

2023 Term 2
Week 2

CO-OPERATION - RESPECT - PERSISTENCE - ACHIEVEMENT

IMPORTANT DATES

Week 3

Wednesday 17th
May

PUPIL FREE DAY

Week 7

Monday 12th June
PUBLIC HOLIDAY

Tuesday 13th June
PUPIL FREE DAY

Week 8

Tuesday 20th June
Year 3/4
Zoo Excursion

Monday 15th —
Friday 23rd June
R-2 Swimming

Welcome back everyone,

Over the last two weeks we have had 87 teachers and leaders from public and private schools visit and observe literacy lessons in our classrooms.

The visitors have been impressed with the quality of classroom programmes, the skill of our teachers and the knowledge and behaviour of our students.

Over the past 7 years the staff have developed a high level of knowledge about 'how the brain develops' as students learn to read and skills in using effective strategies to teach reading.

Below are some of the key practices that are now used in every classroom across our school:-

Phonics: We have a strong focus on teaching phonics (understanding the sounds and their connection to the symbols/letters of the alphabet) using an explicit and systematic approach. The sounds are taught in an ordered way from the simple to the more complex.

Morphology: Students are explicitly taught suffixes and prefixes and the meaning of words. The concepts are taught in a sequence that builds from R-6. Morphology is critical to developing vocabulary, reading and spelling skills.

Phonological Awareness: This is the ability to hear, identify and manipulate individual sounds in words. This skill is essential to becoming a skilled reader. All students R-6 practise these skills daily until they are fluent.

Building Vocabulary and Background Knowledge: Research has shown that reading comprehension is closely linked to students background knowledge and vocabulary. Our teachers use content rich texts to teach students English concepts and build their vocabulary.

Early Intervention: We do not take a "wait and see" approach if we notice your child is struggling with reading; we will immediately put into place interventions and monitor their progress. Students will remain in intervention for as long as it takes.

Decodable texts: Our early readers will be using decodable texts. These books include only words that the students can decode (sound out) according to the skills they have been taught.

YOU WON'T SEE:-

Levelled readers: Your child will not be assigned a reading level. They will work with a variety of texts to develop and practise identified skills and knowledge.

The three cuing system: This is the practice of teaching children to guess words based on the pictures, repetitive texts or thinking of a word that would make sense. **We do not teach children to use these strategies.** Research shows they are very inefficient and hinder reading progress.

We teach children to decode words— to look at every letter in words and apply their phonics and syllable knowledge to sound words out.

Check out the Decoding Dragon on page six of this newsletter for helpful strategies to use when reading with your child.

Regards

Carol Scerri



1N SCIENCE

In Science, 1N learnt about the Life Cycle of Living things. We learnt about the life cycle of a frog and of plants.

We learnt that the plant life cycle starts with a simple seed. It is then followed by the germination process. We now know that it doesn't matter how the seeds are spread, that once it reaches its destination the next part of the cycle begins.

When the seeds get enough oxygen, water, sunlight, and the right temperature, the tiny seed begins to sprout. You can see from our seeds that one has started to germinate and sprout and the other has grown into a seedling.





5/6S Making Waves with Hokusai

Last term, 5/6S took part in a visual art unit exploring the work of Japanese artist, Katsushika Hokusai. His most famous work was the thirty-six views of Mount Fuji. This included the internationally iconic print, *The Great Wave of Kanagawa*.

We learnt about the method of print making, but used oil pastels to create our pieces of art. Please enjoy some of our masterpieces!



Asfiya

My special place is Muscat. I feel connected to this place because the shops are amazing, the parks are great. It is such a great country.

Emran

My special place is the Botannic Gardens. I feel connected to this place because the gardens are beautiful. It is the perfect place for picnics and walking your pets.

Elias

My special place is the library. I feel connected to this place because it is peaceful. It is quiet and people can read so many books.

Ateerah

My special place is Sydney. I feel connected to this place because I was born there. It is fun there because I get to meet my cousins.



2B SPECIAL PLACES



2B have been learning about
connection to place.

They have written about their own special places.

James

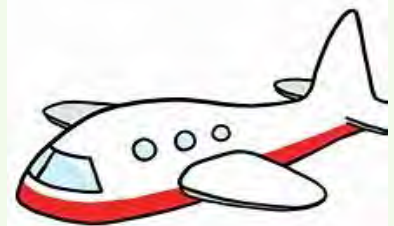
My special place is our camping place. I feel connected to this place because I had lots of fun climbing a tree. I put a swing on

Abbas

My special place is Afghanistan. I feel connected to this place because my family live there and I was born there. My grampa and granny live there.

**Tahlia**

My special place is kids camp. I feel connected to this place because it has a tree house. I can read books in the tree house and I can play in the tree house with my friends and my teddy.

**Esther**

My special place is Australia, Melbourne. I feel connected to this place because Melbourne has a fantastic sunset.

Nicky

My special place my home. I feel connected to this place because I get to play with my dad and my brothers. I get to give my dad a big snuggle. I love my family.

Ariana

My special place is Australia. I feel connected to this place because I was born there. It is so so cool and my friends are there.

Urwah

My special place is Pakistan. I feel connected to this place because I was born there. My family lives there. We have lots of fun.

Physical Education

“Healthy body, healthy mind”

Engaging students in physical activities, such as Physical Education, is an important step in improving the long-term health of our students. Physical inactivity is the second leading cause of chronic disease and death in the world. It is crucial that we invest in physical education programs that highlight the importance for all students to be active, regardless of their ability. Also, there is a positive link between students being active and their capacity to have improved achievement, relationships, concentration, behaviour and resilience.

To achieve all of the above, each and every student will be included in the physical education program all year round. PE will involve full class participation, small group and individual activities, in accordance with the Australian Curriculum.

Modified rules and equipment will be used to “shape the play” and develop safe game play e.g.:

- Changing the rules of the game
- Decreasing/increasing the size of playing area
- Changing the length of playing time
- Changing the number of students per team to maximise individual participation
- Using modified equipment

The Junior Primary program for 2023 will focus on building fitness, self-confidence, positive relationships, respect for self and others and cooperative group skills. The main focus will be on developing coordination, balance, flexibility and positive behaviour through games.

Middle primary students will focus on skills for a range of sports such as Basketball and Badminton, applying them in modified games.

Upper Primary students will extend their knowledge and skills within various sports, including Hockey and Volleyball. The emphasis will be on game rules and tactics and leadership skill development.

Major events in 2023:

Term 3: Sports Day

Term 4: PE Week

Looking forward to a great year.

Snezana Petrov
PE Teacher



Decoding Dragon keeps the Guessing Monster away!



- Don't guess!
- Sound the word all the way through.
- Keep track with your finger.
- Break long words into syllables.



Artwork by Ailsa Dunnachie-Young (c) Lyn Stone 2019 www.lifelongliteracy.com

MORE THAN FOOTBALL

- AWARD WINNING -
FOOTBALL PROGRAMS

**Weekly Skills Programs
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**JOIN YOUR LOCAL
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Jesse

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sportstaracademy.com

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Phone:
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8281 5868



Government of South Australia
Department for Education

Gemini Netball Club Inc.

We are conducting

COME AND TRY FREE NETBALL SESSIONS

FROM 15TH JUNE TO 6TH JULY 2023

At SADNA courts Atlantis Drive

GOLDEN GROVE

AGES: 5-8 AND 8-11

BOYS AND GIRLS ALL WELCOME TO ATTEND.

REGISTRATION REQUIRED THROUGH PLAYHQ PROGRAM

ONLINE REGISTRATION PROCESS AVAILABLE VIA OUR LINK:

<https://www.playhq.com/netball-australia/register/a54399>

please contact Margaret 0414641063 If you require any further information!