



VIRGINIA PRIMARY SCHOOL NEWSLETTER

Learning Together, Learning for our Future

CARING, RESPECT, FAIRNESS, ACHIEVEMENT, DIVERSITY

Issue 11, 2017

18th August

DATES TO REMEMBER

Week 4

Friday 18th August

WAKAKIRRI CONCERT
ENTERTAINMENT CENTRE

Week 5

Monday 21st August

Literacy Trails to celebrate Literacy/
Numeracy week

Wednesday 23rd August

Book Week Parade
"Escape to Everywhere"
9:15am

Friday 25th August

SAPSASA District Athletics

Week 6

Tuesday 29th August

Festival Choir Rehearsal

Wednesday 30th August

Father's Day Stall

SAPSASA Girls Soccer

Week 7

ADVANCED NOTICE

Thursday 7th September

Pupil Free Day
OSHC AVAILABLE

Friday 8th September

School Closure Day
NO OSHC



Principal: Iliia Tsoutouras

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Download our school app



Government of South Australia
Department for Education and
Child Development

Preschool NQS Assessment



Education and Early Childhood Services
Registration and Standards Board of SA

Virginia Preschool
131-03113003

Has achieved the following ratings:

Quality Area 1	Examine program and process Exceeding NQS
Quality Area 2	Children's health and safety Exceeding NQS
Quality Area 3	Physical environment Exceeding NQS
Quality Area 4	Staffing arrangements Exceeding NQS
Quality Area 5	Relationship with children Exceeding NQS
Quality Area 6	Collaborative partnerships with families and communities Exceeding NQS
Quality Area 7	Leadership and service management Exceeding NQS
Overall Rating	Exceeding NQS

The overall rating for a service is determined by the combination of the Quality Area ratings achieved. If a service is rated below the National Quality Standard in any Quality Area, the overall rating will reflect the lowest Quality Area rating. To achieve an overall rating of Exceeding National Quality Standard, a service must be against Exceeding National Quality Standard in four or more Quality Areas of which the total is four Quality Areas 1, Quality Area 2, Quality Area 3, Quality Area 4 or Quality Area 5.

This service has been assessed against the National Quality Standard for Early Childhood Education and Care and Infant Age Care and meets the requirements for accreditation with the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011.

The Education and Early Childhood Services
Registration and Standards Board of SA
Date of issue: 8 August 2017
Department Reference Number: 430-49810176



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Our Preschool was recently assessed against the National Quality Framework in accordance with the Education and Early Childhood Services (Registration and Standards) Act 2011 (hereafter known as 'SA Act'). The National Quality Framework aims to raise quality and drive continuous improvement and consistency in services across the country.

We are very pleased to say that our site was rated as **Exceeding National Quality Standard** after achieving this rating in each of the 7 Quality Areas it was rated against. As always, we will continue to refine what we are doing through our internal review processes for further improvement.

This is a fantastic result and one we should all be proud of as a school and preschool community.

Wakakirri - Does your school have a story to tell..?

What is Wakakirri?

The Aboriginal word Wakakirri means 'to dance a story' according to Wangaaypuwan people from Cobar NSW.

A great story can change the way people think about the world around them. Wakakirri is a Story-Dance Festival where schools aim to do just that.

Established in 1992, Wakakirri is Australia's largest Story-Dance Festival, involving over 20,000 students across every State and Territory each year.

Each year hundreds of schools across Australia create Story-Dances for Wakakirri that reflect their students' thoughts, ideas and aspirations. These stories are performed in professional theatres in front of the official 'Wakakirri Panel' who are searching for 'Story of the Year'. Over 1 million people watch Wakakirri performances each year.

Performing in Wakakirri is an experience students never forget. Schools spend show day rehearsing and meeting other schools and that same night walk the red carpet with the Wakakirri Panel and perform on the big stage.

Tonight, 91 of our students will be performing and telling a story on the Entertainment Centre stage. We are extremely proud of our students and grateful to everyone involved. We look forward to sharing more about tonight with you in our coming newsletter!



ADVANCED NOTICE

PUPIL FREE DAY (Thurs 7th September)

On this day staff will be working together and be a part of professional learning in mathematics. **OSHC WILL BE AVAILABLE**

SCHOOL CLOSURE DAY (Fri 8th September)

Our Governing Council has approved a school closure 'Show Day' day. A reminder, there is **NO OSHC** available on school closure days.

Woolworths Earn & Learn

As mentioned in our last newsletter, we will again be participating in the Woolworths Earn & Learn program. Through this program we will be able to get new educational resources for our school.

The promotion will run up until Tuesday the 19th of September or while stock lasts. You will get one Woolworths Earn & Learn Sticker for every \$10 spent (excluding liquor, tobacco and gift cards). Place the Woolworths Earn & Learn Sticker onto a Woolworths Earn & Learn Sticker Sheet and when it's complete, the Sticker Sheet can be dropped into the Collection Box here at the school or at your local Woolworths.

At the end of the promotion, we'll be able to get some great new equipment. The range is extensive and offers lots of items ideal for our students – including resources



for Maths, English, Science and some fantastic fun supplies for Arts & Craft, Sport and for our library. If you'd like to know more visit

woolworths.com.au/earnandlearn

Parent Insights

This week's edition will focus on a really interesting topic, **"The language of Resilient Families"**. 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 Week

Have you got your costume ready...?

I know I have...

Get Ready For Our Book Week Parade

Students and staff are encouraged to dress up as a book character or come up with an idea from this year's theme, **"Escape to Everywhere"**. Families are welcome to join in the celebration. Thank you to our library staff for all their hard work around book week. If you have a chance, pop in to the library to have a look at the displays.

When: Wednesday 23rd August (WK 5)

Time: 9:15am

Venue: Asphalt

Hope to see you there!

Father's Day Stall

On Wednesday the 30th of August we will be hosting our Father's Day stall. Students will be able to buy gifts for dad or that special male role model in their lives. Gifts will range from \$2 to \$15.

Newsletters on Facebook page!



Our newsletters are now attached to our facebook page. They will also be uploaded to the Skoolbag app which was recently updated. We are trying to cut down on paper usage. If you are happy to read our newsletters via facebook, skoolbag, or e-mail rather than receiving hard-copies, please do let us know.



Email address for school newsletter OR you are happy to read via facebook

Please return to the Front Office

NAME:

CHILD'S NAME:

ROOM NUMBER:

EMAIL ADDRESS:

Preschool – Rebecca Elvy

The preschool children have had a wonderful start to Term 3. The children have been eager to continue exploring their interests and engage in new experiences. This Term at preschool we are continuing to build upon the children's interests and knowledge about the world around them. Last term many children displayed strong interests in collections gathered from the outdoor environment, exploring different animals and sharing what they are capable of achieving with outdoor equipment, for example, climbing on the tallest trapeze and balancing on equipment. We are looking forward to 'escaping to the jungle' for Book Week and learning more about animals and habitats. We will be continuing to expand children's vocabulary through storytelling and sharing that role with families as they will be invited to read to their child before we begin our day. To continue our learning about hygiene Next week SA Dental will be visiting preschool to talk to children about dental hygiene.

Rec – Leanne Winning & Anita Matricianni Room 1 & 2

We had a successful start to Term 3. We are looking forward to our Teddy Bear Picnic after the Book Week Parade and all of the exciting interactive activities planned for this week. In English we will be focussing on 'metacognition' in both reading and spelling. This will include children learning from the earliest days of school that reading is an active process. We will teach children how to make personal connections to their prior knowledge, predict and re-predict during the reading process and be able to retell familiar stories. In spelling we will continue to teach children that spelling is a multisensory process and continue to explicitly teach the difference between phonological and visual words. Children will be encouraged to take responsible risks and understand that spelling is the tuning into the sounds of spoken language and making letter choices to capture these sounds.

In mathematics we are laying the foundation for successful learning for later mathematics. With this in mind, we are focusing on subitising, or more specifically, being able to look at a group of objects and instantly know how many. For example, looking at six dots and knowing that this can be broken up into '3 and 3' and '4 and 2'. We will also focus on numeral formation and other critical skills to ensure children can progress to later developmental skills such as counting on, making 10 and skip counting by 2's, 5's and 10's.

Reception/Yr 1 – Krystal Butler Room 3

We have had a fantastic and productive start to term 3 and we are looking forward to all the deep learning which will happen over the next term. We have started learning about money in maths with the Learning Intention, 'To be able to recognise and describe Australian coins according to their value'. The students have really enjoyed the hands-on learning tasks, using coins and money dice. In English this term we are focusing on Guided reading as a basis of our literacy block, while incorporating reading comprehension strategies. We will soon be integrating some of the Daily 5 strategies into our literacy block, which the students and I are excited about. We have continued our learning in Science around the Weather this term. It has been fantastic to experience the stormy weather recently, which has allowed us to make observations and initiated great class discussions around this topic. We are getting ready for Book Week by doing lots of whole class reading with books about Space and the Solar System.

Year 1/2 – Katrina Kontos, Thuy Tran/Pauline Ferguson and Mary Spencer/Cristina Pisanelli Room 4,5 and 6

What an amazing start to term 3 in Room 4, 5 and 6. This term we have been exploring the Habit of Mind 'Taking Responsible Risks'. We are aware that we take Responsible Risks in our learning all the time! We don't need to be perfect because making mistakes is how we learn. We are working interdependently (being able to work and learn with others) during our literacy groups. We have many different learning intentions. Some of them include; to be able to read with expression, to be able to listen to sounds in words (phonological knowledge), to be able to link what I'm reading with my prior knowledge and to be able to re-call information from a text (comprehension).

This term we are all focusing on narratives and fairy tales. We have had a great time reading and looking at the features of our favourite stories. We have discovered that all narratives have the same structure and features. They include characters, the setting, a problem and a solution. Our maths focus this term is money. Our learning intentions include: to be able to recognise and identify Australian notes and coins, to understand the value of Australian notes and coins and to be able to add amounts together.

We look forward to seeing everyone in their costumes for the book week parade in week 5.

Year 3 Jessica Luckman / Sabrina De Silva Room 9 & 10

The students in Rooms 9 and 10 returned from school holidays enthusiastic for the term ahead. We jumped right back into Target Time sessions, Daily 5 rotations and a focus on reading comprehension strategies. The students have thoroughly enjoyed hands on measurement lessons in Maths focusing on volume, capacity and mass. This term we are looking forward to many exciting events, particularly celebrating Book Week in week five with a Literacy trail and of course the parade. The theme for Book Week this year is 'Escape to Everywhere' and we will be escaping into Roald Dahl's imagination. We will be making window sized versions of our class novel covers, 'The Twits' and 'The Magic Finger' using a combination of visual and digital art techniques. We are hoping to see the students from Rooms 9 and 10 coming dressed as a character from vast range of Roald

Dahl books and cannot wait to see everyone's costumes. The Wakakirri performance is fast approaching and the students have been working with focus and persistence to perfect their roles. We wish them all the best for the big night! Students who are not participating in Wakakirri have been involved in Child Protection Curriculum lessons with Miss Jess focussing on the concept of safety, reviewing early warning signs, acceptable risk taking, safe and unsafe situations.

Year 4/5 – Lia DeGiglio Room 7

Room Seven have returned from their school holidays refreshed and ready for semester two. In English, students have been writing procedures for other children to follow and are now working on writing Explanations. In Maths we have been focusing on Units of Measurement. We have converted units of time, and also focused on finding the perimeter and area of regular and irregular shapes. The year 4's and 5's are working separately in HASS this term. The Year 4's will be working with Mr Hughes in researching early explorers while the year 5's are working with Miss De Giglio in researching patterns in migration. Both year levels will join back at the end of the term to share their learning. In doing this, we are targeting specific areas of curriculum that each year level are required to address throughout the year!

We are very excited about this year's Book Week. We have been working together as a class this year and are all dressing up to represent a specific book, keep your eyes peeled! The children have been working hard in creating ideas to 'dress up' our classroom and are very thankful to Mrs Morris in lending a creative hand!

In Technology this term we will be thinking critically about what helps us focus. We will be using the 3D printer to design, plan and create fiddle objects to help us stay focused in the classroom.

Year 4/5 – Shaun Hughes Room 8

We can't believe we are in Term 3 already! Where has the time gone? Room 8 has come back refreshed and ready for more exciting learning.

In Maths we have just finished learning about division, and now we are starting to explore fractions and decimals. We have heard this might even be a yummy topic to study! After this we are going to be learning about money, including how to create simple budgets and how to give and receive change.

In Literacy we are learning about procedure and descriptive. We will also learn about different types of sentences and homophones.

In Health we are learning about what is abuse and how to report it, and then we are going to investigate how we can have a healthy lifestyle to keep ourselves healthy. In HASS the Year 5's will be learning with Miss De Giglio and the Year 4's from Rooms 7&8 will be with Mr. Hughes learning about early explorers.

In Technology we are learning about the design cycle, and will be using this to make a rubber band powered vehicle. We are looking forward to testing them when we are finished!

Year 4/5 – Nick Porublev Room 11

Room 11 has once again started a term with high expectations of student learning. We are aiming to transfer high energy levels to high focus and achievement in learning areas. We will continue to persist at developing work habits that can be established and

transferred across all areas of life. Resilience and getting along will be Habits of the mind that will guide our approaches to learning and building relationships with each other.

Many students have been involved in rehearsing and practising in the Wakikiri performance that the school is involved in. They eagerly await the performance date. Kitchen garden is continuing, and is once again being met with enthusiasm. Students are learning about different vegetables and how these can be used to create tasty nutritious meals.

Our class is eagerly anticipating the book week activities and our involvement in the parade as Super-heroes and villains. Our book week activities will reinforce the importance of reading for learning and for fun. We are aiming to continue implementing school strategies in targeting literacy and numeracy skills through all the areas of what we tackle in our classroom environment.

Year 6/7 – Jenny Timperio Room 12

I have had a fantastic start in Room 12 this term. Students have been very supportive and helpful in my transition as their new class teacher. Together we have created and established our classroom expectations which has seen an improvement in behaviour and class engagement. In Maths we have started our fraction unit and students have enjoyed the 'hands on' aspect when engaging with our matching fraction cards, fraction tiles and fraction cakes.

In Science we are focusing on natural disasters. Students are currently researching a natural disaster of choice which will then support their explanation writing for English.

Year 6/7 – Jason Coleman Room 13

In Room 13 we have just begun to look at Natural Disasters. This theme is guiding our learning in English, Science and even HASS. We are currently working on the explanation writing style and using research strategies to find out about the various natural disasters that occur in our world. We have co-constructed an explanation about Tsunamis and now students have the opportunity to write their own with the majority of learners interested in Avalanches.

In Mathematics we completed our work around Area and Volume which was brought together with the investigation titled, 'You Cube Houses'. We have spent the last week on fractions, giving students the opportunity to work with hands on tools, mathematics, maths and various other mediums to give students the opportunity to look at concepts in a different way.

Year 6/7 – Cathy Lock Room 14

In Room 14, we started the term by finishing off our HASS unit on Ancient China. Students wrote a summative report outlining what they learnt throughout the unit. Their information reports were well-organised, incorporated topic and concluding sentences and were written in their own words.

Now, we are working on a unit in Science on Natural disasters. Students are learning about earthquakes, volcanoes, tsunamis, floods and droughts. They will write explanations, outlining the cause and effect processes in these natural phenomena.

In English, students are continuing to monitor their reading using the Scholastic Learning Zone. Our class has read almost 6 ½ million words so far this year.

In maths, we are working on fractions. Students have been converting, simplifying and comparing fractions. They have been adding and subtracting fractions. Students regularly use the online program Mathletics to practise and develop their understanding of the concepts learnt in class.

Junior Primary / Primary Science – James Yates

This semester students will be focussing on the learning area of Chemical sciences.

Junior primary students have started a unit of work on mixtures; so far we have focussed on what mixtures are and why we have mixtures. Students really enjoyed creating their own natural mixtures by finding natural materials in the school yard.

The middle primary students are currently investigating how materials can be changed through a heating or cooling process. Students have been really interested in testing different materials to see how they are affected through heating.

The upper primary students have started the Change Detectives unit; they have started looking at physical and chemical changes in objects through acting like police detectives and writing reports during our initial experiments/investigations.

Primary PE – James Yates

In Primary PE we have started a unit of work on Netball. Students are participating in skill based lessons focussing on the skills and rules involved in Netball, students have really enjoyed the start of the unit and are looking forward to putting their skills based practice into gameplay situations in the coming weeks.

Junior Primary PE – Beck Boteju

This term we are learning the skills of soccer. We are currently working on dribbling the ball and controlling it as we walk and run. The children especially enjoy seeing how far they can kick it and challenge themselves to see if they can kick it to the other end of the gym.

We are completing these tasks in teams in order to further improve our team work, co-operation and turn taking. We have a selection of warm up games that we vote on each lesson so that we vary what we play.

EALD – Robyn Lewis

During lessons with the upper primary students we have had a focus on plagiarism and the importance of avoiding it. Learning to correctly and legally document resources used in research is very useful and as education continues to high school and beyond, there are high stakes e.g. failing assignments. Learning to put research in their own words is the first skill and then being able to cite the work of experts follows. We have now moved on to looking at the structure and language features of explanations. Using Natural Disasters as the topic, we are learning to create informative writing which shows the myriad of causes and effects involved in this phenomenon.

The middle primary classes have a focus on a variety of procedures such as recipes, how to build, plan, play, draw, make something or a science experiment. Thinking through the materials, equipment and sometimes ingredients involved as well as the steps stretches students to consider all aspects of a procedure rather than just one or two.

Parenting *ideas* INSIGHTS

Building parent-school partnerships

WORDS Michael Grose



The language of resilient families

Children and adults in resilient families tune into the needs of each other, choosing situation-specific language, rather than simply regurgitating generalised 'feel-good' or 'get-on-with-it' platitudes.

Resilient families develop their own words and phrases to help each other get through the inevitable tough times that each person experiences.

The language of resilience generally refers to coping strategies such as empathy, humour and acceptance.

Following are 10 examples of the language of resilience, the coping skills each reflects and the types of situations where they are applicable.

1 Come on, laugh it off

STRATEGY: humour

GOOD FOR: kids who experience disappointment, failure and even loss.

Humour is a great coping strategy and a powerful tool for resilience as it heightens feelings of control. Some children and young people will naturally crack jokes or make fun of seemingly serious situations. This is a fantastic way to release stress and handle feelings of helplessness. As a parent you may need to lighten up tense situations by introducing humour of your own, which is something that many dads do really well.

2 Don't let this spoil everything

STRATEGY: containing thinking

GOOD FOR: kids who feel overwhelmed; kids who experience rejection; perfectionists

The ability to compartmentalise bad events and keep them from affecting all areas of life is a powerful coping skill. Sportspeople, politicians and others who work in the public arena need to be adept at it. When something unpleasant happens during recess, for example, kids need to park their thinking about that event so they can get on with the rest of the day. The ability to compartmentalise thinking is a fantastic life skill kids can learn within their family.

3 Let's take a break

STRATEGY: distraction

GOOD FOR: kids experiencing stressful situations; kids who think too much; kids with busy lives.

When kids are troubled by events or spend too much time brooding it helps to do something to get their minds off things for a time. Playing games, spending time together, watching some TV, going out – are all good distracters for worried, anxious or stressed kids. Self-distraction is healthy, providing some welcome perspective. It also prevents kids from replaying awful experiences in their heads, blowing them out of proportion.

4 Who have you spoken to about this?

STRATEGY: seeking help

GOOD FOR: kids who experience bullying and social problems; handling all types of personal worries.

Resilient people seek solace in the company of others when they experience difficulty. That's why social connection is such a strong preventative strategy for young people. The promotion of help-seeking behaviours is one of the best coping strategies of all. Even if kids don't overtly talk about what's bothering them, it can be immensely reassuring to spend time around others who are empathetic, understanding and willing to listen and help.

5 I know it looks bad now but you will get through this

STRATEGY: offering hope

GOOD FOR: kids experiencing loss, bullying, change or extreme disappointment.

There are times when parents can do nothing else but keep their children's chins up and encourage them when life doesn't go their way.

more on page 2 >>



Stay one step ahead of your kids with great ideas & expert advice from Michael Grose. Join Michael's **NEW Parentingideas Club** today at parentingideasclub.com.au. You'll be so glad you did.



... The language of resilient families ...



Being the 'hope' person can be hard work, that's why parents need to be supported by resilient people and workplaces too. It helps to be mindful that a child or young person's resilience is nurtured by the presence of at least one supportive adult. You may have to be that person!

6 What can you learn from this so it doesn't happen next time?

STRATEGY: positive reframing

GOOD FOR: kids who make mistakes, let others down or experience personal disappointment

One of the common attributes of optimistic people is their ability to find a learning, or look for a message, in difficult or negative situations. Parents can help kids reframe events to help them see things differently. For instance, rather than regarding a public speaking opportunity as problematic and a chance to look foolish it's better to reframe it as a challenge and a chance to shine. It also helps when parents model reframing so kids see you changing how you view seemingly negative or worrying situations.

7 Don't worry - relax and see what happens!

STRATEGY: acceptance

GOOD FOR: kids who worry about exams or performing poorly in any endeavour; pessimists.

If you've ever been driving to an important event only to be stuck in traffic then you would know that there are some situations you just can't control. The only way to cope is to accept what's happening because worrying and fretting won't get

you anywhere. Similarly, parents with a resilience mindset can help kids understand what's worth worrying about and what's not, and that some things won't change no matter how much kids fret or beat themselves up!

8 This isn't the end of the world

STRATEGY: maintaining perspective

GOOD FOR: kids who catastrophise or blow things out of proportion.

While most of us catastrophise at times, jumping to the worst possible conclusion, it is a habit that only exaggerates anxiety. When kids constantly think the worst case scenario, challenge their views. "Yes, you could end up not knowing anyone at camp but you won't be the only one. Besides you'll probably end up making new friends like you generally do."

9 You could be right. But have you thought about ...

STRATEGY: flexible thinking

GOOD FOR: kids who catastrophise; experience extreme feelings; who exaggerate.

Many children and young people talk in extremes - 'awesome', 'the best', 'the worst' and 'gross' roll off their tongues easily these days. Unfortunately, their extreme language leads to extreme emotional responses. Develop the habit of winding back their language by introducing shades of grey, rather than black and white. Replace "I'm furious" with "I'm annoyed". "It's an absolute disaster" with "It's a pain". "I can't stand it" with "I don't like it". Realistic language leads to realistic thinking, which helps kids handle many ordinary situations that they have blown out of proportion.

10 What can we do about this?

STRATEGY: taking action

GOOD FOR: kids who mope; who experience disappointment; who feel inadequate.

Kids can sometimes feel overwhelmed by events such as constant failure, constant rejection or always narrowly missing being picked for a team. They can be overwhelmed by feelings of inadequacy and helplessness. Action is often the best remedy. Help them take the first step forward. Set some goals. Make some plans. Identify the first step and hold their hand while they take it. Taking action is a quality shared by resilient communities, organisations and individuals.

Bring resilience into your every day language

Resilient parents focus on building children's and young people's strengths for the future, while helping them cope with the present difficulties and challenges they experience. The key to promoting resilience lies in the language that parents use. My challenge for parents is to make resilience an integral part of your family's proprietary language. You'll know you have succeeded if your children as adults remind you, when they hear any complaints or whinges from you in your dotage, to 'hang in there', 'this too will pass' and 'find the funny side'.

Granted they may be phrases you don't want to hear, but at least you know that you've drummed into your kids some important core messages that have stayed for life.

Michael Grose



Stay one step ahead of your kids with great ideas & expert advice from Michael Grose. Join Michael's **NEW Parentingideas Club** today at parentingideasclub.com.au. You'll be so glad you did.

