



McLAREN VALE

PRIMARY SCHOOL

RESPECT | INTEGRITY | SUCCESS

NEWSLETTER VOL 8 | JUNE 7TH, 2018



Key Dates

Public Holiday
Mon 11 June

SA Museum, Rooms
10,11&12
Tues 12 June

Governing Council
Education committee
Tues 12 June, 5:15pm

Art Gallery &
Museum, Rooms
1,2&3
Wed 13 June

Don't Keep History a Mystery

by **MELANIE JONES**
Acting Principal

The 2018 Reconciliation Week theme "Don't Keep History a Mystery" provided a wonderful foundation on which we could deepen our understanding of Reconciliation and "*Learn, Share and Grow together*".

This year the focus was on exploring our past, learning more about Aboriginal and Torres Strait Islander histories and cultures, and developing a deeper understanding of our National story. Our staff team including Heidi Karo and Rebecca Roberts (ACEO) led our ATSI students to provide an engaging and captivating range of activities across the week which were shared with students

from Reception to Year 7 culminating in a whole school assembly on Friday.

Highlights of the week included:

- A visit from Ngarrindjeri Elder Deanne (Rebecca's Mum) on Wednesday. Deanne shared her journey as one of the Stolen Generation. The narratives and songs students had written and shared at Assembly on Friday about the Stolen Generation after their visit with Deanne were both respectful and moving and a credit to the students. A special thank you to Deanne who travelled from Loxton.
- Weaving and rope making the Narrindjeri way
- Making Quandong seed jewellery
- Yarning with teachers (Stolen Generation)
- Yarning with students Stolen Generation)

Reconciliation Week

The Yarning opportunities were part of our Yarning Trail Story Telling project that our students are working on. This term ATSI students wrote stories about local and native creatures living around or nearby our school. These stories were shared with support from Rebecca and Heidi. Classes then drew and painted pictures that will form the designs for story poles that will be placed around our school. Each pole will tell the story of the creature. As students move through the school, they will inherit their year level pole/story/creature as custodians. In doing this we are learning about the creature, the story and connecting with the natural environment. We are looking forward to having everyone be a part of this creative and culturally immersive project while we work towards reconciliation at MVPS!

Thank you to Heidi, Rebecca and the ATSI students for helping to deepen our understanding of our National story.

2018 Aboriginal Learners STEM Congress

Here's what two of our ATSI students Jade and Aydan said:

Jade:

On the first two days of Reconciliation Week Aydan and I both went to the Aboriginal Stem Congress. On our first day Aydan and I did an activity called Radelaide Mission Impossible. What we had to do was tell the people of Radelaide a thirty second radio announcement about a dangerous gas that had accidentally been released. We had to deliver a supply of water for the citizens to survive off of for three days. We had to make three deliveries to the safe zone. The roles you could have were the aviator, the biochemical scientist, the programmer, the communicator and the calculator.

Aydan:

On Monday and Tuesday of Reconciliation Week, Jade and I attended the 2018 Aboriginal Learners STEM Congress. There were hundreds of students in Years 5 to 12 there from all around South Australia.

It was really fun. We learned lots about STEM and our own culture. We used VR (Virtual Reality) to tell Dreamtime stories. We also flew drones and visited the Migration Museum. It was awesome!!

**National
Reconciliation
Week 2018**
27 May - 3 June

**don't keep
history a
mystery**
learn • share • grow



Dress Code

Wearing correct school dress code encourages a sense of belonging and pride in our school and fosters a positive image of the school in the community. The mix and match nature of the school dress code allows students some choice in what they wear to school each day.

Our Governing Council has determined the school dress code policy and it is expected that all students will wear the school colours of navy and sky blue tops and navy blue pants or skirts.

We have noticed a large number of students not complying with this dress code. Please note that non-school tops such as SAPSASA, sports tops, non school coloured tops and tops with other logos do not comply with our dress code.

In accordance with our School Dress Code Policy, if a student is not wearing the dress code a warning will be issued by the teacher or member of the leadership team with the expectation that they will be appropriately dressed the following day.

Non-compliance the following day will be followed up with a note home or a telephone conversation by the teacher or leadership team member

The school keeps a small supply of shirts and jumpers that students are able to access should they wear a non school dress code top to school.





Pastoral Care Update

BY TYSON MADDERN

On Tuesday May 29th the bi-annual review was held for Tyson Maddern's Pastoral Support Worker role. Tyson's role is funded by the Schools Ministry Group with Federal funding and is also partially funded by the local church groups. Tyson's role is one of pastoral support and supports the Department for Education's Wellbeing strategy with the emphasis on the emotional, physical, spiritual and social wellbeing of our students.

As part of the review process we conducted surveys of staff, students and families. Thank you to all of the families who were able to provide feedback via Survey Monkey. All of the information gathered was collated, analysed and presented at the review. The responses helped to shape the future of Tyson's role and give us direction for the way forward.

The feedback was overwhelmingly positive for Tyson and his PSW role. Tyson joined us 12 months ago and quickly established himself as being a valued and well respected staff member and an integral part of our student support structure and wellbeing programs. Tyson runs a number of Wellbeing programs across the site which can be accessed by parent, student or teacher referral. In addition to 1-1 and small group support Tyson also runs the following programs:

Breakfast Club

Tyson has re-established our Breakfast Program sponsored by Kickstart for Kids. This program runs every Monday and Tuesday in the Kitchen classroom and is well utilised by 20 plus students on a regular basis. A reminder that Breakfast Club runs in the Kitchen Classroom on Monday and Tuesday from 8.30am. Join Tyson for some breakfast and help to start the day the right way.

Seasons for Growth

Seasons for Growth is an innovative, evidence-based change, loss and grief education program that draws on the metaphor of the seasons to understand the experience of

grief. It builds the knowledge and skills necessary to strengthen social and emotional wellbeing following significant loss by:

- Exploring the impact of change and loss
- Learning about effective ways to respond and adapt

Participants learn that they are not alone in their experience of change, loss and grief, and are able to build their communication, decision making and problem solving skills within the context of a safe and supportive peer group learning environment.

All Seasons for Growth programs are grounded in sound, person-centred educational principles and programs have been shown to be a very effective education intervention.

What's the Buzz?

A social skills enrichment programme for primary students' was released and quickly found its way into dozens of countries and hundreds of schools and organisations. This 16 lesson highly structured, role-play and play-based program was designed to teach children how to think socially and make friendship work. The programme engages children into feeling friendship together, it encourages them to see it, taste it, smell it and laugh with each other. It connects young people and offers them the skills to belong.

Revved Up

Revved Up is an anger management program designed to help students recognise their own responses to different situations and provide anger management strategies that will assist them in relating with others.

The program is divided into eight steps as follows:

- R - ealise the anger
- E - xit the scene
- V - eer off to avoid violence
- V - alue my relationships
- E - xpress myself assertively
- D - efeat my fireball
- U - nderstand other people's aggression
- P - resenting me

Tyson works every Monday and Tuesday based in the front office. He can be contacted on **8323 8741** if you feel that your child would benefit from participating in these programs or for positive and supportive small group or 1-1 support.



OSHC News

BY NATALIE WELLS, OSHC DIRECTOR

Hi everyone. Last Friday afternoon we took the OSHC children down to the fire pit and had our snack down by the fire. We had our fruit and then we cooked our toasties on the fire. Lots of fun was had by all!

We are currently finishing off our vacation care program which will be out at the beginning of Week 8. Lots of fun activities and excursions have been planned!

A reminder to ALL families; from July 2nd a new Child care package will be introduced across Australia. It is vital that ALL parents complete their online assessment before the end of June!

You can do your assessment through myGov using your Centrelink online account. Or, through the Express Plus Centrelink mobile app. This is important because if you don't do your assessment, you will not receive any subsidy from 2 July.

Have a great week!



We invite you to our Principal's Tour on Thursday June 28th from 9am -11am at McLaren Vale Primary School

Meet with the Principal/s, staff and our student ambassadors and discover why McLaren Vale Primary School is the school of choice for 500 plus students and their families.

We are committed to providing our students with innovative teaching and learning programs and the latest in research based best practice.

We have a focus on the whole child: the academic, social, emotional and physical development and we enjoy a long and proud history of success and achievement.

We look forward to meeting you and sharing our current priorities, teaching and learning programs, future plans and taking you on a tour of our grounds and facilities.

RSVP to Mary-Anne Sherriff 8323 8741 by Monday 25th June.



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Attendance

by **MATT MILLAR, Senior Leader**



- Currently we have 93% Attendance with a target of 95%.
- 49% of our absences are unexplained with no reason given (ie illness, family, medical appointment)
- There are 1025 late absences recorded this year.

How can we improve these numbers?

- If your child is away or going to be away, contact their teacher with a note, phone call or in person
 - Call the school on 8323 8741
 - Talk to your child's teacher or school leadership about any concerns regarding your child's attendance
- A text and email via our new system "Sentral" will be sent each day before midday.

We thank you in advance for your help with this.

Photo Etiquette



We request all parents/guardians to be mindful of the privacy of other families when taking photographs/video of their children at the school or during school events and to exercise caution when photographing/filming their own child or children so as not to capture other children in the images, without the consent of the parents of those other children.

We urge you to be mindful of the wishes of other parents/guardians, as well as the school's duty to ensure the safety and wellbeing of all children at the school.

Nationally Consistent Collection of Data on School Students with Disability (NCCD)

All schools are required to collect information about the numbers of students that they provide adjustments to under the Disability Discrimination Act (1992) and Disability Standards of Education (2005). From 2018, this data will be used as the basis for national funding.

The NCCD involves the collection of;

- the number of students receiving adjustments to enable them to participate in education on the same basis as other students
- the level of adjustment provided to students
- student's type of disability if known

Under the model the definition of disability is broad and includes learning difficulties, health and mental health conditions.

If your child is identified for inclusion in the Collection, the required information will be included in this year's data collection.

If you have any questions about the data collection, please contact our school on 8323 8741.

Further information can be found at: <http://www.education.gov.au/nationally-consistent-collection-data-school-students-disability>.



Nature Play developments

A big thank you to Steve Tilley and Albert Fowles for making a start on our mud kitchen (near the adventure playground) and all the people who have donated materials for it. Summer and Chase (receptions) enjoyed testing out the facility making chocolate cakes and mud pies for staff to taste test.

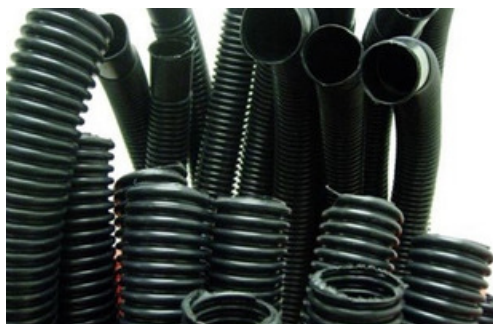


We are continuing to gather ideas and resources to further develop our play environment. We have organised for Jason Tyndall from Nature Play SA to help us with our design ideas and are continuing to develop our understandings of creating an open-ended outdoor environment where children can use their imagination and creativity, build and construct, self assess risks, problem solve collaboratively, develop communication skills and body awareness. We endeavor to create an outdoor loose parts zone where children can have the space and freedom to invent, create, dismantle, manipulate items and construct.

Loose parts are the ultimate opened ended resource because a simple stick could be a writing tool, a wand, a toothbrush, a guitar and a shovel etc. When using sticks, the children are encouraged to drag big sticks behind themselves, only walk when moving sticks and to carry sticks with their hands.

HELP NEEDED!

We are seeking help to collect different types of materials that have different textures and sizes such as pinecones, log rounds, planks of wood (no nails), sticks (with smooth ends), plumbing pipes and milk crates. If you have something that you think might be appropriate to donate, please come and see Alex Gabb (Room 6) or email a photo of your donation to Alex.Gabb423@schools.sa.edu.au so we can organise a place for it to be delivered to.



Say Cheese



School Photo Day is:

Thursday 21st & Friday 22nd June

Have your child's school memories captured forever

Please take time to read the relevant information on the MSP Photography payment envelopes and remember these helpful points:



- Don't seal envelopes inside each other. You can pay for all children in one envelope however each child needs to have their own envelope on photo day
- Family envelopes are available at the school office upon request and need to be ordered before or on photography day. Please make your children aware they are having a family photo.
- Please enclose correct money as no change is given. Cash, cheques, credit card and money orders accepted.

Why not give ONLINE ORDERING a go!! It's quick and easy

For any enquiries, please feel free to contact us

e admin.adelaidesouth@msp.com.au

p 08 83913951



Reconciliation Week



27th of May- 3rd of June

**Room 6, 7 and 17 celebrated reconciliation week
together around the camp fire.**

"We picked up sticks so we could toast marshmallows, we listened to a dreaming story" Hayley

"We saw lots of flames." Maddi. L

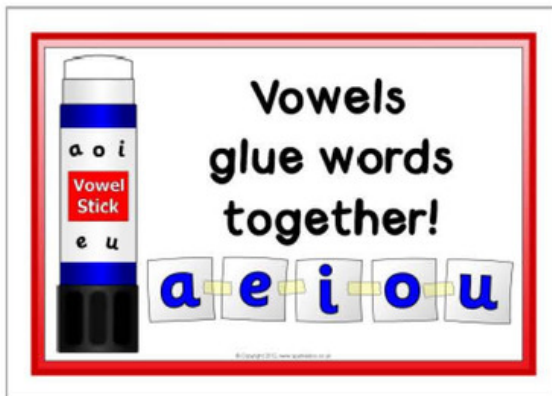
"We toasted marshmallows, they were yummy, some of them fell off the sticks" Lenny

"I liked toasting the marshmallows they were yummy." Maddi.H



"There is nothing like it for the noise it makes or how it looks or the obvious power it has- and that fascinates children who want to experience it"- Marc Armitage 2009

Word of the Week – VOWELS



Vowels glue our words together (a, e, i, o, u and y is known as a vowel because it makes the i or e sound). Vowels make a short sound or a long sound. Have a look at the pictures below and try them with your child.

Short Vowel Phoneme (Sound)








Shake It!

a— Shake your **hand**... a,a
e— Shake your **leg**... e, e
i— Shake your **hips**... i, i
o— Shake your **body**... o,o
u— Shake your **thumb**... u,u

Long Vowel Phoneme (Sound)
Say the name of the phoneme

Shake It!

a— Shake like an **ape** ... a,a
e— Shake like a **me** ... e, e
i— Shake like an **idea** ... i, i
o— Shake like an **oval** ... o,o
u— Shake like a **unicorn** ... u,u

Vowels	
SHORT Vowel Sounds	LONG Vowel Sounds
a  apple	a  acorn
e  egg	e  eel
i  inch	i  icicle
o  octopus	o  oak
u  umbrella	u  unicorn

Morphology of the week – Prefix re- (means again)

A prefix is at the start of a word. This adds meaning to a base word or root word.

