



Government of South Australia
Department for Education

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Term 1, Week 3, 14th February 2019

DIARY DATES

Wednesday 20
Monday 18
Monday 25
Monday 11
Thursday 11
Friday 12

February
February
February
March
April
April

Governing Council AGM, 7pm (Library)
Swimming Rooms 2, 4, 5, 6, 7, 21 & 24
Swimming Rooms 2, 4, 5, 6, 7, 20 & 25
Adelaide Cup Day Holiday
Championship Sprints
Sports Day and Last Day of Term 1

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. We trust that you found it 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 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.

An area that we are seeking parent/caregiver support with relates to when you are on site during the day (outside of normal drop off and pick up times). We request that you first go to the Front Office to sign in. Whilst it may be convenient to go directly to your child's classroom we need to ensure that we know who is on site all times and be able to easily identify who is a staff member, volunteer or parent. Please refrain from walking through class areas and the yard without first going to the Front Office.

We have also had a request from the Reidy Park Centre (adjoining the school) for cars not to be parked on the grass section of the car park located off O'Halloran Terrace.

Start of Year Planning

Since the beginning of term all classes have completed a series of assessments in both Literacy and Numeracy. The purpose of these assessments is to help inform the planning and programming of teachers so that any adjustments or modifications can be put in place to support the learning needs of their students. If you have any queries regarding your child's start to the term please speak to their teacher.

External Review

Next week Reidy Park will be participating in an External School Review. The purpose of the external review is to analyse the progress that has been made against school and

department priorities and is facilitated by a review team arranged by the Department for Education. The review team will be spending the time at school meeting with staff, students and parents/caregivers to help gain an insight into areas of strength and areas of development within the school. If you have any concerns with your child speaking with the review team please contact the Front Office by the end of this week. The outcome of the review will be finalised later this term through a formal report which will be published on the school's website.

School Uniform

In this week's newsletter, information has been provided regarding our school uniform expectations. We ask for family support in ensuring these expectations are met. Please take the time to read the school's guidelines in this area.

Student Leaders and Sports Captains

At today'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 2019 were announced. Congratulations to Amity and Mackye who are our school captains for this year. Classes have also elected their SRC representatives for 2019. 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.

Stephen Jolley
Principal

Congratulations to Amity and Mackye on being elected as our School Captains



Student Leaders and Sports Captains

Student Leaders for 2019: Taylor, Amity, Mackye, Ruby, Milie, Bree, Leila & Lara



Sports Captains for 2019:
Lara, Shelby, Milla, Jayden, Brock, Sophie, Ella & Mia.

NAPLAN Online

As mentioned in past newsletters, our students in Yr 3, 5 and 7 will complete the NAPLAN assessments online this year (Yr 3 students will complete the writing task using paper and pencil, all other tested areas will be done online). The testing will take place in Term 2 and further details will be provided later in the term. It is intended that online testing will provide improved assessment, more precise results and faster turnaround of information for schools. For parents/caregivers of students in these year levels a privacy collection notice has been provided in this week's newsletter (a copy is also available on the school's website). If you have any queries regarding NAPLAN online please contact the school.

Starting School in Room 24

We have begun our school year with a bang! We are enjoying learning school routines and have focused on using our growth mindset when learning. We have had fun at our specialist subjects and have practiced counting in Japanese. Our most favourite thing to do is get rid of our wriggles by playing on the playground with all our new friends! This is great for our social skills, fitness and gross motor skills. We are independent and kind!



School Uniform

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 (or grey) 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 and denim 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.

Governing Council & 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 in the Library). On Wednesday February 20th 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.

Governing Council Nomination

Name

Child's Name

Room No

I hereby submit my nomination to be part of the Reidy Park Primary Governing Council Committee 2019.

Signed

Please return to the Front Office by Tuesday 19th February.

Swimming Payments on Qkr

Over the weekend and on Monday there was a Qkr error. The swimming was showing as \$20.50; it should have been \$21.50. If you paid the \$20.50 could you please pay the outstanding \$1. Sorry for any inconvenience.

Cash Office

The Cash Office is open for payments from 8.30-9.30am and again from 3.00-3.30pm Monday to Friday. Payments made via Direct Deposit or Qkr can be made at any time. Your support in keeping to the above times is appreciated.

Student Representative Council

Congratulations to the students listed below for being part of this years Student Representative Council.

Class	Representatives
1	Jenna B, Tage C
2	Alex H, Esha B
3	Molly P, Noah C
4	Gabbi P, Jack S
5	Sam B, Rentinder K
6	Levi R, Halle HK
7	Jamie B Liberty D (T1/2) Peyton R & Evie E (T3/4)
8	Reece B, Taya B
9	Harry M, Simone A
11	Student Leaders
12	Owen L, Mille Mc
13	Lacey B, Emma W
15	Zara G, Mitchell O
16	Isobel H, Cooper R
17	Jordan P, Stella HC
20	Bohdi G, Abbie W
21	Isla C, Frankie D (T1/2) Millicent K, Sienna T(T3/4)
22	Alliarni A, Te Ruki B (T1)
23	Taylor F, Xander H
24	Evie G, Tate A
25	Chloe H, Talon L

Values in Action Awards

Room	Presented to	For
1	Jenna B	Showing excellent persistence in her maths.
2	Neveah T	Having a growth mindset with all tasks.
3	Jesse L	Consistent effort and being on task.
4	Nat H-J	Showing respect to his classmates and supporting new students in our school.
5	Fletcher M	Being a supportive class member and encouraging others.
6	Lochie O	Caring for the class and environment by recycling his fruit cups as paint pots.
7	Jamie B	Being a valued class member. Well done for being elected for SRC.
8	Brielle J	Showing a growth mindset at Acquaintance night.
9	Brandon LPH	For a courageous and successful start to his year at Reidy Park.
10	Summer M	Assisting the teacher in the class.
11	Elle H	Having a positive approach to her learning by asking lots of questions.
12	William J	Being a successful collaborator.
13	Tora J	Consistently showing the school values in learning tasks.
15	Ella M	Being brave and speaking in front of the class.
16	Darcy B	A terrific start to the school year.
17	Jesse M	For doing good work.
20	Charlie W	Being very organised and sticking his work neatly in his books.
21	Dougie M	Demonstrating a caring attitude towards others.
22	Havannah C	Showing respectful behaviour in class.
23	Jaxson D	Being a brave learner and showing respect to his teachers and students.
24	Nyla G	Being an excellent role model to her peers and a brave learner.
25	Ava L	Trying new things at school.

Room 10 Maths

Having a growth mindset means believing that you are capable of learning and achieving, with effort. This happens through challenging yourself to pursue your personal best and actively participating in learning. "Failing" and "making mistakes" is something to be celebrated as it highlights an opportunity for growth to occur. Room 10 has been applying this to maths, and working at finding ways to grow! Here is what the students are saying:

Aaron D - This year some of the things that I have learnt about maths is there is nobody that is a Maths Genius, it doesn't matter if you get the answer right or wrong it is just how you get there and finally you must have a growth mindset.

Becky W - This year I have learnt that in maths everyone needs a growth mindset, even if you get a low grade in maths it's alright as long as you tried your best. I have also learnt the open number line strategy for addition, subtraction and decimal points.

Cailee M - This year so far in maths we have learnt about addition, subtraction, visualizing, multiplication and division. We have been learning different strategies to use in everyday life, including school!

Mia D - This year so far in room 10, it has been great! We have done lots of maths. Room 10 has been looking at "knocking down the myths about maths, maths mindset, mistakes and speed and number flexibility". We watched several videos all about maths. They talked about how you need a growth mindset and how it helps you in this area.

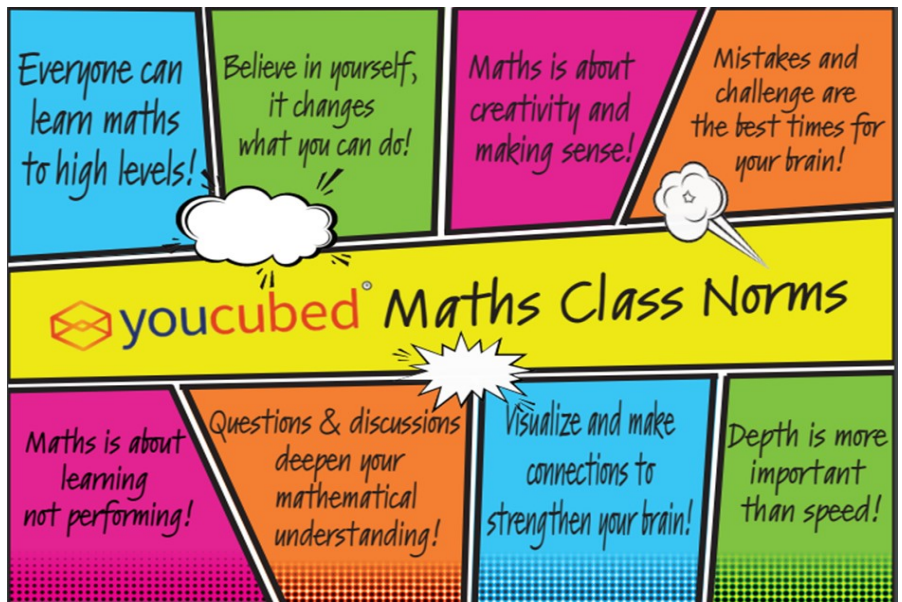
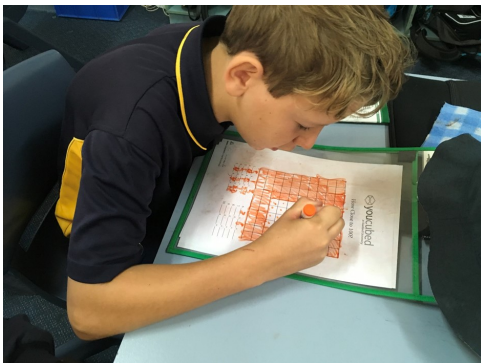
Riley E - So far this term in maths I have learnt a lot of things by watching about how to learn in this area. For example, mistakes are good because they help your brain grow.

Kade A - Jo Boaler from Stanford University has been teaching us some different ways to learn maths and she has given us some tips like when something is hard keep going and think outside the box. Also it's ok to be a slow thinker in maths and it's good to think deep.

Lenny VDL - Apparently mistakes help you learn by firing synapses which makes you better and more inquisitive to know how to do it so you can do it better next time. Jo Boaler explained how you don't have to be fast to be good at maths and that some of the best mathematicians take weeks to figure out and understand one sum/equation.

Stella: What I have learnt so far in maths is that you don't have to be fast to be good at maths and making mistakes is part of learning. Your brain grows bigger from those mistakes and that staying positive is really important.

Maya L - I have learnt that not everyone is a maths person but you can always build strength and learn from others around them. Everyone always can have a little bit of growth, even if you are a fast learner there is always a bit of growth even if you are going over something you already know.



NAPLAN Online - privacy collection notice

Moving to NAPLAN Online in 2019 or 2020

The National Assessment Program – Literacy and Numeracy (NAPLAN) takes place each year for students in Years 3, 5, 7 and 9 and has been an everyday part of the school calendar since 2008.

NAPLAN helps parents, carers and educators to see if children are meeting important numeracy and literacy standards.

The move to NAPLAN Online started in 2018. Moving online means NAPLAN is transitioning from paper-based tests to computer-based assessments. The aim is for schools to transition to online testing by 2020.

Online testing brings many benefits and opportunities including providing better assessment, more precise results and faster turnaround of information.

More information on NAPLAN Online is available at www.nap.edu.au/naplan/parent-carer-support/

Readiness testing activities

A critical step in preparing for NAPLAN online is schools' participation in readiness testing activities.

The purpose of readiness testing activities is to ensure your child is familiar with their device and the online test environment, as well as to test school and national infrastructure systems and processes.

Readiness testing is not another NAPLAN and will not formally assess students who participate in the test. Any reports generated will be used for testing purposes only.

Readiness testing activities may involve students who are participating in NAPLAN in 2019 or will participate in 2020.

Collection of personal information

Schools are required by law to collect personal information about you and your child, irrespective of whether your child participates in NAPLAN testing.

The purpose of this notice is to advise parents and carers of how your child's personal information will be used for NAPLAN Online in 2019, and as part of readiness activities scheduled at various times leading up to the test in May 2019 and May 2020.

Disclosure of personal information

For every student participating in readiness activities and online testing, the following personal information will be uploaded by the Department for Education, as the Test Administration Authority (TAA), to the NAPLAN Online Assessment Platform (assessment platform):

- student name
- local school student identifier
- school name
- gender
- date of birth
- country of birth
- language background other than English
- residential address
- Aboriginal or Torres Strait Islander status
- parents' occupation, education and language background.

Students participating in NAPLAN Online may also have personal information collected regarding disability adjustments to enable them to access and participate in NAPLAN testing.

The personal information for students who are exempted, absent or withdrawn from NAPLAN online testing is collected and used for reporting purposes.

The assessment platform is managed by Education Services Australia (ESA). ESA is a not-for-profit company jointly owned by the Australian education ministers. ESA is subject to rigorous information privacy and data security obligations under its contract with the Department for Education and is only permitted access to student personal information for the purposes of managing the assessment platform.

Security and privacy are key requirements for the delivery of national testing. The assessment platform has been designed to comply with relevant national data security policies and guidelines, as well as data encryption standards.

ESA only has access to personal information from a relevant school, TAA or the Australian schools list for the primary purpose of fulfilling ESA's role in supporting the operation of the assessment platform.

ESA's privacy policy is available at www.esa.edu.au/contact-us/privacy

Access and correction

To request access or correction to personal information collected for NAPLAN and held by schools please contact your school principal in the first instance.

Any concerns about a breach of privacy by a school should be directed in writing to the school principal.

More information

Speak with your school principal in the first instance if you have any questions about this information.

Reidy Park Primary - Specialist Programs 2019

日本語

Japanese

Japanese

This Year is the Year of the Wild Boar in Japan. Our students have been learning about the significance of this aspect of Japanese Culture. The Wild Boar is the last sign of the Asian Zodiac. In 2020 the twelve-year cycle begins again.

Linking in with the Student Wellbeing initiative our students have been learning about resilience and the origin of the Japanese Daruma Doll, which reminds us never to give up on our dreams. (Nana korobi yaoki. Fall down seven times, get up eight.)

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

Reception-Year 2

The early years will also 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 will learn some greetings, instructions and responses as well as practice simple sentences for conversations.

Year 3-7

The middle and upper primary years will concentrate on learning the numbers from 1 to 100. Once they have mastered this, the pattern is the same for the numbers up to 1,000 and beyond to 9,999. This will enable us to start working with Japanese money and shopping activities, where the denominations rise very quickly up into thousands of yen.

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 ten' and 'maru' and be familiar with the combination sounds.

The students 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

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 explore mindfulness through yoga stories.

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

The main focus for all students in years three to seven 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 refer to the Child Protection Curriculum when learning about safety.

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

We will use the Australian Guide to Healthy Eating chart to develop a balanced diet.

Reidy Park Primary - Specialist Programs 2019



Performing Arts

Performing Arts

Years R-2

The main focus for students in Term 1 will be experiencing new music and stretching ourselves to trial new things. Using stories and music we will discuss our school goals 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

The main focus for all students in years three to seven will be developing 'courage' in their performances in front of others.

In term 1 we will be looking at the art of improvisation with the middle primary students, creating different characters and situations without planning.

Lower primary classes will be exploring and experiencing a range of different drama types such as tableaux (freeze frame).

Upper primary students will look at different ways to sequence their drama to build tension.

In music 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 and playing instruments.

The year 6&7 students have the opportunity to be involved in the musical production "Rock Bottom" as well as singing in our school choir which performs both in Adelaide and Mt Gambier.

Students from year 5 and up are able to take part in instrument music lessons as a part of the Department's 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

The early years will be developing fundamental movement skills associated with athletics such as running, skipping, 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

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

In term 1, they will refine and practice their skills and technique in all athletic events associated with Sports Day.

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

SAPSASA information will be available via School Stream and in the newsletter.



P.E.

Acquaintance Night

Acquaintance Night is a valued opportunity for parents/caregivers to meet their child's teacher; forming this connection provides an important foundation for supporting student learning throughout the year. To help best meet the needs of our families we are seeking feedback from you to help inform our future planning around this activity.

Format

What format do you prefer? (please circle)

- Formal presentation, at rostered times, by the teacher (this is the current format: part teacher presentation, part open classroom)
- Open classroom, at rostered times, with no formal teacher presentation. Student work would be on display as well as having the opportunity to chat informally with the class teacher.
- Open school: families can move from one class to another, without rostered times, across an extended time eg. 5.30-7pm.

Length

What is a suitable length of time for classrooms to be open? (please circle)

- 45 minute rostered timeslots (current format)
- 30 minute rostered timeslots (current format)
- 90 minutes across the school without rostered timeslots

Any other comments / suggestions

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