Welcome back to Term 3!

I would like to highlight two fairly new initiatives that have started this year around supporting student learning that we have seen some fantastic improvement from. Often when we say intervention, our minds jump to someone who is struggling with learning, however, **intervention is for all students**. Our core purpose as a school is to support the growth of all learners no matter where they are currently at, and as a school we have seen some fantastic results in growth through a range of data sets for students at all levels of learning. Both interventions I want to touch on today are proactive, one of these interventions is for students who are slipping behind school benchmarks in reading (PreLit, MiniLit and Reading Tutor), the other for all of our junior primary students (Target Time). A key part that enables us to do this is our whole school approach to formative assessment, which is essentially a wide range of techniques teachers use to find out where students are at, what their needs are and how they are progressing, prior to, during and after learning tasks, rather than waiting for a standardised test later in a term/ week.

**PreLit/ MiniLit/ Reading Tutor**

PreLit, MiniLit and Reading Tutor are evidence-based literacy programs that are systematic, explicit and proven effective model for teaching reading skills. They are designed to be delivered to a small group of children who haven’t consolidated these skills through classroom teaching or in class intervention. Our specialist SSO staff have been trained across these programs and we run targeted groups from 8:30 – 9:15am and throughout the day. We have seen some exceptional growth with children in the program in reading levels and plan to continue to implement, refine and improve our use of the programs. Below is a brief description of the focus of each of the programs.

**PreLit** is divided into two main components, one focussing on Phonological awareness and the other on Oral Language development through structured book reading.

**MiniLit** is divided into 80 sessions over two levels, level 1: Teaching the basics of letter/sound knowledge and decoding skills for CVC words, and level 2: Extending word attack knowledge by teaching commonly used digraphs and longer words.

**Reading Tutor** focuses on three key elements, Phonics (or word attack skills), Sight awareness and the other on Oral Language development through structured book reading.

**Target Time (R-2)**

All of our R-2 students have been a part of target time learning on Mondays through to Thursdays aimed at supporting our students with the fundamental skills needed for literacy development. All students have been assessed for phonological awareness and phonics and split in one of 8 ways depending on the skill they most need. An example of some of the skill groups currently are (rhyme, initial blends and segmenting). This means, **ALL** students are receiving explicit, quality targeted during this time. The sessions have been running for 15 – 20 minutes and groups change every 4-5 weeks. Teachers are continually gathering data and meeting to adjust groups according to the needs of students. During this time, there are 8 staff who are involved between the 6 classes to ensure we are covering a large range of specific skills, tailored to our student’s needs. We have seen fantastic results in terms of improvement data and hope to see this improvement reflected across other areas.
New Computers
This week we took order of 90 new DELL i5 computers desktop computers and 10 DELL i5 laptop computers to replace the current desktops in the school and begin the turnover of older laptops. Some of the computers being turned over (for instance the computer room and library) haven’t been changed since before my time and are ready for replacement. Not only are the replacements newer, but they are significantly quicker and should be more reliable in being able to handle the increased loads with newer programs.

Nationally Consistent Collection of Data on School Students with Disability
As we have done in previous years, like all schools we have been involved in the annual nationally consistent collection of data on school students with disability (‘the Collection’) and the data is soon to be sent to head office.

The Collection is aimed at providing all Australian schools, education authorities and the community with a clear picture of the number of students with disability in schools and the adjustments they require to enable them to participate in education on the same basis as other students.

The data collection will involve the collection of the following information:

- 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
- where known, the student’s type of disability.

Under the Collection 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 about your child will be included in this year’s data collection.

Once the data has been collated, it will be de-identified before providing it to the Australian Government Department of Education. This ensures that no student’s identity can be reasonably ascertained.

The data will be used by our school to inform and improve practice for students with disability and by the Department for Education and Child Development to inform state-wide reform initiatives. The Australian Government Department of Education will use the information collected to inform national policy development.


Sandpit – Back in action!!!
As you may have already noticed if your child is someone who likes the sandpit because of the sand in their shoes, it is back in action. There was significant work done to this area to not only tidy it up but make it safer. The rocks have been cemented in to make climbing safer and to ensure students can’t be dig in and around them, in turn making them unstable.

SAPSASA
Unfortunately our girl’s football team narrowly missed making the Grand Final for the fourth year in a row, narrowly going down to Greenwith Primary. We are all very proud of you girls, congratulations on representing our school and yourself with pride! Our girls’ soccer team is still in with the chance for a Grand Final appearance.

Parent Insights
This week’s edition will focus on a really interesting topic, “Helping kids deal with rejection”. We hope you find it insightful and interesting.

If there is anything in particular you are looking for, please do not hesitate to come in and see either Ilia Tsoutouras (Principal) or Voula Pounendis (Deputy Principal) who may be able to help with finding an article to suit your needs.

Book Fair
During Week 3 Term 3, our school is holding it’s Biennial ‘Book Fair’.

It will be held in our Library from Tuesday the 9th of August to Thursday the 11th of August 2016.

The Library will still be open from 8:30 in the morning until 3:30 in the afternoon for sales.

During these days the Library will also be open at Recess and Lunch.

Let your family know!
Information for families enrolling in a government preschool

Children who turn 4 before 1 May are eligible to start preschool at the beginning of the year before they start school. If you would like your child to attend a government preschool you can be assured of a place. DECD endeavors to try to enroll your child in the preschool of your choice, but we can’t guarantee this will be in your local or preferred preschool.

Children are able to access a government funded preschool for 1 year. If you are uncertain about the best time for your child to attend preschool, or feel your child may benefit from delaying starting preschool until the following year, please talk to your preschool director or school principal about your options. At Virginia this is our Principal Ilia, Deputy Principal Voula or either Jess or Jodie.

How to enroll

Contact our Preschool on 8380 9292 and organise to meet with Jodie to ensure you have filled in your registration of interest

All government preschools will prioritise enrolment applications for children living within our preschool’s local catchment area.

Where there are more children seeking to enroll in preschool than places available, we will allocate places using priority of access criteria. You can ask Jess/ Jodie or our Principal Ilia Tsoutouras for more information about this.

Timeframe

If it hasn’t happened already, families will soon begin to receive letters of offer. To accept the offer you will need to respond ASAP as spaces in our preschool are limited.

Places at preferred preschool

If more children are seeking to enroll than places available, some families will be offered a place in another nearby preschool. When accepting an enrolment offer, you can request to remain on the enrolment registration list at our preschool. This means you will be contacted if a place becomes available in the future.

NAPLAN Online – Getting ready for 2017

The Australian Government is committed to delivering NAPLAN online from 2017, with all schools across the nation transitioning over a 2 to 3 year period.

This change will provide each child with a more personalised learning experience and a better assessment. It also means that the results will be returned to you and your child’s teachers within a few weeks, rather than several months.

Our school will be participating in a trial of the new online system in August 2016. This trial is not a ‘test’ of content; it is a test of how the new online system will work in a real-life classroom environment. You may hear this trial referred to as the NAPLAN Online Readiness Trial.

As part of the trial, students in Years 3, 5, 7 and 9 will undertake 2 online readiness tests. Each test will take approximately 45 minutes to complete. It is important that we participate in this trial before the system is officially in use in 2017 to enable familiarisation with the system in a classroom setting. Participation will allow us to confirm that every school is ready and that our teachers are confident that their students will be able to participate fully. This trial will help our site to be well prepared to complete NAPLAN online in 2017 and provide feedback into final changes at a statewide level.

NAPLAN Online – answering your questions

What is NAPLAN online?

NAPLAN online is an initiative of the Australian Government and involves the transition of NAPLAN from pen and paper to a computer-based assessment.

Why is NAPLAN going online?

Moving NAPLAN online allows for better and more varied assessment tasks and a personalised test experience. It also means your child’s results will be more precise and available to you within a couple of weeks, rather than several months.

When is it happening and who is doing it?

The Education Council, comprising state, territory and commonwealth education ministers, has agreed that NAPLAN online will be implemented from 2017 over a 2-to 3 year period.

DECD is encouraging as many schools as possible to move to NAPLAN Online from 2017.

Who is managing the move online?

Education Services Australia (ESA) have been commissioned to develop and trial the platform which will deliver NAPLAN online. The Australian Curriculum, Assessment and Reporting Authority (ACARA) will continue to be responsible for all aspects of development of the NAPLAN tests.

In South Australia, DECD is responsible for preparing schools to move online.

What is the NAPLAN Online Readiness Trial?

The NAPLAN Online Readiness Trial is a practice run of the NAPLAN online platform. Schools will complete as many test sessions as they need to develop their understanding of the system and their readiness for the 2017 implementation. It is also an...
opportunity for schools to provide detailed feedback on their experiences and readiness.

Students in years 3, 5, 7 and 9 are asked to trial the online system and new question style. As part of this trial all students will log in with an anonymous student code so they cannot be identified.

The trial will involve students completing 2 assessments
- a test for each year level containing sample NAPLAN online questions based on reading, numeracy and convention of languages (spelling, grammar and punctuation)
- a separate writing test for each year level.

Across Australia, the test is called the Platform Test Readiness Trial (PTRT).

Why is the NAPLAN Online Readiness Trial important?
The trial will provide information about the school’s internet capabilities and confirm that there are sufficient devices to run the test successfully. It will also allow staff to ‘test drive’ the new processes and trial classroom logistics.

What about schools that do not have the necessary bandwidth to undertake online assessment?
The Australian Government is developing a ‘low bandwidth’ solution for schools that are experiencing issues with internet connectivity. This will ensure that all students are also able to experience the online test.

Can students use their own devices?
Yes, many schools have a Bring Your Own Device (BYOD) policy allowing students to use their own computer at school and in most cases these devices will be able to be used. Students will also be able to use their own headphones for the spelling test.

FREE Parent/Carer Workshop for Vietnamese families
Are you worried about how your child:
- Learns
- Communicates
- Gets along with others
- Behaves

Come along to learn about how you can help your child at home and at school. The workshop will be in Vietnamese. Kim-Van Nguyen, a family worker for Vietnamese families in Victoria, will be helping share the information. All discussions will be very confidential.

Workshop details
Where: Kilburn Community Hall, 49 LeHunte Street, Kilburn, 5084
When: 16th August 2016 9:30-2:30
Car parking is available

Free morning tea and lunch will be provided
To register: Contact Kim-Van Nguyen, email kvnguyen02@gmail.com or telephone: 0423 810 265

Buổi Hội Thảo miễn phí dành cho Cha Mẹ / Người Châm Sóc Việt Nam
Quí vị có lo lắng gì về cách con cái mình:
- Học hỏi
- Nói chuyện
- Chơi hoặc giao tiếp với người khác
- Có những hành vi


Chúng ta sẽ chia sẻ câu chuyện của chị Ngoc và gia đình chị đã làm thế nào để giúp con gái của chị, cháu Hân.

“Theo tôi, điều rất quan trọng là Cha Mẹ phải có được quan hệ tốt với Thầy Cô hoặc người Châm sóc. Tôi cảm thấy chính tôi cần phải lên tiếng thay cho cháu Hân”.

Chi tiết về buổi hội thảo
Địa điểm: Kilburn Community Hall, 49 LeHunte Street, Kilburn, 5084
Thời gian: Thứ Ba, ngày 16 tháng 8 năm 2016
9:30 sáng – 2:30 chiều (Giờ đến, từ 9 – 9:30 sáng)
Có chỗ đậu xe.
Sẽ có trà, bánh giải lao và bữa ăn trưa.
Để ghi tên tham dự, xin liên lạc:
Kim-Vân Nguyên, email kvnguyen02@gmail.com hoặc điện thoại 0423 810 265
Helping kids deal with rejection

A bit of rejection and disappointment is good for kids, as long as they learn how to cope with it...

One of the keys to functioning socially and emotionally is the ability to deal with disappointment and rejection. Most children experience some type of rejection from their peers throughout childhood. One study found that even popular children were rejected about one quarter of the time when they approached children in school.

Paradoxically, children’s experience of rejection and disappointment at school is good for them, as long as it’s balanced with successful experiences too. They learn that they can cope and solve problems in their own way and that bad experiences don’t last forever.

And they learn that sadness and disappointment can be managed too, which is an important lesson to learn to take into adolescence and beyond, when life is full of ups and downs.

Helping them move on

Most children recover from such rejection. They move on and form constructive, worthwhile relationships but some children need help. They often take rejection personally, blaming themselves. As a parent it is useful to challenge children’s unhelpful thinking and encourage them to look for new friendship opportunities. Parents can help children understand that rejection may happen for any number of reasons that are unrelated to them.

In the course of a school day children will meet with a number of challenges and even setbacks. They may struggle with some schoolwork. They may not do well in a test and they may not be picked for a game that they wanted to play. Children grow stronger when they overcome their difficulties.

The challenge for parents is to build and maintain children’s confidence levels to help them get through the rough times.

One way to help children deal with rejection and disappointment is to talk through problems or difficulties, recognising and accepting their feelings. Talk about various scenarios, discussing possible outcomes. The age of your child will determine the amount of detail. Keep things simple and avoid burdening a younger child with concepts he or she doesn’t understand.

Your attitude as a parent can make a huge difference to how a child reacts. If you see rejection or disappointments as problems then your child will be hamstringed by this view. See them as challenges then your child, in all likelihood, will pick up your upbeat view and deal with disappointments easily. After all, confidence is catching!

To help children handle rejection and disappointment try the following four strategies:

1. **Model** optimism. Watch how you present the world to children, as they will pick up your view.

2. **Tell** children how you handle disappointment and rejection. Not only is it reassuring for children to know that their parents understand how they feel but they can learn a great deal by how their parents handle situations.

3. **Help** children recognise times in the past when they bounced back from disappointment. Help them recognise those same strategies can be used again.

4. **Laugh** together. Humour is a great coping mechanism. It helps put disappointment in perspective. It helps them understand that things will get better. They always do.

The stronger the wind the stronger the trees is the notion here. Supporting kids to handle life’s hurdles helps them to develop a lasting sense of resilience, which is essential for good mental and emotional health.

Michael Grose