



Government
of South Australia
Department for Education

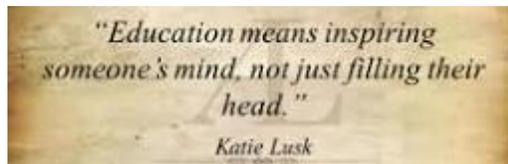
Room 32 Newsletter

Term 1 2019



Dear Parents/Caregivers,

Welcome to the 2019 school year and to Room 32! I especially welcome our new families beginning their journey with us at Parafield Gardens R-7 School. I trust that you have all 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 reading, some passions of mine outside of teaching. Room 32 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...

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 (some of whom are in this class!) and Year 6/7s over the last three years. 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 this year!

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 3 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, video conferencing 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. Students will learn the importance of becoming informed citizens through their Media Watch lessons, how to lead a healthy lifestyle through health and wellbeing lessons, how to be leaders and effective communicators through their work with our Reception PAL class.

What's on this term

Diary dates

February

13th	AGM & Acquaintance Night
15th	Big Day In

March

11th	Adelaide Cup Holiday
21st	Harmony Day
19th	Year 6/7 Aquatics
29th	Pupil Free Day

April

10th	Casual Day with Gold coin donation
12th	Last Day Term 1 Casual Day with gold coin donation Early dismissal at 2:00pm



THIS TERM ASSEMBLIES WILL BE HELD ON THURSDAYS OF EVEN WEEKS.

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.

LEARNING
IS A TREASURE THAT WILL
FOLLOW ITS OWNER
EVERYWHERE.

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 Thursday. 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 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.



Year 7 Camp

Students in Year 7 are given an opportunity to attend camp in their final year of primary school. This tradition began in 2017 when our students embarked on their first ever camp at Arbury Park, and continued in 2018 at Woodhouse Activity Centre. Camp provides our students with many rich learning opportunities within the natural environment, many of which we simply do not have access to at school. It also provides students with the opportunity to develop their leadership skills and independence, as camp will be a requirement for many in high school. At this stage, we are yet to finalise a venue for camp in 2019. We will be sending a note home with more information later in the term.



We envisage that camp will be held in Term 3, providing plenty of time to make payments and prepare for this exciting event.

Mathematics

Mathematics lessons in Room 32 will be a highly individualised and engaging experience for students this year. On Monday, Tuesday and Thursday, Maths lessons will focus on key skills within the number strand. On Tuesday and Thursday students will participate in a program called Big Ideas in Number. Initially students will undertake rotational activities building on their ability to Trust the Count—that is, develop a true sense of numbers and understand their properties. We will then continue to build upon students' understanding of Place Value and Multiplicative Thinking. On Friday we will work with Room 31 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
- Decimals
- Fractions
- Graphing
- Time

English

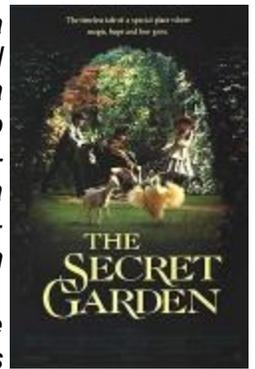
In writing this term we will be covering the following types of text;

- Recounts
- 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.

Our class novel for this term is **The Secret Garden** by Frances Hodgson Burnett. Students will undertake a literature study as we read through it. The focus will be on language features including: similes, metaphors and figurative language. We explore the range of Sheena Cameron's reading comprehension strategies (Sheena is a leading educational researcher in literacy). Students will experience modelled, peer, reciprocal, independent and collaborative reading during these sessions further developing their confidence to read and analyse texts at the expected achievement standard for Year 7.

The Secret Garden is a charming book about a girl named Mary Lennox. She is a spoiled and sickly child who lives in India. When her parents die because of a cholera epidemic, she moves to Misselthwaite Manor to live with her rich uncle in England. Things are a definite change for her. Slowly she becomes stronger and starts to take an interest in the outdoors. She meets all sorts of people like Martha, Dickon, and Colin. Mary has all kinds of adventures with strange sounds at night, funny accents, and a locked garden. The Secret Garden is a wonderful book about friendship, determination, and perseverance.



Humanities and Social Sciences

Humanities and Social Sciences explores concepts around History, Geography, Civics and Citizenship and Economics and Business. This term our learning experience is titled *What is Justice?* Students will develop their own understanding about this through investigating the following inquiry questions:

- *How do laws affect the lives of citizens, including experiences of Aboriginal and Torres Strait Islander Peoples?*
- *How are laws developed in Australia?*
- *What principles of justice help to protect the individual's rights to justice in Australia's system of law?*
- *The role of different people in Australia's legal system.*



Science

This term, we will focus on how the relative positions of the Earth, sun and moon affect phenomena on Earth. Students identify questions that can be investigated scientifically and we will draw on evidence to support our conclusions. Students summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. Some lessons will also focus on developing skills to support students to communicate their ideas, methods and findings using scientific language and appropriate representations.



Visual Arts

This term we will be looking at the Elements of Art. Art lessons will be held once a week. Each week we will look at a different element. Once we have looked at all of the elements, students will start planning their own lunar art works, tying in nicely with our learning in Science. The medium we will be focusing on is water colour paint. We will look at a range of artists who have used this medium to create different effects.



Technologies

In Technologies this term we will start by looking at Cyberbullying and what we need to do to be safe online. Mid term we will engage in a variety of STEM activities and start to develop skills in coding using new robotic technologies including Ozobots and Spheros. Students will endeavour to design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions.



Health and Wellbeing

In Health we will be working through the Bounce Back, Gr8 People and Growth Mindset programs to recap and further develop ideas around being resilient people who work hard to achieve their goals. 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.

Term 1 Special Events

Big Day In

A full day incursion providing students with many opportunities to develop their emerging leadership skills. Students will be provided with more information in the coming weeks.

Aquatics

Aquatics will be occurring towards the end of the term, promoting water safety and skills in swimming, snorkelling, kayaking and sailing. Notes will be sent home later this term.



Kind regards,
Kirsty Karapas

Health and PE with Matthew Cuconits

In term 1 students will learn about the dangers and effects of the sun and gain a greater understanding surrounding the Sun Smart program and will explore the concept of safety and keeping safe.

The term 1 Physical Education component involves the following:

Athletics – Students will learn a variety of track and field events including high jump, long jump, shot put, discus, sprints, 800m run and relays. Students 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.

Auslan with Christine Krohn

Language Other Than English – Australian Sign Language is the recognised visual language of the Deaf Community. During first term the Yr 3-7 students will be reviewing basic greetings, numbers and colours, and expanding Auslan vocabulary and grammar features through various class related topics. The students will learn through sign games, songs, video, the use of IT equipment, signed conversations and written projects.

Music and Drama with Amanda Drury

Welcome back to Parafield Gardens R-7 Music, Dance and Drama programme. The Music focus this term is reading, writing and playing Music, using notation, mood, texture and timbre to improvise with a variety of styles. Students will experiment with mime and dance to create shape and form of their own. Their dramatic performance will focus on character building, ways in which to develop different characters and include them as part of a story line.



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 32 during 2019.

Parent/Caregiver's:

Name: _____

Signature: _____