

PRINCIPAL: Sue Woollard
DEPUTY PRINCIPAL: Wayne Hunt
ASSISTANT PRINCIPAL: Louisa Guest
ASSISTANT PRINCIPAL: Sharyn Darrell

COLONEL LIGHT GARDENS PRIMARY SCHOOL NEWSLETTER

7th May 2015



DIARY DATES

MAY

Friday 8 th	Assemblies (Rec – Year 2: 11:20am-12:00pm; Year 3-7: 12:10pm – 12:50pm)
Friday 8 th	SAPSASA District Cross Country - Belair
Friday 8 th	Year 7 Boys SAPSASA Badminton
Monday 11 th	Responding to Abuse and Neglect (RAN) training for volunteers, 6:30pm 7pm Governing Council Meeting
Tuesday 12 th - Thursday 14 th	NAPLAN (Years 3, 5, 7) 9:00am start –be at school on time!
Wednesday 13 th	Responding to Abuse and Neglect (RAN) training for school volunteers: 7:30am or 9:10am or 2:20pm
Friday 15 th	Year 7 Girls SAPSASA Badminton
Friday 22 nd	Assemblies (Rec – Year 2: 11:20am-12:00pm; Year 3-7: 12:10pm – 12:50pm)
Tuesday 26 th	'Bully is Back' performances 9am, 11:20am and 2pm

Dear parents, carers, students and community friends,

A focus on Year 7s.

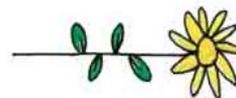
Across Australia Year 7s are enrolled in different types of schools: primary, secondary and middle schools. In nearly all South Australian government schools Year 7s are in Reception to Year 7 schools, such as ours. With the changes to the curriculum under the Australian Curriculum some parents have been wondering "Is my child disadvantaged by being in a primary school?"

When planning using the Australian Curriculum our Year 6/7 teachers look across three year levels of the curriculum, to ensure they are catering for all levels within the class and providing extension and challenge for more able students. In the Australian Curriculum some subject areas are organised into single year level descriptions (English, Maths, Humanities and Social Sciences, and Science) while others are organised in multi-level 'bands' (Technology, The Arts, Languages and PE). This means that teachers are able to plan for multiple levels of the same concept.

The academic results of our students at Year 7 are very sound, as evidenced in the 2014 NAPLAN tests where our school scores are comparable to, or exceed those, of Year 7s at Cabra, Concordia and Mercedes (as sourced from the My School website).

What are some of the advantages for a Year 7 in our school?

- Continuity of learning is provided because the teachers know the students from their interactions in previous years. Also, fewer teachers are involved in the education of a student, meaning they can help students make connections and transfer learning across subject areas. They can program lessons across the curriculum which allow students to practise and embed skills.
- The strong and caring relationship teachers build with students mean that students feel confident to reflect on learning and express ideas and opinions. They have a trusted adult outside the home that can provide guidance as they enter the adolescent years.



In Sympathy

The staff and school community extend our sincere sympathy to George and the children Ariana, Sebastian and Christopher on the death of Eugenia after a long illness. Our staff all speak fondly of her keen interest in the children and her energy in contributing to our school.

Vale Eugenia.



Government of South Australia
Department for Education and
Child Development

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- Students have many options for leadership and challenge. Our year 7s apply for leadership positions undertaking tasks around the school in an independent manner. They stand for election to the SRC, its Executive and as House Captains. They can put themselves forward as a Student of the Year candidate. Every Year 7 student is considered a role model and is held to account for this.
- Year 7 is an important time as we prepare our students for high school. They are supported to transition to Year 8 feeling ready and confident, with a good understanding of the attributes of a successful learner and a solid grasp of the skills and knowledge outlined in the primary curriculum. We also want them to be hungry for the new learning and social experiences that will be provided at their secondary school.



We seek feedback from our students and their parents after our students' transition to high school. They invariably comment that:

- 1) They are pleasantly surprised that their child makes the change of learning context so easily. That their child was nervous to start but quickly settled.
- 2) The main difference noted is the homework expectations. We stand by our belief that in primary schools, while it is important for students to develop good organisational habits and practise skills, it is also important that they exercise, practise sports and instruments, belong to community groups and follow personal interests not provided at school. School is not the only place learning occurs! We provide the habit of homework but not excessive amounts.
- 3) Their child is challenged but not overwhelmed by secondary school and their grades remain as good or better than they were in our school.



For these reasons, as well as many others, parents should feel comfortable that their children will not only learn effectively in Year 7 in our primary school, they will have the opportunity to flourish!

Sue Woollard

Encouraging older readers

Recent studies have shown that children typically disengage from reading for pleasure from around the age of 10 and that the amount they read decreases with time, with up to 36% of 14 year olds reading less than 1 book a month. (National Literacy Trust, 2006) The benefits of reading are well known, not only for educational needs, but for general knowledge, developing empathy, community participation and to gain insight into human nature and decision-making (Bruner, 1996). As our students reach adolescence and tackle an ever changing world it is essential we have a quality collection of books to engage, to guide and to help them better understand the world around them.

Primary school children are now older in Years 6 and 7 than in the past, due to changes in enrolment policies. Many of our Year 6 students are turning 12 as our Year 7 students are turning 13. Children typically have access to a much more mature collection in on-line and public libraries than is currently provided in our school.

One of the priority areas of improvement for our school library is to increase the size and scope of our Senior Fiction collection and to expanded the access to include Year 6s.

Over the upcoming months I will be working hard with our library team to develop and expand our senior fiction collection. This will include reorganizing some of the general collection and investing heavily in new books. While I have mentioned mature content, there is no need to be alarmed. The nature and themes of the books I'm talking about are comparative to the themes viewed on television in shows such as *Neighbours* or *Home and Away*. I research extensively when selecting books and read avidly to ensure I have an excellent knowledge of suitable books that I can connect our students with. In addition, our students make "Book Wishes" which are requests for books that are not in our collection which are used to help guide purchasing decisions.

I look forward to the challenge of providing a suitable collection to help nurture all of our students to become lifelong readers, including our senior students.

Simone Percy, Teacher Librarian

NAPLAN TESTING

The annual NAPLAN (National Assessment Program in Literacy and Numeracy) will be held for students in Years 3, 5 and 7 next week on Tuesday 12th, Wednesday 13th and Thursday 14th May. The tests last for between 40 and 65 minutes and are held at the following times:

Tuesday, May 12th

9:00am Language Conventions
11:15am Writing

Wednesday, May 13th

9:00am Reading

Thursday, May 14th

9:00 Numeracy
11:15 Numeracy (Y7 only)

Students who miss a test will have the opportunity to catch it up on Friday 15th.

Parents don't need to do anything to prepare students for the tests except make sure that their children have a good night's sleep (go to bed early) and arrive at school on time. Teachers of Year 3, 5 and 7 students have explained to their classes how the tests are run and given them a chance to do some practice tests.

Teachers are not allowed to mark or make copies of your child's test and the tests are sent outside the school for marking. Results will be provided to parents later in the year.

Sue, Wayne, Louisa and Sharyn

AUSTRALIAN EARLY DEVELOPMENT CENSUS

In 2009 Australia became the first country in the world to collect national data on the developmental health of all children starting school. The 2015 Australian Early Development Census (AEDC) will be the third national measure of developmental outcomes in children in their first year of school. As Australia's only census of children in their early years, it is invaluable to schools, governments and communities because it builds a comprehensive national picture of children's health and wellbeing over half a decade.

Early experiences shape a child's future

Evidence tells us that a person's life successes, health and emotional wellbeing are rooted in early childhood experiences. The five areas used in the AEDC to measure development provide a common language to understand what works in different communities and identify where families may need support to keep children on-track during the early years:

- physical health and wellbeing
- social competence
- emotional maturity
- language and cognitive skills (school-based)
- communication skills and general knowledge.

The national picture so far

The AEDC was first conducted nationally in 2009, followed by a second census in 2012. It was previously known as the Australian Early Development Index. More than half a million children have been measured and the number of children found to be developmentally on-track increased by four per cent over the two collections. The number of children found to be developmentally vulnerable has decreased but is still large at 22 per cent.

Using data to help children and families

Census results are used in a range of contexts to plan services, evaluate policies and target support for children and families.

The AEDC website features many examples of actions and initiatives informed by local AEDC data - both at the school and community level.

To read more detailed examples of how the AEDC results are being used to improve children's health and wellbeing visit: www.aedc.gov.au

FUNDRAISING COMMITTEE

Entertainment Book

The 2015/16 Entertainment Books were sent home to families last week. If you wish to keep the book, please put cash in the envelope and return to the Office. If you're making paying by Credit Card, please put the slip in the envelope. You can also pay online and make a note on the slip.

If you're not interested in purchasing this year's book, we ask that it be returned to the Front Office by Friday 8th May.

All names of those purchasing books and who have returned them will be put in a draw for voucher prizes.

THANK YOU

Thanks to all the families who got up early, dressed their children in school uniform and brought them to the Anzac Service in the holidays. It was a shame it was too dark to find each other to begin with, but our film makers did get some lovely shots. If you would like to keep up to date with the film's progress, subscribe to their section on the newsletter blog site.



RESOURCE CENTRE



The following people have finished the Premier,s Reading Challenge.

All of the children from Rooms 04, 05 and 14 have been very busy finishing the challenge.

Room 01 - 05: Toby, Emma, Jet, Belle, Milla, Bree, Patrick, Charlotte He, Charlotte Hi, Eve, Connor, Luke, Tahera, Samuel, Joseph, Ilias, Seb, Jeetika, Drew, Jessica, Lucas, Lucy, Larson, Maddie, Emmett, Artin, Jessica, Mary, Ruby, Mia, Harry, Samantha, Taj, Lauren, Mitchell, Luka, Henry, Brij, Jake, Bella, Milly, Christopher, Nivedh, Elizabeth

Room 1 - 9: Toby, Lachlan, Curt, Darcy, Sally, Tyson, Kahlia

Room 11 - 14: Lucas, Cleo, Akiesha, Alex, Mackenzie, Hugo, Elly, Alexander, Sienna, Ashley, Alanna, James, Mia, Lloyd, Lotte, Sien, Hudson, Gemma, Eliza, Harrison, Zahra, Ben, D'Arcy, Aleisha, Jacob

Room 16 - 21: Emili, Paige, Ella, Neha, Estella, Elissa, Evelyn, Stella, Halle, Charlotte, Nathan, Jessica, Sean

Simone Percy, Teacher Librarian



BOOK FAIR IS COMING

Weeks 4 & 5

More information coming soon!

CANTEEN

Orders are steadily being submitted for the special Meal Deal lunches in Week 4. We have four helpers so far but would be very grateful for more assistance, especially with salad preparation (on Tuesday 19th between 9:30 – 11:00am and 11:30 – 12:30pm). Don't forget to place your orders as soon as possible to avoid disappointment.

Sushi Tuesday is still running (1 x Sushi \$3-60 / 2 x sushi \$7-20) with choices of Prawn & Avocado, Teriyaki Chicken, Cooked Tuna, Californian, Smoked Salmon or Vegetarian. The order box is on the Canteen counter all week for order at any time, but closes at 9am Tuesdays.

Hot Chocolate all day (over the counter only) is \$1-20.

Helen Parsons, Canteen Manager

AFTER HOURS SPORT

Congratulations to our TRYathletes

10 students from from the school took part in the Weet-Bix Kids TRYathlon at North Adelaide Aquatic Centre, Adelaide on the 19th of April 2015. These TRYathletes from Colonel Light Gardens Primary School are:- Jackson A, Marielle B, Nellie K, Thomas L, Harry L, Kiana M, Josiah S, Curtis S, Mitchell S, Maxwell S

SAPSASA District Girls Cricket Carnival

Congratulations to Jasmin E who represented the school in the "Western Metro" team from 30th March – 2nd April. The girls came 3rd by 1 point out of the 8 teams, so a great effort. Jasmin took 5 wickets and a run out in matches during the week.



PASTORAL CARE CORNER

I hope you and your families have enjoyed a relaxing school holiday break and that this finds you relaxed, refreshed and ready for the new term.

Parent Library – WEEK 3

This is a select collection of books covering general parent and specific issues such as autism, bullying and grief.

Books will be available to borrow from our table set up outside Reade Building from 2.45 – 3.15pm on Wednesday, 13th May.

If you cannot make it at this time, and you know the title or subject area you would like to borrow, please email me at georgina.jama451@schools.esa.edu.au. In this email please include the title of the book you would like to borrow, or subject area, and your child's name and room number. Please allow a week for this to be processed. Your book will come home through your child's class.

You may also request to borrow in person in the library through Simone, our Librarian.

Georgina Jama, Pastoral Care Worker

COMMUNITY NEWS

School Dental Service

All babies, children and young people under 18 years are welcome to attend the School Dental Service. **Dental care is FREE for most school-aged children and ALL preschool children.**

SA Dental Service participates in the *Child Dental Benefits Schedule*. A small fee may apply for children who are not eligible for the *Child Dental Benefits Schedule*.

To locate your local School Dental Clinic, or for more information about the *Child Dental Benefits Schedule*, please phone 8222 8222 or visit www.sadental.sa.gov.au

Child and Adolescent Sleep Clinic

The Child & Adolescent Sleep Clinic at Flinders University is currently welcoming referrals for children of all ages who are experiencing sleep difficulties such as :-

- Refusing to go to bed at night
- Having trouble falling asleep
- Waking up and not getting back to sleep
- Having trouble waking up and getting out of bed in the morning
- Feeling fatigued throughout the school day

For more information, please call 8201 7587 or email casc.enquiries@flinders.edu.au