



Government
of South Australia
Department for Education
and Child Development

Room 26b Newsletter

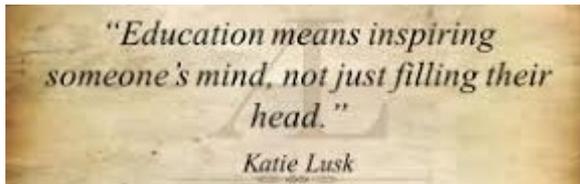
Term 1 2018



Dear Parents/Caregivers,

Welcome to the 2018 school year and to Room 26b! I especially welcome our new families beginning their journey with us at Parafield Gardens R-7 School. I trust that you have had a wonderful break over the holidays and enjoyed the time spent with your children. My holidays were restful and re-energising with lots of extra time for painting and swimming, some passions of mine outside of teaching.

This year I will be team-teaching with Deana Cuconits of Room 26a. We have been working together since 2016 and are very excited to be sharing the same space this year. Whilst your child might be in Room 26b, our classes will be joined for the majority of our learning time as we are sharing the same space. Room 26b is a busy and exciting place to be and I am really looking forward to navigating a year full of amazing learning experiences with your children!



A bit about me...

My name is Kirsty Karapas and I began working at Parafield Gardens R-7 School in 2015 and have undertaken a variety of roles across the school including relief teaching, working with Year 2/3s, Year 6/7s and a Year 7 class last year. I am passionate about teaching and learning in the Middle Years and am super excited to be working with your child in their final year of primary school!

I will spend the first two weeks of this term getting to know your children and how they learn best. We will establish our class code of conduct and the expectations we will have in place for the year. I look forward to meeting all of you at the acquaintance night on Wednesday Week 4 where I will be able to share in more detail the ins and outs of our classroom.

The Australian Curriculum is rich with exciting concepts waiting for your children to explore. It is my role to plan and present these ideas in engaging and relevant ways. I create a classroom which incorporates many multimodal information and communication technologies (laptops, iPads and a range of programs) to prepare students for their future in high school and beyond. Our classroom does not consist simply of the Room at PGR7 - throughout the year we will undertake excursions into the community to provide opportunities for students to learn in authentic contexts. Students will become confident and resilient learners, who are willing to take risks with their learning to achieve to the best of their abilities.

What's on this term

February

21st	AGM & Acquaintance Night at 6:00pm in the hall
23rd	Big Day In

March

12th	Adelaide Cup Holiday
21st	Harmony Day
30th	Good Friday Holiday

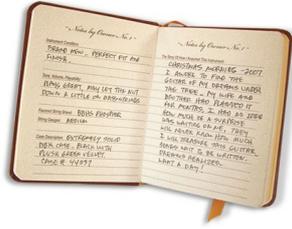
April

2nd	Easter Monday Holiday
3rd - 9th	Parent Teacher Interviews
9th	Aquatics Excursion at West Lakes
13th	Last Day Term 1 Casual Day with gold coin donation Early dismissal at 2:00pm

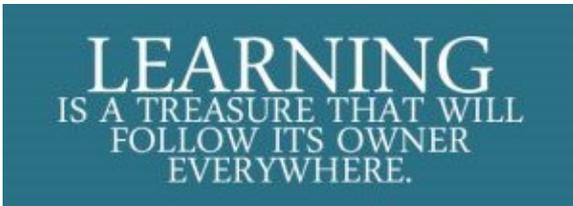


Communication

Parent and teacher communication is crucial to maintaining an orderly and productive learning environment. If your child is absent please remember to contact the school to inform us as to the reason why. You can do this by writing a note in their diary, calling the school, sending me an email or replying to the text message you receive on the morning of their absence.



If you have any queries or questions please don't hesitate to make a time to come in to have a chat with me. My door is always open and I strive to work together with families to achieve the best possible outcomes for individual students. It is important that your child has an enjoyable experience at school and feels safe. Any issues that may arise need to be dealt with promptly to avoid any misunderstandings. I encourage students to approach me themselves where possible to promote resilience and develop problem solving strategies. However I also acknowledge that sometimes they need extra parental support. The leadership team is also available for students and families to discuss any matters further.



Diaries and Homework

Every student received their diary on the first day of school. They are expected to write their homework in their diaries every afternoon before they go home and have them signed by you every Friday. Each night they should also record in their diary the book that they have read, the page numbers that they have read and the time they spent reading. Teaching children the importance of organisation at this level of schooling is crucial in preparing them for further independence as they continue to progress through their years of schooling. I ask that you please encourage the correct use of their diary and check that it is complete each week.

Every second Monday students will receive their Homework contract. It is expected that they will spend a minimum of 10 minutes on it each night to have it completed for submission every second Thursday (each contract should take students

approximately 70 minutes - 10 minutes each evening Monday to Wednesday for two weeks). Having these contracts for two weeks means that students and families have flexibility as to when time is spent on Homework. Students may choose to spend 40 minutes working on their Homework contract two evenings each fortnight or 20 minutes for four evenings, allowing for sports or other commitments. The contracts will focus on various elements of the curriculum and we will discuss it in class each Monday. Students are always encouraged to come and see me if they are unsure about any elements of their contract - WELL in advance of the due date, preferably not on the morning that it is due!

From time to time students may also have other work which they need to complete at home. For further information about school expectations on Homework please refer to our Homework Policy.

Students should be reading to you each night for a minimum of 10 minutes. Reading aloud is imperative to developing fluency and increasing ones vocabulary. I believe that reading is the most important homework for children and focus largely on ensuring that it is a priority.

Students have been provided with log-in details and passwords for the online program *Sumdog*. It is a great way for children to practise their skills as well as challenge themselves further in Mathematics—better yet, it's fun!!! They are encouraged to use this program at home where possible.



Mathematics

Mathematics lessons in Rooms 26a and 26b have been developed to provide students with a rich conceptual understandings and the necessary numeracy skills at a Year 7 standard. On Monday, Wednesday and Thursday Maths lessons will focus on key skills within number strand. On Tuesday and Thursday students will participate in the Big Ideas in Number program. In previous years, students will have undertaken rotational activities building on their ability to Trust the Count—that is, develop a true sense of numbers and understand their properties. This term we will be consolidating our understanding of Place Value, eventually working towards the next phase of the program: Multiplicative Thinking. On Friday we will work with Room 23 during our Maths lessons where students will participate in team problem solving tasks using Ann Baker's STAR Model.

In Mathematics this term our key skills lessons will cover a range of different content areas from the number strand including:

- Multiplication
- Division
- Time
- 2D Shapes
- 3D Shapes
- Place Value
- Calculators



English

In writing this term we will be covering the following types of text;

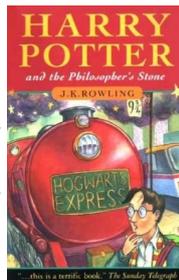
- persuasive writing
- narrative writing

Students will also undertake literature circles. A literature circle is where a group of students (at a similar level of ability) read the same book, aloud to one another, and complete a range of activities to critique what they have read. Using this strategy helps to encourage comprehension, fluency and vocabulary development, all of which are reflected in the student reading goals for this term.



I am very excited to announce that our class novel this term is the amazing Harry Potter and the Philosopher's Stone by J. K. Rowling.

Harry Potter is an ordinary boy who lives in a cupboard under the stairs at his Aunt Petunia and Uncle Vernon's house, which he thinks is normal for someone like him whose parents have been killed in a 'car crash'. He is bullied by them and his fat, spoilt cousin Dudley, and lives a very unremarkable life with only the odd hiccup (like his hair growing back overnight!) to cause him much to think about. That is until an owl turns up with a letter addressed to Harry and all hell breaks loose! He is literally rescued by a world where nothing is as it seems and magic lessons are the order of the day. We will find out how Harry discovers his true heritage at Hogwarts School of Wizardry and Witchcraft, the reason behind his parents mysterious death, who is out to kill him and how he uncovers the most amazing secret of all time, the fabled Philosopher's Stone! All this and muggles too. Now, what are they?



Students will complete a Literature Study as we read through the narrative. These lessons provide an excellent opportunity for students to experience searching for context clues and developing a strong understanding of various comprehension strategies.

Humanities and Social Sciences - HASS

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts.

Through studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

Throughout human history, people have felt the urge to move outwards from their homelands to improve their lives. This pattern can be traced back through the millennia to the stone ages. We will take a step back in time this term and investigate where we came from. What are modern humans? Who were Neanderthal men? Did we really all move from out of Africa? - Ask your children at the end of this term!



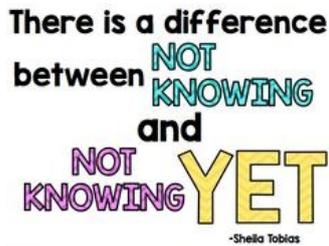
Science/Technologies

This term we will be exploring the physical science of forces and motion. Students will engage in the inquiry process by brainstorming, posing hypotheses, conducting experiments and fair tests and reflecting on the process to improve future experiments. Towards the end of the term, students will design and construct their own toy that must meet specific scientific requirements.



Health and Wellbeing

In Health we will be working through the Bounce Back and Gr8 People programs to recap and further develop ideas around being resilient people with a growth mindset. As new friendships form students will be encouraged through these lessons to develop skills in being a good friend and being tolerant of others. We will revisit our schools site bullying plan and cover expectations around supporting one another.



Visual Art

Have you ever wondered who illustrates the intricately detailed images of extinct flora and fauna in museums?

This term we will investigate the elements of art in a brief unit of work on drawing, before moving on to an exploration of scientific illustration.



Kind regards,
Kirsty Karapas

Health and PE with Matthew Cuconits

My name is Matthew Cuconits and I am extremely excited to begin the year working at Parafield Gardens R-7 School. This year I have a full time position in the area of Health and Physical Education. I look forward to meeting and working with all students during 2018. In term 1 students will learn about the dangers and effects of the sun and gain a greater understanding surrounding the Sun Smart program. Students will also be involved in exploring the concept of safety and keeping safe, as well as taking an in depth look at healthy lifestyles and nutrition.

The term 1 Physical Education component involves the following:

- Introductory / getting to know you session aimed at making all students more comfortable with their peers and environment.
- Athletics – Students will learn a variety of track and field events including high jump, long jump, shot put, discus, sprints, 800m run and relays. They will also have the opportunity to try out for the SAPSASA athletics team.
- Cricket – The following skills will be practised

and developed over a 5 week unit; catching, throwing, batting, bowling. Students will also learn the rules of the game and how to score.



Term 1 will also consist of a lunchtime sporting competition for year 4-7 students. Basketball has been chosen due to its popularity and teams will play every Wednesday in the Hall.

Music and Drama with Selena Britz

The class will work collaboratively to experiment, create, compose and play body percussion, table/ chair and stick percussion and will use cups as their percussion instrument. Students will maintain their own rhythmic patterns whilst other intricate rhythms are played at the same time. They will perform their percussion compositions to their peers and evaluate each other's work. In drama, the class will focus on theatre sports games, tableaux and improvisations. They will be given the opportunity to work collaboratively in groups. They will develop their stagecraft and characterisation skills.



Permission Slip

During the course of the year, through our curriculum studies, we occasionally watch videos and documentaries. Some of the ratings will be P.G. Please indicate if you give permission for your child to watch these videos.

I do / do not give permission for my child to watch PG rated videos in Room 26b during 2018.

Parent/Caregiver's

Name: _____

Signature: _____