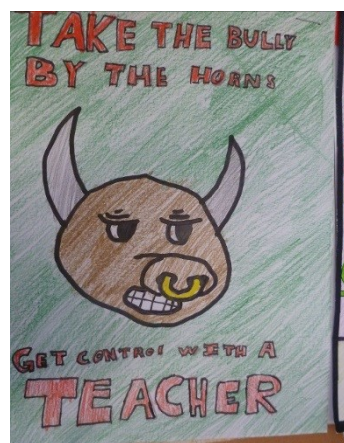
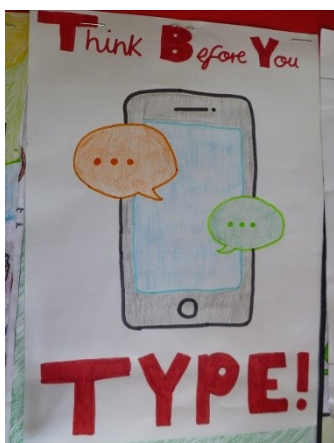
On the 21st of March, Reidy Park participated in Harmony Day. We set up activities for kids to join in during the afternoon. The activities we chose came from different continents to celebrate different religions and cultures. We believe that the day was successful in many ways and everyone enjoyed the activities. We hope to be holding many more activities like this throughout the year. *Sienna & Rylee, Student Leaders.*



# National Day Against Bullying & Violence



Last Friday, the 16th of March, was National Day against Bullying and Violence. This day is an important day for Australian Schools. We need to make sure that bullying is not only stopped in our school but all schools in Australia, to make our beautiful country a happy and safe place to live. Reidy Park promotes the prevention of bullying and we try as hard as we can to make all members of our school happy, safe and excited about learning. As an activity to reflect on this day all students took part in designing a poster that supports the stopping of bullying. Each poster was very creative and colourful but some of the standouts were Zarly and Skye from Room 9, Dakota from Room 7, Mia and Alex from Room 17 and Eliza from Room 21. Reidy Park is very proud of our school and our students' behaviours and we hope to continue this awesomeness. Stand up to the bullies so they can sit down. *Ruby & Katie, Student Leaders*





# SAPSASA Athletics

On Tuesday, 50 Reidy Park students braved the cold weather to participate in the local SAPSASA Athletics Carnival at Mount Gambier High School. Students, who previously qualified during school try outs, took part in a range of events such as high jump, long jump, shot put and various running events.

Our students achieved outstanding results and we had multiple children who came in the top 3 in their chosen events; we even broke some long standing records. Students who won their event will now be given the opportunity to participate in Adelaide later on this year. Well done to all students who attended and thank you to Andrea Wright and the parents who helped out on the day.





# NAPLAN on paper – information for parents and carers

**NAPLAN**  
NATIONAL ASSESSMENT PROGRAM  
Literacy and Numeracy

**2018**

## Why do students do NAPLAN tests?

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life.

Students in Years 3, 5, 7 and 9 participate in the annual NAPLAN tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

The tests provide parents and schools with an understanding of how individual students are performing at the time of the tests. NAPLAN tests are just one aspect of a school's assessment and reporting process; they do not replace ongoing assessments made by teachers about student performance.

NAPLAN tests also provide schools, education authorities and governments with information about how education programs are working and whether young Australians are meeting important educational outcomes in literacy and numeracy.

## What will be tested?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum. All government and non-government education authorities have contributed to the development of NAPLAN materials.

To give you an idea of what the tests look like, see example questions at [nap.edu.au/naplanexample](http://nap.edu.au/naplanexample)

## How can I help my child prepare for NAPLAN?

Help your child prepare for NAPLAN by reassuring them that the tests are just one part of their school program, and by reminding them on the day to simply try their best. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

ACARA does not recommend the use of services by coaching providers or excessive preparation. NAPLAN is not about passing or failing, but about assessing learning progress.

## Participation in NAPLAN

All students in Years 3, 5, 7 and 9 are expected to participate in the annual NAPLAN tests.

Students with disability may qualify for adjustments that reflect the support normally provided for classroom assessments. A formal exemption may be granted for a student with significant intellectual disability and/or significant coexisting conditions, or for a student who has recently arrived in Australia and has a non-English speaking background.

Your school principal and your local test administration authority can give you more information on special provisions or the process required to gain a formal exemption.

## Will my child sit NAPLAN on paper or online?

Your child will sit the NAPLAN paper tests in 2018.

However, children in some other schools across Australia may sit the NAPLAN online tests this year. Federal, state and territory education ministers have agreed that NAPLAN will move online over the next two to three years. State and territory education authorities will determine when their schools move online.

As students are presented with questions that test the same range of difficulty, regardless of whether they complete the test online or on paper, results for both formats will be reported on the same NAPLAN assessment scale.

To find out more about NAPLAN Online, visit [nap.edu.au/online-assessment](http://nap.edu.au/online-assessment)



## What if my child is absent from school on test days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the testing week. Individual students are not permitted to sit tests after Friday 18 May 2018.

## NAPLAN 2018 tests timetable

	Tuesday 15 May	Wednesday 16 May	Thursday 17 May
Year 3	language conventions 40 minutes ..... writing 40 minutes	reading 45 minutes	numeracy 45 minutes
Year 5	language conventions 40 minutes ..... writing 40 minutes	reading 50 minutes	numeracy 50 minutes
Year 7	language conventions 45 minutes ..... writing 40 minutes	reading 65 minutes	numeracy 60 minutes
Year 9	language conventions 45 minutes ..... writing 40 minutes	reading 65 minutes	numeracy 60 minutes

## How is my child's performance measured?

Individual student performance is shown on a national achievement scale for each test. A result at the national minimum standard indicates that the student has demonstrated the basic literacy and numeracy skills needed to participate fully in that year level. The performance of individual students can be compared to the average performance of all students in Australia.

A NAPLAN report will be issued by your school later in the year. If you do not receive a report, you should contact your school.

## How are NAPLAN test results used?

- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to help them better identify students who require greater challenges or additional support.
- Schools use results to identify strengths and weaknesses in teaching programs and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- The community can see average school NAPLAN results at [myschool.edu.au](http://myschool.edu.au)

## Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at [nap.edu.au/TAA](http://nap.edu.au/TAA)
- visit [nap.edu.au](http://nap.edu.au)

For information about how personal information for NAPLAN will be handled by ACARA, please visit [nap.edu.au/naplanprivacy](http://nap.edu.au/naplanprivacy)