Dear Parents/Caregivers

What a busy start to the year we have had with Training and Development! We have been very fortunate to have had the staff develop their knowledge and skills within both Spelling and Writing and are now seeing this flow through to the classrooms which has been exciting!

On Thursday 28th January we began our year with Carmel Small who worked with the staff on the Literacy Block, Benchmarking (Reading Testing) and the introduction of a writing project with a focus on Narrative writing. From there, the staff collected data on both children’s reading and writing and this was then collated. Carmel then returned this week and led the staff through the analysis of the data, where to next and how to best teach the Narrative text type to our students.

Why do we have Guided Reading?

Guided Reading is where the teacher works with a group explicitly teaching reading skills and strategies at their level. Each child has the same book and as a group they are guided through the text looking at specific features such as the title, author, story line, characters and illustrations. Each child takes turns reading the book aloud with a focus on fluency and expression. After the reading has taken place the children then return to their desks where they work on a variety of activities.

Once children reach the Middle School (Years 5, 6 & 7), the focus is still on reading with fluency and expression but this happens within Guided Reading and Novel Study. During this time the learning has a focus on responding to text using higher order thinking skills in both individual and whole class learning situations.

Why do we have Guided Writing?

Guided Writing is taught across the school within all classes Reception to Year 7 learning the skills of the same genre or style. All children at the beginning of the teaching cycle are asked for a writing sample to establish the initial skill level. Teachers then use this information to guide them when they are planning their lessons as this allows them to see what the children can do independently.

During the early stages of writing within a new genre, teachers will have an oral language focus with students participating in activities where they are identifying the language features and vocabulary needed to be successful.

Once this is consolidated the children then begin to write independently. Teachers will often work using modelled writing with short individual writing sessions, oral sharing and then continue on with more modelled writing and then independent writing to follow.

Staff have also been fortunate to develop their skills and knowledge around “Independent Spelling Strategies” and we worked with Chris Killey on Friday 12th February from Learning Made Easier.

Chris worked with the staff and shared “100 Spelling Rules” that every child should learn and we are working on consolidating this with our children.

This sits well with our current Spelling programs and in the Junior and Middle Primary the children work through the “Jolly Phonics” and “Jolly Grammar” Program. “Jolly Phonics” is the first year in a three-year literacy programme. It teaches five key skills that, together, enable the children to read confidently and write independently.

It leads to “Jolly Grammar” where children are able to expand their phonic knowledge, have a greater understanding of how language works and hone their writing skills.

In the Middle School (Years 5,6 & 7) students work through more complicated Jolly Grammar that consolidates skills taught in Middle and Junior Primary. At this level of schooling the children are required to not only decode and learn more difficult words but then embed these into their vocabulary and use them when writing independently.

Tamarin Condon, Coordinator

Janine Milso Mardi McClintock
Principal Deputy Principal

IMPORTANT DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th April</td>
<td>Footsteps R – 6</td>
</tr>
<tr>
<td>5th April</td>
<td>Year 7 Aquatics Camp</td>
</tr>
<tr>
<td>7th April</td>
<td>Footsteps Disco R-3 5pm-6pm</td>
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<tr>
<td>12th April</td>
<td>Special Recess at Canteen</td>
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<tr>
<td>13th April</td>
<td>JP Assembly 12pm</td>
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<tr>
<td>15th April</td>
<td>Term 1 Ends Early Dismissal</td>
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<tr>
<td>2nd May</td>
<td>Term 2 Begins</td>
</tr>
<tr>
<td>6th May</td>
<td>RED Day SRC Fundraiser</td>
</tr>
<tr>
<td>10th May</td>
<td>NAPLAN Assessments</td>
</tr>
<tr>
<td>27th May</td>
<td>Pupil Free Day</td>
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MATERIALS & SERVICES CHARGE

A reminder that the Materials & Services Charge (school fees) is now due.

If you have not applied for School Card and believe you may be eligible, please collect a School Card form from the Front Office. School Card must be applied for every year.

Visit our web site at: www.mulgaps.sa.edu.au
Thank you to those families who have made arrangements with the school to pay the fees by instalment. If you wish to pay by instalment please speak to Sue Shaw (Finance Officer) ASAP. Please do not hesitate to contact Sue if you have any issues in regard to the payment of school fees.

NEW BANK DETAILS

Please note that as of Monday 26th October 2015, the school’s new bank account details for direct debit payments will be:

Account Name: Mulga Street Primary School Council Inc
Bank: Commonwealth Bank of Australia
BSB: 065-504
Account Number: 10362131

Any parent who wishes to withdraw their child from the NAPLAN Assessment 2016 from years 3, 5 or 7 need to speak with leadership or classroom teacher before the end of this term, to complete a withdrawal consent form. Students with disabilities are also able to be exempt please speak with leadership or your classroom teacher to organise this exemption.

CANTEEN SILVER COIN FUNDRAISER

The canteen is starting a silver coin money line fundraiser from Monday Week 8, each class is encouraged to bring their silver coins from home to make the longest line in the hall on the last Friday of the term. The winning class will each receive a rainbow paddle pop.

COUNSELLOR’S CORNER

Bullying, No Way

Two weeks ago Mulga Street celebrated ‘Bullying No Way Day’ by having all the students and staff form a large circle, link arms and shout ‘Bullying No Way.’ At Mulga Street we aim to create a safe and supportive school community for everyone. Sometimes, it can be difficult for parents or carers to know what to do when their child talks to them about bullying. You are an important part of our work to prevent bullying and to respond effectively if it happens. Stopping bullying involves everyone.

If your child talks to you about bullying:
1. Listen calmly and get the full story. Your calm response is important to allow your child to tell you all about the situation. After they’ve told you their story, ask questions to get more details if you need to: who, what, where, when. Although you may feel some strong emotions about your child’s experience, try to keep calm to avoid more distress to your child.

2. Ask your child what they want to do and what they want you to do. A critical part of your response is to avoid jumping in to solve the problem. While it is natural to want to protect your child, helping them to find their own solution is a better option. It helps them feel they have some power in the situation.
3. Visit www.bullyingnoway.gov.au to find some strategies. The website has tips and ideas for different bullying situations. One idea is to practise strategies at home to help your child feel more confident.
4. Contact the school. Your child may be reluctant for you to do this, so discuss the idea and reassure them that the school would want to know and is able to help. Make an appointment to meet with your child’s teacher and, if you need to, ask to talk with the principal. Contact the school immediately if you have a concern about your child’s safety.
5. Check in regularly with your child. Keep the conversation going. It can take time to resolve issues, so check in regularly with your child about their experiences and their feelings. Your ongoing support is important.

Thankyou, James Egan

CANTEEN SPECIAL RECESS

Reminder for all students special recess orders are due to the canteen by 1pm on Friday 8th April.

Special Recess is on Tuesday 12th April for $3 students will receive a Chocolate Donut with sprinkles and a Dixie Icecream Cup.

WASTE WATCH WARRIORS 2016 REPRESENTATIVES

Logan Telford (year 5), Molly Scott (year 6), Emily Tully (Year 7), Caitlin Letizia (Year 7), Landon Lefever (Year 6) and Joel Day (Year 5).

Congratulations to Logan Telford and Joel Day who have been selected as the two year 5 Waste Watch Warriors for 2016. They will join the year 7 representatives Emily Tully and Caitlin Letizia and year 6 representatives Landon Lefever and Molly Scott.

Waste Watch Warriors are student leaders who work with, and for, our school with a range of tasks relating to our school and community environment. Their leadership roles and responsibilities continue for 3 years.
**RECYCLING USED BATTERIES**

Did you know ... household batteries can be taken to South East Battery Service, 120 Penola Road for recycling free of charge. They are sent to a Melbourne factory for sorting and checking then sent to Wagga Wagga for recycling.

The City Council will also collect at the Waste Transfer Depot on Eucalypt Drive.

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**LIBRARY NEWS**

The Premier’s Reading Challenge has commenced for this year with Mr Weatherill challenging students to read twelve books to complete the challenge by September 9th. Information about the challenge is available from the website [www.prc.sa.edu.au](http://www.prc.sa.edu.au). Last year our school had 70% participation. This meant that 284 children out of 407 received reading challenge medals. Our goal for this year is to improve by 15% to 85%. Please encourage your children to participate and complete the challenge. If you have any questions please ask Karen in the Library.

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**COMMUNITY NEWS**

**DOUBLE HELIX SCIENCE CLUB**

**Digging for Dinosaurs**

Become an archaeologist on a dig site to find and uncover dinosaur bones. Once you have all of your bones you then need to assemble them to identify the species of dinosaur you have found. Learn about what it was like in the age of the dinosaurs and how we are able to find the clues left for us.

**WHEN:** Thursday 7th April at 6.45pm

**WHERE:** Tenison Woods College Science lab

**AGE:** 5+

**COST:** $2 for children, $5 for a family. Parents welcome free. To book your place, phone Vanessa Courtney on 8725 7489 and leave a message, or email courv@tenison.catholic.edu.au.

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Reminder – Year 7 students depart for Murray Bridge Aquatics Camp Tuesday 5th April at 12 noon and return on Friday 8th April at approximately 7pm.
Our Learning in LH2D...

For the past 2 weeks we have been busy learning about 2D and 3D shapes!
We have been exploring the names of shapes and their properties. Our learning has been hands on and fun with lots of games, making, exploration and discussions!