

# MCLAREN VALE

## PRIMARY SCHOOL

RESPECT | INTEGRITY | SUCCESS

Phone: 8323 8741

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NEWSLETTER TERM 2, WEEK 6, 2020



LYN LANGELOUDECKE



## UPCOMING KEY DATES

PUBLIC HOLIDAY  
(QUEEN'S BIRTHDAY)  
MONDAY 8th JUNE

GOVERNING COUNCIL MEETING  
6.30PM TUESDAY 16th JUNE

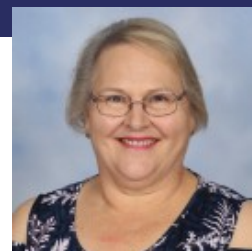
LAST DAY OF TERM  
FRIDAY 3rd JULY

2:05pm DISMISSAL  
CASUAL CLOTHES DAY

GOLD COIN DONATION

JUNE, JULY & AUGUST  
CHILDREN ARE NOT REQUIRED  
TO WEAR SUN HATS

## Farewell Lyn Milne



Lyn Milne has been one of our longest serving support staff members at The Vale. Her recent retirement ended 23 years of dedicated service at the school. This is an indication of how much Lyn loved her work here and especially the warm relationships she had with the children, their families and the staff. Lyn had a remarkable memory for acknowledging everyone by name and always took the time to have a quick chat.

Lyn was a very resourceful SSO, having many different roles across the school; initially working with children in literacy support, then working in the library for many years and more recently in Student Services. First aid was a key component of her role and her knowledge and gift in instilling calm in medical emergencies were appreciated by all.

Lyn was very supportive and generous with her time for staff, children and parents; no job was ever too small or too large showing tenacity, patience and a willingness to assist others. Forgotten passwords and technical support were at the top of her most requested tasks.

Lyn was loved by the children, staff and those in the community for her kindness, commitment and caring nature. She will be sadly missed by everyone.

We had planned to invite Lyn to an assembly as we knew the community would want an opportunity to personally thank her and say farewell but unfortunately COVID got in the way. If families want to acknowledge Lyn's work in any way, please do so via the office and we will pass the messages onto her.

We wish Lyn all the very best in the next phase of her life's journey.



Government of South Australia  
Department for Education

# Semester 1 Reporting Process

LYN LANGELOUDECKE

Conversations with staff have raised multiple comments about the reporting process for the first semester of 2020. Whilst we know how important it is to provide parents with feedback about their child's learning, we also know the disruption that COVID-19 has caused, both to the continuity of learning for children and for the teacher's ability to assess and collect evidence of their work throughout this period.

Despite these hurdles, teachers have done an amazing job in maintaining as much normality in the provision and assessment of learning experiences aligned to their termly overview across all subjects, pre and post COVID. Many insights of children's skills and achievements were shared through the end of term one summary report (which replaced the 3 way conference) and through the various platforms used during remote learning. It's also been reassuring to hear from families who witnessed firsthand the learning attributes of their children whilst supervising the learning at home. So we would assume that parents already have some indicators of their child's progress to date.

Whilst the return to school learning this term has been a gradual process for some and for others it's taken longer for them to reconnect with their learning, teachers have got on with the job of teaching and busily trying to catch up and fill the gaps. Release days have allowed teachers to assess the children's learning further and to gain greater insights into their level of understanding and application.

Although quality learning is taking place, it is very evident that COVID has resulted in the narrowing of the curriculum and restricted teachers' ability to assess more broadly across all learning areas to provide the depth of feedback normally expected. The report is less about how much of the curriculum has been covered, but more about the achievements of the child throughout this period of inconsistencies and disruption to their normal learning routine.

The report format will include A-E grades for achievement and effort across all learning areas and personalised comments for English and Maths and a general comment that focuses on strengths, work habits and wellbeing. New to the report this year is a student self-evaluation of their learning progress that will focus on challenges, successes and goals. Reports will be sent home on the last Wednesday of the term.

We acknowledge that in this COVID environment and the restrictions on parents coming into the school, that where parents have a concern with their child's learning we would encourage you to contact your child's teacher via Seesaw or phone the front office (83238741) and arrange a face to face meeting.

WE VALUE YOUR PARTNERSHIP AND APPRECIATE ANY  
FEEDBACK THAT YOU WOULD LIKE TO PASS ONTO US.

Email: [dl.0251.admin@schools.sa.edu.au](mailto:dl.0251.admin@schools.sa.edu.au)

LEARNING PROGRESS  
challenges, successes  
and goals





# Willunga Farmers Market

## TAMARA PIEC – KITCHEN GARDEN SPECIALIST

On Saturday 15th May we had our very first stall at the Willunga Farmers Market. The day started early, we had to set up at 6.45am to be ready for selling at 8.00am.

Principal Lyn was there to help out and we set up our giant size marquee - they wanted to charge us double because it was so big! We had limes for sale, sun chokes and purple skinned sweet potatoes as well as Italian broccoli, and many bunches of fresh herbs. Many students helped out in making seed packets origami style, counting tiny seeds for them and then decorating them. We also made fresh cakes with limes and lime shortbread, and we had several different types of preserves and pickles. We really could not have done it without the help of our students and Nat Giffney, our Garden Specialist.

At 8.00am, the regulars started coming and they barely cast a glance our way! We started to worry we wouldn't sell our produce and Lyn suggested we start spruiking! So we did, but they still just went to their regular stalls and got their usual supplies and left. Things did pick up by 10.00am though and we had lots of interested buyers and people wanting to chat about the school. Some people had been to the school or had sent their children here so there were many points of connection within the community. We also met other educators who came and introduced themselves and were very interested in our program, and we saw quite a few McLaren Vale School community faces of teachers and parents and students alike.



Many students volunteered on the day and we really could not have done as well as we did without them. A big shout out to Coco, Nyali-May, Ashton, Dinara, Sienna, Kiara, Gracie, Ella and Kaylie and also Victoria, Breanna and their dad George, who brought the European spruiking style to its pinnacle on the day. We thank all of the parents who missed out on a sleep in to bring their children down to the farmers market to support us. It really is a wonderful local produce market full of beautiful fresh and mostly organic produce, so please support this farmers market by considering doing your fresh produce shop there next time.

**In the end we nearly sold everything and made \$581! What a success!**



# National Reconciliation Week

BURDA SANDERS

Last week and this week (National Reconciliation Week), all of the classes in our school engaged in discussions and activities aimed at increasing their knowledge of Australia's Aboriginal history.

The theme of Reconciliation Week 2020 is "In This Together".

Some students made posters incorporating the theme.

Sue Higgins' and Sally Murray's classes participated in activities in the classroom and then went and listened to Dreaming stories around the fire pit.

The ATSI students made a banner highlighting the theme.

Matt Strother's and Lauren Cole's classes followed up a role play about the Aboriginal history of South Australia since European settlement with a talk about what Sorry Day and Reconciliation Week are all about.

Kim Kleinig's class did Aboriginal paintings and sang songs in Kurna and other Aboriginal languages.

Kate Wyatt's and Cate Schueller's classes rotated through several cultural activities including weaving and Aboriginal painting.

Paula Hodgen's class explored the concept of Sorry Day.

Cheree Gordon's class made a display outside their classroom.

And much more .....



The Reconciliation Action Plan committee met to review our action plan moving forward. We celebrated the commitment our school has made to reconciliation, including:

- every class displaying the Kurna acknowledgement at all times
- classes saying the acknowledgement at the beginning of every week
- inviting Kurna elders to do a Welcome to Country at all significant school events such as Sport Day and the Twilight concert
- proudly flying the Australian, the Aboriginal and the Torres Strait Islander flags side by side at the front of our school
- when current restrictions are lifted, having cultural performances for the whole school to experience
- having authentic Aboriginal voice in decision-making
- inviting ATSI members of our community and cultural leaders in to our classrooms to share their knowledge and skills
- asking for and using advice from Kurna members of our community when planning gardens around the school and much more

We, as a school community, are committed to recognising and paying respect to the first peoples of our nation and moving forward in the spirit of recognition and reconciliation.

# OSHC News

## NATALIE WELLS-OSHC DIRECTOR

It's hard to believe we are already half way through term 2! We have been busy in OSHC over the past couple of weeks with lots of outside play when the weather has allowed us to, some science activities with crystals being made and of course our forever favourite, dodgeball in the gym!

Some very exciting OSHC news is that our building extension is going ahead this term. We have been busy pulling down everything off our walls and packing and sorting through our things. This project has been a long time in the planning and we are so very excited that it is finally happening. More information will be emailed out to our OSHC families regarding where we will be in the school for drop off and pick up, and any other changes to the running of OSHC.



BEING CREATIVE WITH OUR  
AFTERNOON TEA



SOME OF THE CHILDREN  
MADE CRYSTALS



WASHING OUR HANDS PROPERLY IS  
ALWAYS IMPORTANT AT OSHC

*Happiness is like jam. You can't spread even a little, without getting some on yourself*

## MVPS Yu-Gi-Oh Club

### CHARLIE TREWARTHA

Players in this club always thrive to be the best. They always play by the rules and we always seek players showing initiative.

**When:** Every lunchtime

**Where:** In the library

**What:** Battling is on Monday, Wednesday and Friday.

If you want to join this club you need to bring at least 40 Yu-Gi-Oh! cards to battle and the club is for people playing not to watch.

Thank you for reading this article, I hope to see you on the battlefield, thankyou and goodbye.

*Charlie* Room 26



**YU-GI-OH!**  
TRADING CARD GAME



# Chromebooks Update

MATT MILLAR

We are currently looking at ways of using technology in classrooms to enhance learning at MVPS. The school has been using Google Chromebooks over the last few years and accessing the tools (G Suite) through the Google Classroom platform with great success. Staff and students have found this to be a great way to develop skills in word processing and publishing, research, collaboration and connecting digitally to each other.

As a way of increasing student access to technology tools we are rolling out a Modified BYOD (Chromebooks) program where students from year 3 will purchase and have access to their own device (Chromebook) that will follow them through their schooling at McLaren Vale Primary School.

In the last newsletter we shared this proposal with a community survey to gauge interest and gain feedback about moving forward with the program.

Thank you to the families that took the time and responded to the survey. The feedback provided has helped shape our direction moving forward and will help shape our policy for not only the 1 to 1 program but also our policy for device use throughout the school.

We had 83% of responses in favour of the program, 13% undecided with more information needed and 4% not in favour. The table below shows a collation of common questions from families and the school's response and proposed method of addressing it.

We have sought advice and support from schools that have successfully implemented a similar program along with research articles around the successful use and implementation of BYOD in classrooms. Links to these are below:

[https://fcl.eun.org/documents/10180/624810/BYOD+report\\_Oct2015\\_final.pdf](https://fcl.eun.org/documents/10180/624810/BYOD+report_Oct2015_final.pdf)

<https://www.digitaltechnologieshub.edu.au/families/about-digital-technologies>

Our next step will be to work closely with current year 2 families to gauge their level of commitment and needs to support this.

If you have any questions or further feedback please email Matt Millar: [matt.millar500@schools.sa.edu.au](mailto:matt.millar500@schools.sa.edu.au)

	FAQs CHROMEBOOK 1 TO 1 PROPOSAL
Question	Response
How will they be used as a learning device? Surely not for games and playing on YouTube!	The Chromebooks will be used as a tool to increase flexibility in accessing information, leading to deeper levels of learning. The purpose is to create meaningful learning opportunities rather than just consuming content (i.e. watching videos and playing games). We will use the Google Suite of tools (similar to Microsoft Office tools) to create and demonstrate learning. This includes Docs (Word), Sheets (Excel), Slides (PowerPoint), Forms, Sites (personal, private website), Jam Board (for brainstorming and collaborating) to name a few. Many staff have already begun looking at different apps that enhance and deepen learning.
We already have a Chromebook, do we need to purchase another one? Can we purchase our own?	Families can purchase their own if they are able to source a cheaper option but the school will only purchase the Google Education License (\$40). The Chromebook will need to have an Education License to access the school domain.
I want to manage the Chromebook myself. Can the school give links to update this myself?	The Chromebook will need the Google Education License to be used within the school environment. It can still be used at home with home Wi-Fi etc.
Does the school keep the device free of games?	The only apps that can be added to them through the school are ones agreed upon by the school and added by the IT administrator. We only add apps that will enhance learning and not games. As Chromebooks mainly access websites through Google Chrome, teachers will not be setting games for learning tasks unless it is absolutely essential to the task. Kids will not be set or accessing games during class time for play or free time purposes.
Security filters and software? Accessing things they shouldn't be.	Chromebooks provide multiple layers of protection against viruses and the data is encrypted through the Google servers. The school uses an internet content filter through the Department for Education. Internet activity is protected and monitored by the school while connected to the school network. Families are responsible for monitoring the internet connection at home.

# Chromebooks Update continued...

MATT MILLAR

Is it all students in year 3 and upwards?	The proposal is a phased in approach. Year 3s in 2021 will be the first phase, then year 3s each year thereafter.
Can they be housed in a protective case?	A Chromebook can be housed in a protective case, like a laptop bag. These can be purchased at Big W, JB HiFi or online through eBay. The school will explore and search for the most cost effective options for families if they wish.
Is it insured through the school or through home?	We strongly recommend families add the Chromebook as an item to their 'Home and Contents' insurance. The school does not cover the insurance of the modified BYOD program, only those currently purchased for the school.
Can they be used at home?	The Chromebook when purchased can be taken home to continue learning tasks, share their learning with families and access the learning tools. They can connect to any Wi-Fi or personal hotspot outside of school.
Only costs families \$300, how does that work? Payment Plans?	We have chosen the Dell Chromebooks as they are the most durable and cost effective. The school is able to access a bulk price of approx. \$388. Each Chromebook needs a licence of \$40 to access the school network and be managed through the school admin. The school will cover all associated costs over the \$300. Payment plans can be negotiated for any families requesting it through the school finance officer. Please feel free to contact the school to discuss.
How much is done on Chromebook vs pen and paper?	We still value the use of pen and paper activities, hands-on learning and face to face interaction. Teachers will work to balance out a variety of modes of learning. The Chromebooks will predominantly be used for learning where the technology can access resources or perform learning that would not be accessed normally (i.e. video tutorials, creating digital presentations, connecting with online resources.) All staff that currently use Chromebooks in the classroom access the Google Classroom platform to manage learning tasks. Teachers assign tasks through the platform with any digital resources attached to it.
Will they keep it when they leave school at year 6?	From the onset (at purchase) the Chromebook becomes the property of the student. Once your child leaves the school at year 6 (starts in 2022) it is the families to keep.
IT support?	IT support will be provided through the school to support families. As they are simple devices to manage there is little the family needs to do. A few short videos will be uploaded for families with common issues that pop up. The Chromebook uses the Chrome Operating System which updates itself automatically. Students and their families do not need to update anything. We will provide a number of info sheets, videos and open night sessions for families to connect and use the Chromebook outside of school.
Security and storage so not stolen.	Classrooms will be locked at playtimes so access to Chromebooks will be limited during non-class time and only under teacher supervision. Chromebooks will be taken home each day and any left behind will be locked in a secure storage trolley.
Can older students purchase one if wanted?	The school will have enough of the current devices to cover for year 4-7 in 2021. This can be sustained over the following years as each year 3 cohort moves through the school. If a family chooses to purchase their own at their own cost, that is the choice of the family, however the school needs to have a license for each device using the school domain.
How will we ensure all teachers are using them equally in all classrooms?	Training and support has begun for all teachers across years 3-7. Throughout 2020 we are working closely with classroom teachers to ensure that all teachers have the required training and skills to confidently navigate the Google Classroom platform and programs associated with it.
Chromebooks getting mixed up and taken by the wrong child?	The school will label each Chromebook with the child's name clearly marked on it. It will be the responsibility of the child to manage this if their name becomes faded. The school will register the serial number on the bottom with the child's name in a database kept at the school. Students will be responsible for the care, storage and handling of their Chromebook each day.



# OSHC Extensions

LYN LANGELUDDECKE

It has been a year or two in the making but we are finally moving forward with the OSHC extension with the builder appointed and the project about to get underway.

We held our first meeting this past week with the architect Peter Koh and builder, Liam Newton from G-Force. The build will start to take shape towards the end of this term and take us through to the end of the year.

Whilst this is an exciting prospect for our children, families, staff and community to look forward to, there will be some sacrifices in the interim.

Our OSHC team, headed by Natalie Wells and Aaron Overstreet have already started moving furniture and resources into storage areas and we have a plan for the relocation of our OSHC before and after school program (including VAC care) utilising the kitchen, gym and the centre space of the JP building. They will also access the library and outside areas.

Other users of this space to be relocated include:

- The performing arts program with Beck Frears. We have tentatively talked about the following: Monday's classes in the kitchen, Tuesday's in class areas, Wednesdays in the gym (as normal), Thursday and Fridays in the kitchen.
- Instrumental music will use the STEM room on Thursdays (half day) and science room on Wednesdays.

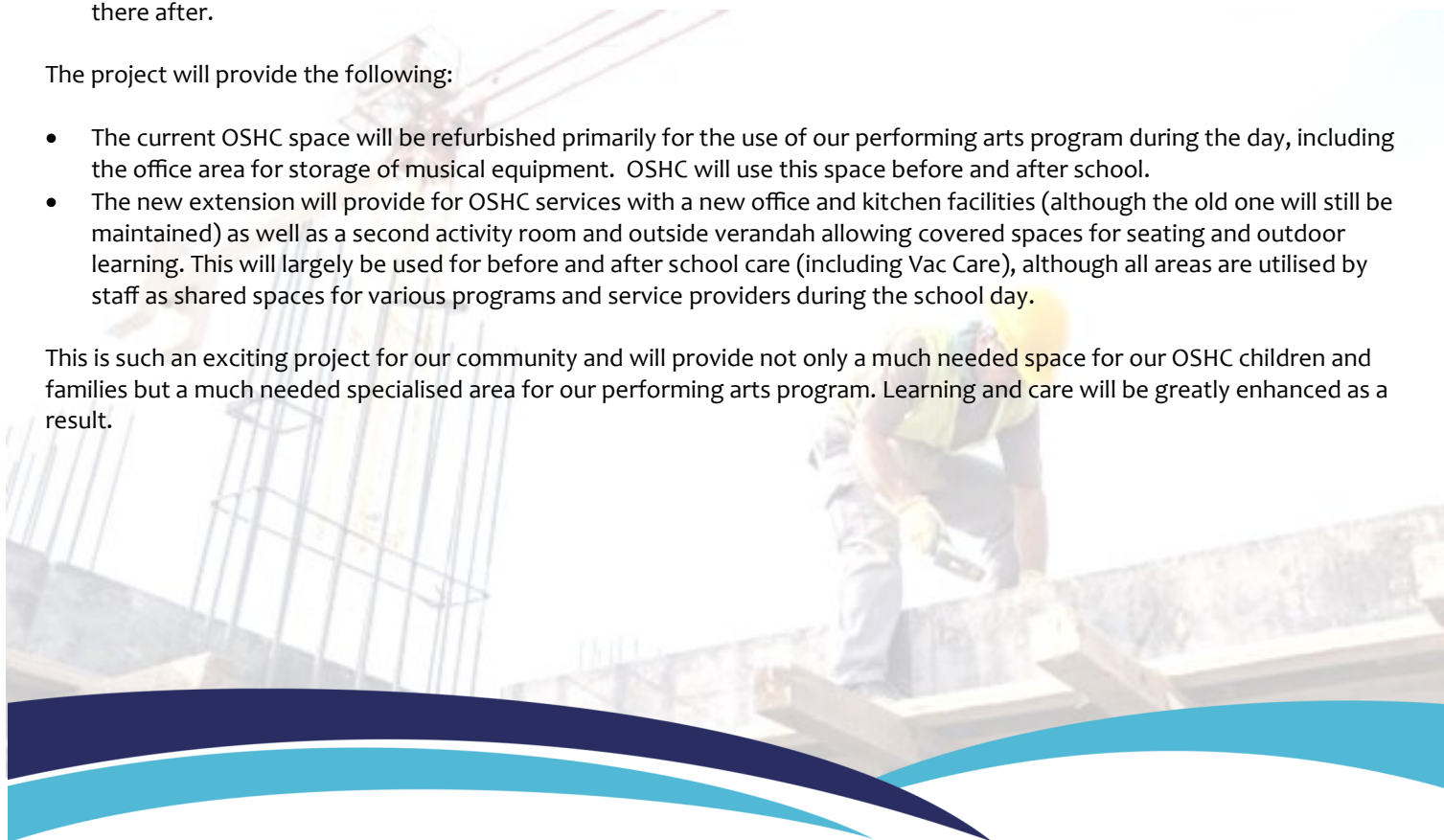
All staff are aware that we will all need to work together to share spaces and equipment throughout the next 6 months. Over the next 2 weeks, planning for the following will occur:

- G-Force will build their compound on the court closest to the car park (behind Madge Sexton Kindy). All machinery and building materials will be stored in this area, accessible by the crew only.
- The enclosure will include the court, the back area of OSHC, the wind tunnel access and along the western side along with the front verandah area.
- A walkway from the car park will remain along the back of the courts for foot traffic and the route beyond the courts will be clearly marked with bunting.
- Access to main building (which includes the kitchen and rooms 1, 2 & 3) will be via the front mound area where panels will be removed from the black fence creating a walkway.
- Access to the courts and the canteen will be via the pathway along the eastern side of the junior primary unit.
- Asbestos removal will happen on the first weekend of the holidays so there will be a reminder as the time gets closer about the school being out of bounds during this time. Demolition of various sections of the OSHC building will happen there after.

The project will provide the following:

- The current OSHC space will be refurbished primarily for the use of our performing arts program during the day, including the office area for storage of musical equipment. OSHC will use this space before and after school.
- The new extension will provide for OSHC services with a new office and kitchen facilities (although the old one will still be maintained) as well as a second activity room and outside verandah allowing covered spaces for seating and outdoor learning. This will largely be used for before and after school care (including Vac Care), although all areas are utilised by staff as shared spaces for various programs and service providers during the school day.

This is such an exciting project for our community and will provide not only a much needed space for our OSHC children and families but a much needed specialised area for our performing arts program. Learning and care will be greatly enhanced as a result.

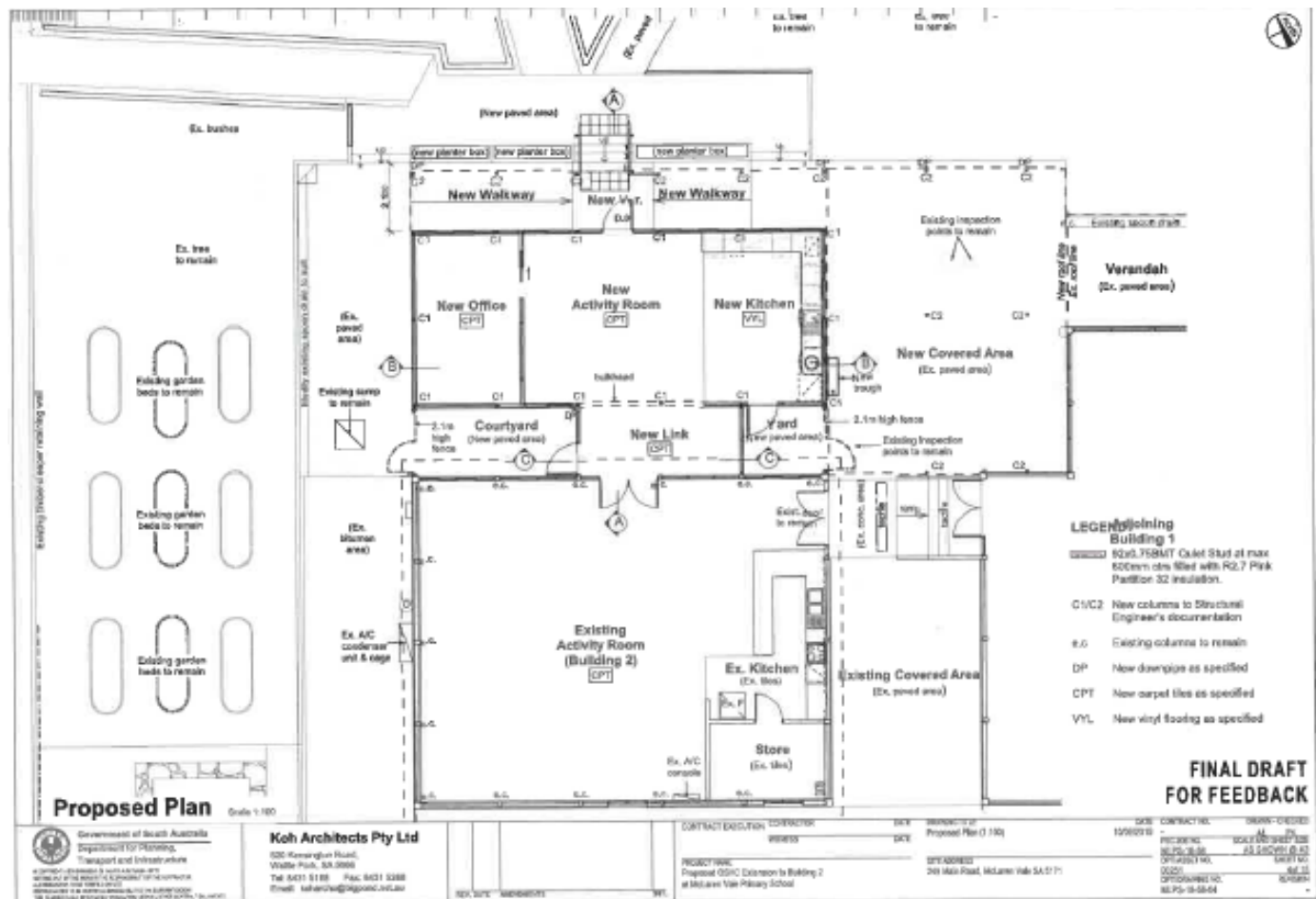






**FINAL DRAFT  
FOR FEEDBACK**

<p>Government of South Australia Department for Planning, Transport and Infrastructure A member of the Government of South Australia Department for Planning, Transport and Infrastructure</p>	<p><b>Koh Architects Pty Ltd</b> 620 Kensington Road, Macleod Park, SA 5006 Tel: 8431 5188 Fax: 8431 5288</p>	<p>CONTRACT DESCRIPTION CONTRACTOR PROJECT NAME Proposed OSIC Extension to Building 2</p>	<p>DATE REVISION DATE</p>	<p>ISSUED BY Perspective (Julia) DATE 24th November 240 Main Road, McLaren Vale SA 5171</p>	<p>DATE 12/09/2019 CONTRACT NO. PROJECT NO. SHEET NO. SHEET NO. SHEET NO.</p>
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# Readjusting to School

NICKY CLARK-SCHOOL COUNSELLOR

## HELPING YOUR CHILD READJUST TO SCHOOL

It's been lovely to see the majority of students return to school in term 2 and enjoy being together again. These social interactions support the development of children's social skills and positive mental health. For a small number of children this transition has presented some challenges. Some children may struggle with separating themselves from the comfort of home & family, and to cooperate with the routine of being ready to attend school. This might present as uncooperative behaviour, escalating emotions, separation anxiety and social/ friendship difficulties.

There are a range of resources and supports available to help advise parents on managing this transition, including the Emerging Minds website. Emerging Minds contains information (printable and videos) about children's overall wellbeing and mental health, and also provides a Community Trauma Toolkit for parents and professionals, considering wellbeing in the context of community trauma such as bushfires and the impact of COVID 19. Following an event such as we have experienced with COVID 19, children will cope and recover best if adults around them are able to:

- **be calm and patient,**
- **spend time talking & playing together,**
- **maintain connection and routine**
- **take care of themselves in order to be available for the children**



Most children will build resilience through this experience and will recover in time with support. However, some adults and children may feel the need to access additional support which may include school staff, the GP, paediatricians and counsellors. Below are two links we feel may be helpful and you are always more than welcome to contact us if needed.

<https://d2p3kdr0nr4o3z.cloudfront.net/content/uploads/2019/03/25133701/Fact-sheet-Trauma-responses-in-children-aged-5-12-years-final.pdf>

<https://d2p3kdr0nr4o3z.cloudfront.net/content/uploads/2020/01/10125044/Psychological-First-Aid-tipcard-FINAL.pdf>

## Thank You

LEANNE LOVETT-DEPUTY PRINCIPAL

Thank you to those families who have been supporting the school with adult physical distancing by:

- dropping off and picking up your child outside the school gates and
- not coming into the school unless absolutely necessary.

It is important that inside our school grounds adults:

- Stay at least 6 feet from other people
- Do not gather in groups
- Stay out of crowded places and avoid mass gatherings

We are very impressed with how independent our students are. Children are competent and capable when the adults around them allow them to be so. Please support your child by:

- Letting them carry their own bag and hang on the hook or place on bag rack.
- Letting them unpack their belongings and organise themselves for class in the morning
- Letting them pack their own bags at the end of the day
- Carry their own bag out of school.

If you need to communicate to your child's teacher please remember:

- Seesaw is your first line of communication. You can also use this to set up a time to meet face to face if needed.
- Do not stand in doorways of classroom or come into classrooms in the morning.

Thank you for your support and doing your bit to keep our children safe.



# Changed Your Details?

## MARY-ANNE SHERRIFF-ASSISTANT TO THE PRINCIPAL

Please advise the school of any changes to details promptly eg with email/residential addresses, phone numbers etc.

Changes need to be either emailed to the school or a change of details form completed in Student Services.

Please note we require the address verification below as per the school enrolment policy.

### **Change of address:**

#### **1) the child's permanent place of residency**

Parents must supply the school a home location where your child and a parent are primarily living. The address provided must be residential, not a commercial, postal or mailing address.

If you own your home you are asked to provide:

- the contract of sale for the property (or a recent council rates notice), and
- a recent a gas or electricity bill for that property.

If you rent a home you are asked to provide:

- a rental agreement
- a bond receipt lodged with Consumer and Business Services, and
- a recent gas or electricity bill for that property.

Please note:

- the rental agreement should cover at least the first 12 months the child will be attending the school. For example for students starting Reception in 2020 the agreement should cover the majority of the 2020 school year
- renting a room or rooms at a property for your child, does not constitute a primary place of residence. Families must rent an entire property in order for it to be their primary place of residence
- if your child is living with a relative or friend, you will need to provide supporting documentation stating that the relative/friend is the legal guardian of the child. This documentation must include a parenting order from the Family Court, which states that the relative/friend is the formal full-time carer of the child.

The principal is responsible for determining whether proof of residence has been satisfied and may use professional judgment in circumstances where families are not able to meet these requirements. This may include asking parents to provide secondary sources of documentation to establish if the circumstances, whilst unusual, are genuine.



## Kindness Rockstars

### LIQUID DELIGHTS



SHOUT OUT TO THE TEAM AT LIQUID DELIGHTS  
ROBYN, SCOTT AND DULCIE WHO VERY GENEROUSLY  
VISITED MCLAREN VALE PRIMARY SCHOOL AND  
DONATED FREE COFFEES TO ALL OF OUR STAFF.  
IT WAS VERY MUCH APPRECIATED!  
THANK YOU!

# What's happening in class?

## ROOM 17

Team 17 have worked hard on some art pieces throughout Reconciliation Week using the overarching theme of 'In This Together'.

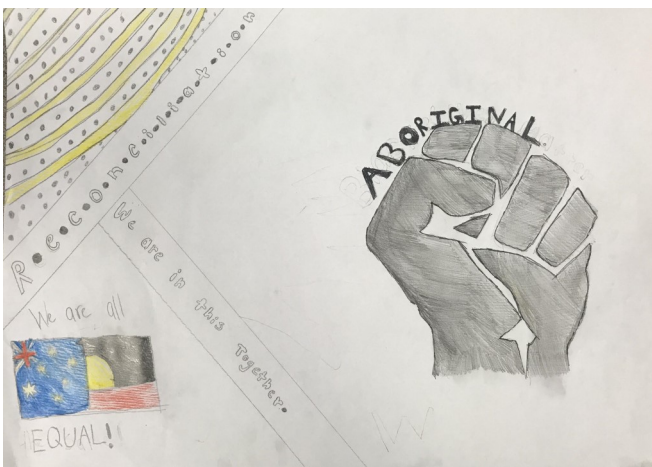
"I think we can stop racism and be 'in this together' by understanding more about the culture of Aboriginal people and feel sorry for what has happened to their land and culture."

Oscar Thompson



"I think reconciliation means we need to recognise the people that were originally here and owned this land first and understand that we need to respect their country and beliefs."

Miley Donnelly



"I think the word reconciliation means to be sorry for invading the Aboriginal land and not respecting it. We could put a stop to racism by learning more about the Aboriginal culture."

Nyali-May



"Learning about the stolen generation made me sad as I realised some of the bad things that happened like being taken away from their families."

Levi Maddern

