



## Newsletter - Week 7 Term 1 2023

### From the Principal

Thank you for reading our week 7 newsletter. It is jam packed with information so please get comfortable and read right to the end.

All Student Leadership positions have now been filled.

**Congratulations to this year's Sports House Captains.**

**Barker:**

**Sakina Rm 15, Agam Rm 16, Lydia Rm 17 and Landon Rm 17**

**Flinders:**

**Samantha Rm 16, Ella Rm 17, Anthony Rm 16 and Damian Rm 17**

**Sturt:**

**Sanskriti Rm 17, Callie Rm 15, Ali Rm 15 and Bentley Rm 9**

**Eyre:**

**Rebecca Z Rm 15, Liam Rm 17, Andrej Rm 15 and Tiffany Rm 9**

### Student Lead Learning Conversations

#### Monday 3rd April - Thursday 6th April

Notes will be coming home next week offering you the opportunity to book an interview with your child's class teacher. All bookings will be done on line, the same way you booked in last year. If you have trouble doing this, message your class teacher on Dojo and they will do the booking for you.

While times are offered throughout the week (Monday 3rd April to Thursday 6th April), the main **evening** where later times are available is **Monday 3rd April**.

Interpreters will be made available for those needing this service. These times are already set as they need to be booked in advance.

3-Way Learning Conversations provide students the opportunity to share individual learning goals and discuss progress over the term. Learning conversations are led by your child so please make sure you bring them along. These conversations are an important part of our reporting to parents and a chance to set up a positive working partnership to support your child.

Please make an effort to make contact with your child's class teacher during this time. Towards the end of Term 2 a written report will be sent home.

### Student Learning Goals

Students are taught to reflect on their own learning and regularly set individual learning goals for Maths and English. Students will share with you their progress against these goals during Student Led Learning Conversations.

### School Tours

Do you know anyone who has a child starting school in 2024? We are planning a couple of school tours over the next few weeks to show prospective parents/students

around our beautiful school. Please let family, friends and neighbours know.

Dates for Term 1 School Tours are:

**Tuesday 21st March at 5pm**

**Wednesday 29th March at 9:30am**

Call the school on 8258 1816 to book a place.

### Harmony Day

We will be celebrating Harmony Day on Tuesday 21st March. The theme is "Living in Harmony". We will be holding a special Harmony Day Assembly in the hall at 9am and parents are invited to stay for morning tea afterwards. Students can wear traditional dress or they can wear all orange or a touch of orange with their uniform on this day, however it is not a casual clothes day, so a gold coin donation is not required.

### NAPLAN

Our Year 3 and 5 students have begun their NAPLAN testing this week and we encourage them to try hard and do their best.

**Rachel McLennan**

### DIARY DATES

<b>Wed 15/3/23 - Monday 27/3/23</b>	<b>NAPLAN FOR Years 3 and 5 students</b>
<b>Friday 17/3/23</b>	<b>Clean Up Schools Campaign with whole school 'nude' food picnic lunch</b>
<b>Tuesday 21/3/23</b>	<b>Harmony Day</b>
<b>Tuesday 28/3/23</b>	<b>Governing Council Meeting at 6:30pm</b>
<b>Thursday 30/3/23</b>	<b>Year 6 Aquatics</b>
<b>Monday 3/4/23 - Thursday 6/4/23</b>	<b>3-Way Learning Conversations</b>
<b>Thursday 6/4/23</b>	<b>Final assembly for Term 1 in the Hall at 9:00am</b>
<b>Friday 7/4/23</b>	<b>Good Friday - Public Holiday</b>
<b>Monday 10/4/23</b>	<b>Easter Monday - Public Holiday</b>
<b>Thursday 13/4/23</b>	<b>Casual Day - Gold Coin Donation</b>
<b>Friday 14/4/23</b>	<b>Last Day of Term - 2:00pm dismissal</b>
<b>Monday 1/05/23</b>	<b>TERM 2 COMMENCES</b>

## Secondary School Open Nights

The Year 6 to Year 7 transition process for 2024 is due to commence and High School information will be sent home early next term. Now is the time for families to consider their choice of secondary school for next year. High schools will be holding their Open Nights and Information sessions over the next few weeks and as this information comes to hand it will be published in our newsletters as well as on Class Dojo. The following schools have announced their open days and special evenings for students and their families to attend.

### Salisbury High School

Wednesday 22nd March with free sausage sizzle  
Tours start at 4pm, 5pm and 6pm, followed by Principal's address.

For more information phone: 8182 0200 or go to [www1.salisburyhigh.sa.edu.au](http://www1.salisburyhigh.sa.edu.au)

### Year 6 Big Day In

At Parafield Gardens Primary School our Year 6 students are expected to lead by example to uphold our school values of 'working together' by 'making good choices'. As part of our continued commitment to developing our Year 6 students as leaders of the school, we once again ran our student leadership day, The Big Day In, at the end of Week 5. The students took part in this opportunity to develop their leadership skills. Feedback from staff and students in previous years, has indicated many benefits from participation in this special day.

The students participated in a range of activities designed to develop a culture of teamwork and collaboration. Activities included a leadership forum led by Ms McLennan, where she spoke about the qualities required to be an effective leader and what it means to achieve personal success. We also had members from the Salisbury Police Station speaking about the importance of cyber safety and the impact of bullying.

Ms White, who is one of our Senior Leaders hosted a STEM workshop for the students promoting teamwork and perseverance.

The students also participated in a range of hands on activities and co-operative games to foster teamwork and reflect upon our school and community values, which were led by Sophie our Wellbeing Leader. Big Day In morning sessions were off to a great start.

Students also enjoyed a special lunch out on the decking.

The day culminated with a reflection on the key messages from each session. We are looking forward to seeing our leaders develop throughout the year. We love supporting Year 6s to become the leaders of our school and hope that they take these skills out into the wider community.

### The Year 6 Team: Bekk Resili, Cody Busto, Annie Sobey and Stacey Miller

At the beginning of the day Ms McLennan explained to us what was going to happen throughout the day. Some activities would occur in our own classrooms and others would be all together. Our first task was to go as a whole group to the COLA for a leadership problem. We got into our Sports Day teams and we were given a scenario. We had to pretend there was a bush fire and that we had come across a lake which we had to cross, however there

were man-eating crocodiles in the lake. There was only one boat which could only fit two people and the leader could only go back twice to collect people. So there was lots of problem solving involved.

The next part of the day was led by Ms Sophie. She wasn't in the class but was on video. She spoke to us about how we could reach our goals and be happy and how to be persistent. We all had some sticky notes and we had to write down qualities about our friends, like persistence and being kind. We then moved over to Ms McLennan and she talked about what makes a good leader and how to become a good leader. Her question to us was "Can leaders be naturally born or can they become a good leader?" We had a discussion and there were lots of different opinions. Ms McLennan put a few pictures around the room showing different types of leadership. One of the pictures showed two people on a cliff and one of them was struggling while the other person was putting their hand out to help.

### Rebecca and Ruth Room 15

The most significant thing we learnt from the Big Day In was that everyone has at least one leadership skill and that it's important to know your own leadership skills. From Ms McLennan's session we learnt that we have to be good role models especially when we are around younger students. She also said that being a leader can mean anything. As part of being a leader

throughout the year I would help students who are lonely by playing with them as well as making sure the yard is clean for us to play in. During her session Ms White explained that we have to be able to work as part of a team, even if we don't know the people that well. During the SAPOL session we learnt that not everyone you 'meet' online is who they say they are, and also not to put any personal information about yourself or your friends online. Ms Poulain and Sophie's session taught us that everyone has different character strengths. The best part of the day was the collaboration activity when we had to create a structure so our egg didn't crack.

### Cathy and Samantha Room 16

One of the most important things we learnt from the Big Day In Leaders' Day was that you don't have to be really confident and loud to be a leader; you can also be shy

and quiet. Another important thing we learnt was that people aren't always who you think they are. We learnt this through the Cyber Safety session and it's very important because we go on games every day. We learnt from Ms McLennan that a leader will put other people first and to always strive to do your best and never



Looking at different character strengths



Working together as part of a team challenge

give up. As the year continues we will look out for the younger students and be more social towards others. We can guide people like the leader of a wolf pack does by being at the back and encouraging others to go in front of us. From Ms White's session we learnt that we should always use kind words and realise that everyone is different. We also learnt that to be a leader we need to be part of a team, to never give up and to always believe in ourselves. The most important thing we learnt from the SAPOL officers is to be safe when we are online by not giving any information about ourselves to other people, as we may not really know who they are. During Ms Sophie's session we learnt that we should never judge a person by their looks, but to look at their character strengths. The collaborative activities were the best part of the day and it was fun working as part of a team to solve a problem.

Take a look at the photos on the next few pages.

**Eva, Kaylee and Sanskriti Room 17**

## Visual Arts with Leah Grant

In Visual Art lessons this term, Room 15 have been learning about street art and mural painting techniques, primarily stencilling. Students explored the art of Banksy, Peter Drew, Elizabeth Close and Leah Grant. We were fortunate enough to have local street artist, Leah Grant visit our school and run an aerosol spraying workshop with the class. It was truly an unforgettable and rare opportunity for students to work with a living artist. The final artworks look incredible!

**Mrs Dimitropoulos**

This term our class has been learning about Street Art. We looked at a few artists but focused on Leah Grant. We looked at her artworks and focused on the colours and shapes that she used. After looking at her artwork, we went outside and picked natural objects like leaves, flowers and twigs and we traced them onto our paper and made a cool stencil. Then we cut it out and waited for Leah to come and visit so we could paint them. Leah arrived the following week and we talked about her different artworks and then we went to the spray paint station and sprayed our background first. After it dried we put our stencil over the top and sprayed over it and our artwork was done. It was really fun!

**Omar Room 15**



In Week 6 Room 15 had a special guest, Leah Grant. She is a street artist who is legally allowed to paint in public places. When she came we used spray paint to make cool designs. Before she came we made stencils that we needed to paint. The experience was fun because we have never done anything like it before and it was fun to have someone teach us something different.

**Callie Room 15**



Our finished artwork

## School Crossing Monitors

Thank you to our first groups of School Crossing Monitors from Rooms 27, 34A and 34B. The students are already showing a positive approach and wonderful enthusiasm for this important role.

**Week 5: Room 34A**

William, Jaxson, Mason, Thanh, Lian, Rehan, Kavish, Saish, Natalia, Louis and Eddie

**Week 6: Room 34B**

San Bawi, Zain, Jazhley, Jarizh, Elize, Tegveer, Aiza, Dipesh, Masomeh, Venisa

**Week 7: Rooms 27, 34a, 34B**

Akaysha, Jared, Masomeh, Tegveer, Aiza, Venisa, Lukuac, Saish, Caleb, En Tung, Natalia

## Assembly Awards

**Term 1 Week 6: Room 2:** Sylvia **3:** Aleena **4:** Rosaline **5:** Kristijan **7:** Asia **8:** Samir **9:** Steven **11:** Rebecca, Jayden **12:** Alex, Marlee **15:** Brock **16:** Japnoor **17:** Tyler **22:** Jessica, Brian **23:** Alissa, Lalana **24:** Kerim, Trina **27:** Simin, Caleb **28:** Luluo, Teebah **29:** Serena, Agampreet **30:** Perez, Fiona **31:** Baylee-Jade **32:** Holly, Meysam **34A:** Anna, Mason **34B:** Venisa, Eliza

**Health/PE** (Mr Cuconits) Room 29

**Health/PE** (Ms Ryan) Room 12

**Music/Drama** (Ms Sarah) Room 8

**Visual Arts** (Ms Dimitropoulos) Room 31

**Auslan** (Ms Neilson and Ms Shephard) Room 34B

## Scholastic Book Club NEWS 2023

Scholastic Book Club is continuing in 2023. There are some small changes this year. The catalogue looks a bit different but has the same great products at affordable prices. The catalogues will now be called BOOK CLUB NEWS EDITIONS. As from Term 2, there will be 2 editions going home each term. This means more opportunities to grow your home library, plus the school benefits from rewards earned with all orders to use towards school resources.

Edition 2 went home this week.

**Last day to order from Edition 2 is Friday 31st March**

The Linked Online Ordering and Payment (LOOP) is where parents place their order online or via the LOOP App and use your credit card to pay.

[www.scholastic.com.au/LOOP](http://www.scholastic.com.au/LOOP)

**NO CASH ORDERS WILL BE ACCEPTED AT SCHOOL**

Please remember there is **no obligation to purchase**; book club is an optional service.

Thank you for supporting the Book Club last year. The school earned just over \$580 in rewards for resources!





Watch out  
for those  
crocodiles!





# Cyber Safety with SAPOL





Leadership Workshop with Ms McLennan



Exploring Character Strengths with Sophie



# Egg Drop STEM Challenge with Ms White



Parents, Carers and Families,  
Please join us for our

# Harmony Day Assembly and Morning Tea

Starting at 9am, Tuesday March 21st - Week 8

The assembly will be held in the hall, followed by a morning tea of refreshments and sweet treats.

We welcome you to bring a plate of food to share if you would like to.

Students are encouraged to wear traditional clothing or anything orange to represent harmony.

We look forward to seeing you there!



# How we teach reading at Parafield Gardens Primary School - Part 3



Deana Cuconits  
*Lead Teacher – Quality Teaching and Learning*

This term we have been sharing the process of how we are adjusting our home reading program to align with the way we teach reading at school. This has been changing across the state, country and in our local partnership for a number of years. In our next installment I will explain a little more about what reading will look like at home and how teachers will be tracking student progress.

**Last newsletter I talked about how reading is developed differently to speech. Speech occurs naturally, in other words our brains are 'wired' to understand and produce speech. Reading needs to be learnt through a process of building neuro-pathways which help connect strings of letters with meaning.**

## DECODABLE READERS

You might have noticed that levelled readers are no longer being sent home. This is because our new 'at home' reading program is being adjusted to reflect the teaching that is happening at school. We have been through a big process of re-organising our current readers and purchasing new ones so that all of our students are able to achieve success in reading at home.

Many of our new reader sets are ready and teachers have been busily assessing their students to determine which books will support their development. Teachers will begin sending readers home during the next couple of weeks. In the meantime, please continue sharing library books with your children and supporting them with any other learning sent home by teachers.

**Listed on the next pages is more information about how the readers are organised and how teachers will be tracking and monitoring reading development.**





# Reading at PGPS



## Reading Assessments

Your child will not be assigned a PM reading level, such as 5, or 15, or 25 (or any level 1-30) as in the past. Students will instead be given diagnostic assessments to find out which areas in the continuum of phonics skills they need help with.

They will also be assessed on Phonemic Awareness so we can make sure they have those crucial foundational skills.

*Using pictures to guess what words might be, does not aid later reading ability when texts become more complex*

The assessment tools we will use to determine which readers will be sent home are called **Phonics Progress Monitoring Assessments**. These are aligned to the Jolly Phonics sequence we teach all students. This is an evidence-informed, systematic sequence of letter-sounds that helps students build their 'letterbox' of understanding required for successful reading. Once students have demonstrated independent mastery of a set of letter-sounds, the corresponding 'stage' of readers will be sent home to practice with. This means that students will use skills in blending and segmenting sounds to read words - there is no guessing required!

The ultimate goal of all reading instruction is for students to understand what they read. 'The Simple View of Reading' (see graphic below) demonstrates that reading comprehension occurs only when students have both Decoding/Word Recognition Skills and Language Comprehension skills.

Children need these essential skills to get the words off the page, in order to understand (comprehend) what they read.



©Gough & Tunmer, 1986; Hoover & Gough, 1990

*As students become proficient word readers, comprehension is a natural outcome. Comprehension will be measured through new assessments administered three times per year.*





# Reading at PGPS

## Levelled Readers

As mentioned, your child will not be assigned a reading level that corresponds to a number. Instead, they will work with a variety of texts. Some texts may address specific phonics needs, some may be at year level to build knowledge that is important for their learning, some may be interest-based, some will be at a determined level for fluency practice, but they will not be confined to a certain 'level.'

### ***This will take some getting used to for all of us!***

We are accustomed to tracking how students are progressing by watching them move through the 30 levels of readers. Don't worry - our new tools give us a very clear picture about what individual students need to work on to move forward.



*Students will no longer need to rely on memory or cues to help them read.*



Reception, Year 1 and Year 2 students will no longer bring home books with patterned sentences that are easily memorised - for example,

*'The balloon is red. The balloon is blue. The balloon is yellow.'*

This is because the full repertoire of phonic decoding skills required to read these words is content explored towards the end of Reception with mastery expected during Year 1.

Students will instead learn to read in 'stages' which reflect the code progression they are learning at school. These stages are significantly broader than the previous 'PM Levels' that families will be familiar with (Level 1-30).

**This means that focus will not be on the level students achieve but on the specific skills they are working on.**



Blending is the process of putting together individual sounds within a word to say the word aloud.

Look at the word.

sat

Identify the sounds.



Blend the sounds together.

/s/ → /a/ → /t/

Say the word.

sat





# Reading at PGPS

There are eight stages of decodable readers that students will progress through at a much slower pace than the previous levelled system (approximately 2 or 3 stages per year). Followed by 5 stages of un-controlled texts which gradually increase in complexity.



## PGPS STAGES OF READING



Wordless



Stage 1



Stage 2



Stage 3



Stage 4



Stage 5



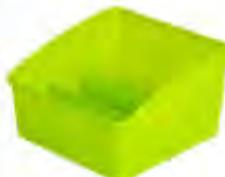
Stage 6



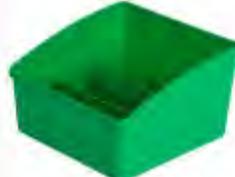
Stage 7



Purple



Lime



Green



Blue



Yellow

### How can I help my child learn to read at home?

Previously, families were encouraged to use a three-cueing system when reading with their emerging readers. This is the practice of teaching children to identify words by using strategies other than decoding. In the three-cueing system, students are taught that they can identify a word by deciding if it makes sense, if it would structurally/grammatically 'fit' in a sentence, or if it looks right - rather than closely examining the phonics patterns in the word and sounding it out.

This is a practice that the research has indicated that we must abandon. At school, your child will not be taught to check pictures to identify words or make guesses based on the first letter they see.

***We want our students to look at every letter in the words, apply their phonics knowledge and sound words out. It will be helpful for students to practice these strategies at home as well.***