



**Government of South Australia**  
Department for Education

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

Sam Griffith  
Emma Hayward  
Shylie Harrison  
Fax: 8725 0576  
Email: [dl.0290.info@schools.sa.edu.au](mailto:dl.0290.info@schools.sa.edu.au)

Term 3, Week 3, 6th August 2020

#### DIARY DATES

Friday 7th August  
Monday 24th August  
Tuesday 25th August

Year 6/7 District Basketball  
School Photos  
School Photos

Dear parents and caregivers,

#### **Acknowledgement to Country**

We, the staff and students of Reidy Park Primary School, would like to acknowledge and respect the Boandik people whose ancestral lands we gather and learn upon. We acknowledge the deep feelings of attachment and relationship of Aboriginal people to country and pay our respects to the Elders past, present and emerging. We promise to thank them by taking care of the land everyday as we learn at Reidy Park Primary School.

#### **Parents in School**

Given the current COVID-19 situation in Victoria and our Education Department recommendations, we continue to take a precautionary approach to parents and adults in school for the start of the term. We are asking that parents and adults not enter school grounds unless necessary and continue to pick up and drop off from the school gates. If you do need to enter a school building, such as a classroom, we request that you enter through the front office and sign in. These measures are to ensure the safety and wellbeing of our students and staff. Please contact the school if you would like to discuss this further.

#### **Assembly**

It was great to have finally a school assembly with students and teachers last week. As it was my first assembly I was impressed to see the leadership from the year 7 student leaders who planned and ran the assembly. They were thorough in their planning and showed confidence in speaking in front of a large group of people. Highlights of the assembly and award winners are acknowledged in this week's newsletter. We are still in a position where we cannot ensure enough space for social distancing of adults so we are unable to invite parents to attend our assemblies.

#### **Planning for 2021**

Future enrolments are an important factor that helps inform the school's class and staffing arrangements. In order to support our planning for next year, for families of reception students (starting in 2021), if you have not already contacted the school regarding your child's enrolment could you please do so as soon as possible. Furthermore, we require families to inform us if their child will be leaving Reidy Park at the end of 2020 as soon as possible. This information helps us plan our class structures for next year. If you know of families who are considering enrolling their children at Reidy Park, please encourage them to contact the school.

#### **School Improvement**

A key part of our school improvement actions is to increase student achievement in reading. This semester staff will be looking more deeply into the teaching of reading to build upon our current teaching practices in this area. A specific focus for our junior primary teaching staff will look at refining their teaching practice of phonemic awareness. Our middle and upper primary teachers will be focusing on their guided reading practice and setting individual goals using the Fountas and Pinnell literacy Continuum.

**Sam Griffith**  
**Acting Principal**



At last week's assembly Room 8 presented an item about Aboriginal art techniques. Room 8 also talked to the students about Wipe Out Waste Wednesdays.

## Thank You

We would like to say a big thank to Greg Kenny and his team at Borg Manufacturing on White Avenue for donating 33 sheets of flooring board for our musical production – Porridge. Due to the COVID-19 restrictions we cannot perform at the Sir Robert Helpmann Theatre so we are filming the production. The 10x10m flooring stage will be painted green so that we can 'green screen' the location into the filming.

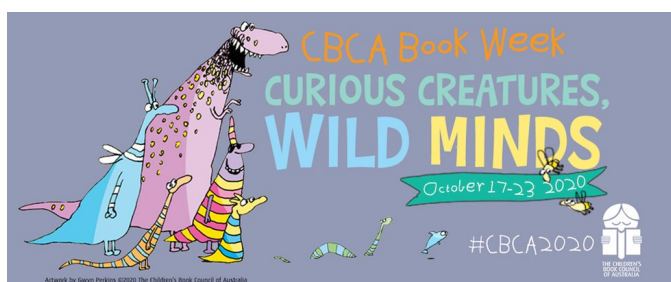
## Book Week 2020

Book Week at Reidy Park will run from 26 – 30 October (Week 3, Term 4) The theme for 2020 is 'Curious Creatures, Wild Minds'. Book Week is the perfect opportunity for readers to set their minds free and roam among the wild world of books while celebrating all the best things about books and reading. Activities will be held in the library and classroom throughout book week. Our parade will be held on Friday 30th October at 9am in the gym.

We will also be running two activities for students to complete at home, if they wish:

- Draw your own curious creature
- Create a sock puppet creature

Make your creatures as bright and crazy as your imagination will let you. Students are welcome to choose one or both activities. When finished, they can be brought to the library for display and judgement. A winner in each year level will receive a book of their choice. A flyer will be sent home in the next few weeks with more details of our creative activities.



## What is the most interesting thing you've learnt?

That it doesn't have to look perfect and it can be really fun - Sam

## Wipe Out Waste Wednesdays (WOW)

Room 8 also has sparked an idea amongst the school, known as 'Wipe Out Waste Wednesdays'. This is a day every week where students bring all of their food in reusable containers to wipe out waste. They also bring their rubbish to school and collect it to take to Woolworths or Coles for recycling. Meet the club that started it all, the Save The Turtles club!

## What motivated you to start Wipe Out Waste Wednesdays?

I watched a video about illegal fishing and littered beaches - Alice

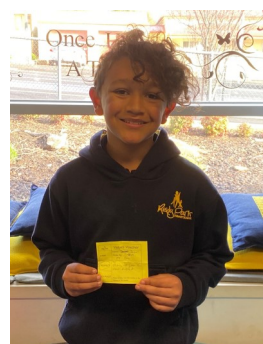
A video we were watching about animals mistaking food for rubbish - Amber

## Week 2 Assembly Award Recipients



This weeks Values in Action award recipients

Jesse D and Myles D received a values voucher at this week's assembly



Jaxon G also received a value voucher at assembly last week.

## Week 2 Assembly - 30th July

### Room 8's Aboriginal Artwork

This assembly, Room 8 presented their amazing work on Aboriginal art techniques and styles. They all used these techniques to create wonderful masterpieces, while learning about Aboriginal culture and traditions.

Questions Art:

**What did you learn about Aboriginal art techniques?**

You've got to take time so it will look good - Chelsea

There are many techniques and they are all unique - Nat

**What was your favourite art technique/style and why?**

X-ray art techniques were the most interesting - Fletcher

Cross hatching because it's easy and fun to do - Nat



## School photo day is



### Mon 24<sup>th</sup> & Tue 25th August 2020

You can order by going online at [www.msp.com.au](http://www.msp.com.au) using the shootkey on your child's envelope, or placing cash in the envelope. **Online is preferred in these COVID 19 times.**

Online ordering will close at midnight prior to photo day, so please order by then, to avoid a late fee.

**Sibling photos** – Please collect the family envelope (Orange) from the school office, complete the order & return envelope to the school office. Family envelopes have their own unique shootkey.

All students are to wear the correct school uniform

**Frank Monger MSP Photography**  
Mt Gambier.

We are here to help! Please call us on 08 87248411 or 0408838688 if you have any questions.

[www.msp.com.au](http://www.msp.com.au)

Room	Presented to	For
1	Addison J	Being a kind and caring member of our class.
2	Riley C	Demonstrating our school values and having a go at challenges.
3	Tilly O	Being a kind and caring member of our class.
5	Laycee G	Her effort in maths.
6	Emilia L	Always challenging herself in her learning.
7	Blake A	Persistence in fraction mental routines,
8	Ryan L Daniyal Y William J	Community award for the great work they have done in the Save the Turtles club.
10	Zoe P	For wonderful 'out of the box' thinking in P4C.
12	Taya B	Being a courageous leader.
13	Harry M	Showing courage during our inquiry sessions. What a great team member.
15	Sam H	Making a great start to Term 3. Focusing and working hard on completing tasks.
16	Addison T	Being a confident and helpful member of our class.
17	Kaiden R	Showing a great effort and attitude towards his work.
20	Aleira S	Following instructions promptly and sharing class resources.
21	Caleb C	Showing great listening skills during learning time.
22	Aubrey H	Sharing her thinking in maths to help others.
23	Ana P	Always being respectful and using her manners.
24	Seth H	Always trying his personal best in his learning.
25	Heath C	Focusing in all learning areas.


### Reading Tip

When reading aloud to your child or listening to them read, it is important to talk about and make connections with what you are reading. Even if your child is reading on their own, asking about connections they have made is a great way for older children to reflect on what they have read.


### Text Connections



**TEXT TO SELF**  
A connection between the text and your life or experiences.



**TEXT TO TEXT**  
A connection between the text and another text you have read.



**TEXT TO WORLD**  
A connection between the text and events in the world.

— Literacy in FOCUS —

### Congratulations

Congratulations to the following students who have been selected to represent the Lower South East in SAPSASA hockey and soccer in Adelaide later this term. Good luck everyone.

#### Hockey

Sebastain R  
Deegan W  
Sophie G  
Clare H

#### Soccer

Rylee K  
Kyra K  
Sarah E



## Room 11 - Infographics



*"A picture is worth 1,000 words"*

Rm 11 have been learning about infographics.

An infographic (short for information graphic) is a picture that blends data with design, story-telling, and insights to communicate messages to an audiences.

Here are some parts of our class infographic about the people in Rm 11. You can see the whole infographic outside our room.

## Year 6/7 Musical Production "Porridge"

The annual year 6/7 musical production is continuing this year with the final rehearsals coming up soon. Due to restrictions in the theatre, we have made the decision not to produce a live theatre version but to change our school into a movie studio and present a movie version of the show. We are experimenting with the move format 'green screening' which will be a new experience for everyone. Students are working on remembering their lines, their dance routines and putting together all their acting skills, which will come together on the big screen. With a 'red carpet movie premier' being planned for later in the term we are creating a new experience for how we present our production that will enable students to get the thrill of performing for their families.



# Staff Reports

Team	Comment
<b>Reception</b> Alex Bailey Tamara Fleming Donna Winckel	<p>Across the foundation classes we have revised our Jolly Phonics sounds and we have begun to look at different ways to write the same sounds, for example ow and oa as in snow, road and brown.</p> <p>Reading– We continue to work on our reading strategies to develop the skills to decode unknown words. This assists in our independent reading skills and leads to deeper comprehension.</p> <p>Writing– We continue to explore sentence structure at different levels. We are practising the basics of full stops and finger spaces. Some students are exploring ways to extend their writing by adding in describing words to create interesting sentences and stories.</p> <p>Math- In math we continue to use Natural Maths strategies to assist in problem solving questions. This term we will be exploring teen numbers, partitioning, addition, subtraction, ordinal numbers and data collection.</p> <p>Inquiry- We are beginning our 'farm to us' unit in which we will focus on living things and their needs. We will also explore where food comes from and how some foods like honey are processed.</p>
<b>Year 1</b> Amy Brown Teresa Grosvenor Hannah Proud Rhiannon Ashby	<p>Welcome to Term 3! We hope your family had a relaxing break.</p> <p>This term the year one students are learning about chemical sciences and how we can make changes to an object by heating, cooling, bending, stretching or folding it.</p> <p>Mathematics we will be learning about place value, fractions, money, time, chance and number operations.</p> <p>Our learning in Literacy will continue to develop reading skills through guided reading sessions and shared and modelled reading. The students will have the opportunity to improve their sentence writing skills and will look at the genres of narratives and procedures.</p> <p>We cannot wait to share more of our learning with you.</p>
<b>Year 2</b> Rebecca Hunt Gill Andrew Angela Hopes Lauren Suggate	<p>In Geography, the year 2 classes are studying 'Escape to Everywhere' for their unit, looking at:</p> <ul style="list-style-type: none"> <li>• Our place in the world</li> <li>• We are connected to people and places around the world</li> <li>• What is a place?</li> <li>• What things affect my connections with places?</li> <li>• What does the world look like?</li> <li>• How do we locate different places around the world?</li> </ul> <p>Science: Looking at resources: food, water, minerals and other natural resources.</p> <p>Writing: continuing with narratives, practising writing a description and a response/review.</p> <p>Maths: place value, multiplication, division, fractions and interpreting maps.</p>
<b>Year 3</b> Belinda Sturges Belinda Say Sam Loughhead	<p>This term in Geography students are looking at Australian states, territories and features / attractions. In science students are looking at biological sciences with a focus on classifying living and non-living things. We will be focusing on expositions and information reports as well as mapping, telling time, solving financial transactions and identifying common fractions.</p>
<b>Year 4</b> Daniella Marcucci Andrea McCade	<p>Students are learning about Australian history and the age of exploration in HASS. In maths they are continuing to revise previous content in different contexts with a main focus on fractions. In Design and Technologies, students are learning about where different foods and fibres come from and focusing on the biological sciences this term.</p>
<b>Year 5</b> Rebecca Langford Letitia Clarke (4&5) Michele Waters	<p>English: This term the year 5s are continuing to work on spelling patterns and grammar. Our writing text types for the beginning of term are recounts and explanations.</p> <p>Math: We are looking at adding and subtracting fractions with common denominators and exploring the decimal system beyond thousandths. Later this term we will be looking at money as this will tie in with our HASS unit on economics. We are continuing to embed number work throughout Math.</p> <p>HASS – Civics and Citizenship: looking at laws and regulations, democracy and the electoral process.</p> <p>Science – Chemical Sciences: The observable properties of matter and how adding and removing heat causes physical change.</p>
<b>Year 6/7</b> Sandi Wilkens Rikki Helps Kate Symons Kristie Say Helen Baron	<p>The year 6 students are working together on an inquiry unit called 'Power Through the Ages.' Investigations include how electrical energy can be generated from a range of sources, and whether power sources can be renewable and non-renewable. Students have discovered that people have contributed to power throughout history (Thomas Edison, Benjamin Franklin, Nikola Tesla, indigenous cultures) and significant events over time can be represented in chronological order on a timeline. Our inquiry sessions so far have been full of wonder which has sparked (no pun intended) further lines of inquiry. Thankyou to Graham Jantosh for his engaging circuit lesson the other day in the library.</p> <p>Year 7 students are inquiring about "Enough Water?" in geography and science. This includes looking at the chemistry of water and techniques to separate substances. Students investigate people's dependency on water and water management. To support their investigations students are reading and creating infographics.</p>

# Staff Reports

Team	Comment
<b>Performing Arts</b> <b>Years 3 - 7</b> Andrew Bone	<p>Year 3-4: Students are working on creating movements to the song Happy. Mixing movements that involved different number of beats and statue poses.</p> <p>Y5 6: Students are developing script ideas. Following a creative process from developing initial ideas to presenting them on stage. Making words in a script engaging for an audience.</p> <p>Y7: Students are exploring the idea of vocal choreography. Following the motown style of a vocal group with a lead singer and some back up singers. Creating genre specific moves that fit with the theme.</p>
<b>Performing Arts</b> <b>Rec - year 2</b> Jenny Johnson	<p>Term 3 in Performing Arts is about musical instruments and how they sound, what they look like, how to write their names and for year 2's something about their history.</p> <p>Students will look, listen, play, guess and discuss with this topic.</p> <p>Students will also get to play percussion instruments.</p>
<b>Japanese</b> Judith Coleman	<p>Students at all levels are continuing with their study of hiragana. The older students are learning about the modified syllables and making their own modified hiragana charts to use as a reference.</p> <p>All students are learning mnemonics to help them learn individual kana (characters) and the order of characters in the chart both vertically and horizontally.</p> <p>The primary students have been learning about some favourite street food, how it is made and how it differs ingredient wise in different regions of Japan.</p> <p>Some of the younger students have been learning about a traditional type of street theatre known as "Kami Shibai" which literally translates as paper plays.</p> <p>All students have been studying a modified version of the "Where is the Green Sheep" story. There are differentiated task at all levels to cater for students needs. The younger students have been learning about colours and some basic vocabulary and songs, whilst the older students have been learning the names of colours as nouns and how they change when used as adjectives. They have also been learning positional words.</p>
<b>Physical Education/Health</b> Heath McShane Renae Cliff	<p><b>Health</b></p> <p>Over the course of term 3, the topic 'Recognising and Reporting Abuse' will be covered from the Child Protection Curriculum in Health lessons with myself and Renae Cliff. Within this topic, the children will learn the proper names given to parts of the body, as well as what is considered appropriate and not appropriate touching within relationships. The difference between safe and unsafe secrets will be discussed, as well as the importance of saying no when necessary and seeking support from those that they trust. This is a compulsory curriculum taught within all South Australian government schools to ensure students are armed with age-appropriate knowledge and strategies to protect them and keep them safe.</p> <p><b>Physical Education</b></p> <p>The term the year R – 7 students will be learning badminton skills and the rules of how to play the game. This includes learning how to serve and apply different strokes during game play. Students will be focus sing on fair play and learning how to umpire their own games.</p> <p>Other sporting events happening this term include: Years 5/6/7 Tennis Hot Shots tournament at Tenison Woods College and Year 6/7 Basketball tournament held at the Icehouse.</p> <p>Tryouts are currently in progress for the following SAPSASA events: hockey, football, soccer and netball.</p>

## Warm Hands, Dry Feet!

*Four Reasons Why need your help!*  
*We are looking for donations of children's gloves or used sneakers of all sizes, in good condition to share with children in our local community.*

*Donations can be dropped to Di Monty Training Solutions, The Convent, Café Ellen or Mt Gambier North Primary School.*  
*Help our children have warm hands and dry feet this winter.*