



Ardtornish Newsletter

Term 3 Week 3 6th August 2021

Ph: 8264 8099 – Mobile 0447 467 152 - Email: dl.1540.info@schools.sa.edu.au - OSHC: 8396 4069

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Diary Dates

August

- 10th – Dance til you drop
- 13th – Dance til you drop
- 17th – Dance til you drop
- 18th – Bigger, Better, Brighter Play F-4, sports meeting
- 19th – Grounds Meeting 3.15pm
- 20th – Dance til you drop, National dance finals
- 23rd – PUPIL FREE DAY

Road Crossing Monitors

Wed 18th Aug – Tue 24th Aug
Gemma R, Avara E, Lara B

Wed 25th Aug – Tue 31st Aug
Cody S, Dantae C, Sam K

Wed 1st Sep – Tue 7th Sep
Jade O, Kaylee R, Tilly-Rose P

Please arrive by 8.25am

Reading Mentors: providing very helpful, cross age learning support



Pictured here is Lacey working with Avara and Nikalas working with Elijah

Learning to read is a complex task and being a member of a community where everyone values reading positively enhances student's reading development.

At Ardtornish we foster a community that values members encouraging and supporting each other, the Reading mentor program is a perfect example of how older students contribute to building across year level relationships in a manner that helps younger students develop confidence and learning skills.

Pictured here, enjoying a story together, are students from Rooms 1B, 8, 9 & 10 who regularly listen to year F-2 students read. Each week, up to 18 students at a time run sessions after lunch for about 30 minutes.

Before taking on the role of a reading mentor the year seven students were taught how to support and encourage beginning readers to be successful by:

- talking about the book before they start to read
- encouraging them to sound out any unknown words they may encounter
- asking them questions to clarify their comprehension, when the story is completed.

The Reading Mentors use their Chromebooks to record the feedback they give to the students along with the title and genre of the books they read. These notes are completed in a Google Forms document and are immediately available to the student's classroom teacher.

Through this process, younger students build both their confidence as 'readers' and also their level of comfort in respect to mixing with older students who they view as supportive and friendly.

Pupil Free Day - Monday 23rd August

On this day all teaching staff will be meeting with other teachers from across the 'Modbury Partnership' of schools. This partnership includes Modbury Primary School, Modbury West, Modbury South, Dernancourt and Highbury. In cross school teams we will be moderating student maths achievement. This process is designed to increase the consistency of teacher judgment and foster the sharing of professional expertise in relation to teaching and assessing mathematics in our schools.

Excursion and Incursion Update			
ACTIVITY	DATE/S	STUDENTS INVOLVED	LAST PAY DAY 4pm
Year 6 & 7 Graduation	6/12 7/12	Year 6 & 7	5/11/21
Bigger, Better, Brighter	18/8	F-4	16/8/21
Writers Festival and Swimming		Postponed	
Dance til you Drop	Term 3	3,4,5,6,11,12,15,2A, 2B	OVERDUE

RAN Training Update for all Volunteers

As of the 1st of July 2021 all volunteers will need to update their RAN Training, which is now called Responding to Risks of Harm, Abuse and Neglect – Education and Care. It is called RRHAN-EC for short.

Click this link [Plink account for volunteers - RRHAN-EC training](#) to do the online training update. Once completed please email a copy of certificate to dl.1540.info@schools.sa.edu.au



Free home-based assessment and treatment for 7 to 12 year old children with fear and anxiety disorders.

Does your child become very afraid of certain situations or objects, worry about a lot of things, get very distressed, or try to avoid things they fear?

About the study

Our team at Griffith University may be able to assist you. We are conducting a nationwide study that includes the following services at no cost to families:

- A thorough assessment of your child's anxiety with a trained psychologist via the telephone;
- Your child receiving one of two kinds of home-based treatments delivered on a PC, laptop or tablet; and
- Two follow-up telephone assessments with a trained psychologist 6- and 12-months after treatment to track your child's progress.

The study aims to find out if these two treatments are as effective as each other, and which children have the best response to each kind of treatment. This will mean that there are more evidence-based treatments available for helping anxious children.

About the treatments

Each treatment involves your child completing treatment sessions at home on a PC, laptop or tablet.

Each treatment involves your child learning practical strategies to better manage anxiety.

- One treatment helps children learn to control the focus of their attention on helpful things around them.
- The other treatment helps children learn to think differently and approach things they fear.

Each treatment includes information, telephone or email support for parents in assisting their child to better manage anxiety.

Prior studies have shown that children who complete each treatment experience significant reductions in anxiety.

Contact us

This study is being funded by the National Health and Medical Research Council and is led by Professor Allison Waters and a team of experts in childhood anxiety disorders.

For more information about our study and our team, or if you would like your child to participate, please contact us:

(07) 3735 3351
cadrp@griffith.edu.au
griffith.edu.au/childhood-anxiety-treatment-study



Expression of Interest for Enrolment 2022

If there are any siblings due to start school next year, please come into the office and fill in an expression of interest form as soon as possible. We are currently in the process of finalising our numbers.

When phoning or messaging your child's absence please remember to add the child's room number / teacher's name.

CANTEEN ROSTER

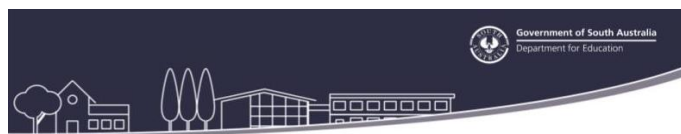
Tuesday 10th Michele S
 Wednesday 11th Mary-Anne R
 Thursday 12th Ling C, Chris G
 Friday 13th Jenni F, Natasha H, Sonoko F, Wei-Wei R

Tuesday 17th Michele S
 Wednesday 18th Mary-Anne R
 Thursday 19th Tui M, Deneice P
 Friday 20th Rhonda P, Stacey C, Emma J

Improving the safe use of the Kiss & Drop & Crossing

The present safety and effectiveness of the Kiss and Drop Area could be greatly improved if parents ensured:

- Students exited from the car onto the footpath **not** the road.
- They only waited in the area for the 2 minute time limit
- Students exited or entered cars promptly rather than chatting with friends / parents
- They pulled up behind the last parked car, rather than parking further away and creating a space in front of them that others then attempt to squeeze into
- They did not sit in their car, after dropping their child off, texting or talking on the phone
- Were more vigilant about obeying the student held signs as recently some cars have driven through the crossing when the signs were up.



Parent Update Week 3, Term 3 – 2021

Year 7 Transition to High School Feeling comfortable in high school.

Starting at a new school is a big step for any student. Many of our current year 6 and 7s will be starting high school in a new school next year, with new adjustments like moving between classrooms for some subjects. We know from our pilot program that our year 7 students are well and truly ready for high school.

The pilot has involved three public high schools that started welcoming year 7s in 2019, providing early insights on the move for the rest of the state. Many of the families we spoke to at the start of the pilot initially wondered how their children would find their way around high school. They also wanted to know how their children would fit in with older teenagers and what the workload expectations would be. By the end of Term 1, 90% of parents said their child's year 7 experience met or exceeded their expectations overall and these factors were no longer concerns.

Navigating high school settings.

High school campuses are generally larger than primary schools, with higher volumes of students. An initial concern for many students in our pilot program was that they might get lost in high school, but in reality, they quickly found their way around. Your child's wellbeing is just as important in high school as it is in primary school. Our high schools help all new students to adjust to routines, find their classrooms, get organised and read timetables.

For more information on this article please refer to Skoolbag or click on the link below

<https://www.education.sa.gov.au/year-7-to-high-school>



School Banking

Our school banking day is Thursday.

Ensuring your children learn sound money management skills and the importance of saving when they are young will help set them on the road to financial success. These skills are crucial for achieving financial independence and improving their opportunities and standard of living for the future.



Ardtornish Children's Centre
News Update from John.



The Ardtornish Children's Centre core Family and Community programs are continuing as conditions allow with reduced numbers and strict Covid precautions. Updates are available on our Facebook page <https://www.facebook.com/ArdtornishCC/> with additional material of interest to local families with young children.

If your family requires any additional assistance, call and we will do what we can to find the services for you. The ASK website <https://adultssupportingkids.com.au/> is a useful starting point.



We appreciate your understanding and patience. All the best to our friends, families and communities.

Regards

John Buckell

Community Development Coordinator

MASKS ARE REQUIRED

All adults must wear a mask while indoors and in the presence of other adults at this school.

Masks are not required while eating or drinking or while outside.
Masks are not required for adults when teaching or engaging with students.

- Wash and dry (or sanitise) your hands before you put on your mask.
- Make sure your mask completely covers your nose, mouth and chin.
- Try not to touch, or adjust, the front of your mask while wearing it.
- Do not allow the mask to hang around your neck, or sit under your nose.
- Responsibly dispose of single-use masks in the bin. Do not put into recycling.
- Wash and dry (or sanitise) your hands after removing the mask.

Masks are not required for students or staff who have a medical condition, such as problems with their breathing, a serious skin condition on the face, a disability, or a mental health condition.

Government of South Australia
Department for Education

MAN WITH A PRAM FATHER'S DAY WALK

Celebrating Fatherhood
SUNDAY 5TH OF SEPTEMBER, 2021

Jubilee Community Centre
7 Jubilee Way, Wynn Vale SA 5127
Toilets, nappy change, free duck food and carrots for the horses - if they are there!

Kids with bikes, scooters, skates, boards or walking shoes welcome

9:30 Sign in for free coffee, egg & bacon roll
10:00 Start walk

Bookings via Eventbrite at:
<https://www.eventbrite.com.au/e/man-with-a-pram-fathers-day-walk-tickets-165856999751>

For more info: John Buckell 0409 984 495 or

Logos: C.I.P.P., DGI, The Hill Community, MAN, Ardtornish & Keith Farm Children's Centre for Early Childhood, A.C.

MODBURY HAWKS
est. 1862

Modbury Cricket Club registrations now open!

Fielding all sides including Blasters (5-9 yo), Juniors (u10 and up), Girls & Seniors.

Register now to secure your place at MODBURY

Any questions? Contact
Kel Wegener
Blasters, Junior & Girls Coordinator
0417 614 749
Justin Hollitt
Senior Coordinator
0424 137 152

Modbury Cricket Club, South Australia www.modburycricketclub.org.au

Father's Day Stall

Will be held on

Wednesday 1st September in the hall

We have lots of high quality gifts available for between \$1.00 and \$15.00. If your child wishes to purchase, use Qkr! (preferred) by 8.30am or cash.

Please ensure that they bring a bag on the day. Classes will be allocated a time slot.



Developing students' Information Report Writing Skills

One of our school's improvement goals is to develop all students' writing skills. To do this we explicitly teach them to write in a range of genres. Last term classes across the school, focussed on teaching students' to write information reports. Students were shown how to take notes about a topic of their choice in readiness to write a report.

In Room 5B many children did a report on an animal. They read reference material about their animal and made notes that were then used to construct information reports about them.

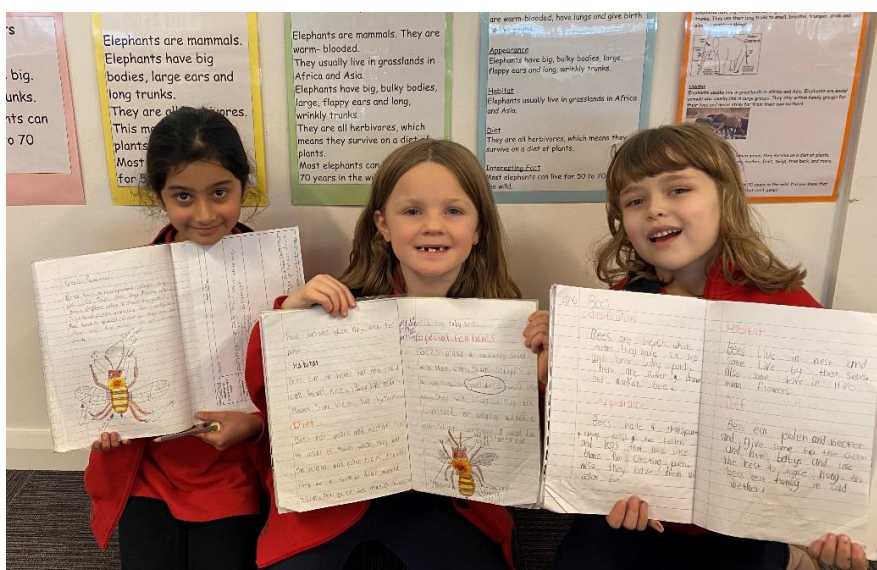
These texts consisted of an introductory paragraph, that generally described the creature, followed by a series of paragraphs that gave further information about its particular features e.g. its diet, habitat, behaviour, appearance etc. Diagrams could also be produced and labelled.

When a student produced their first draft of a text they then compared it to graded samples on the class "Bump it Up Wall" and self-assessed how well their text met the requirements on an information report. Students were then challenged to 'Bump' their work to the next level by taking their draft work and adding additional elements to it from the higher level they aspired to reach. For example, they might add subheadings or insert clear paragraph breaks to improve their first draft.

Students really enjoyed the experience and were very proud of the reports they produced.

After learning a great deal about how to write information reports all students produced a text in a test situation as a part of our Brightpath Assessment Procedures.

These texts were written using notes the students had already produced and the final written work was scanned, assessed and stored for future reference.



Brightpath software allows us to compare a child's writing results against a range of samples from other children to determine the skills they presently possess and what their next learning challenges should be.

The software supports teachers to make assessment judgements, track student growth over time and compare performances across year levels.

Reports produced by the software also provides students with positive feedback about what they already can do well and what improvement goals they could work towards.

Pictured here are some students, from Room 5B, undertaking their writing, checking their texts against the class "Bump It Up Wall" and proudly showing their finished Brightpath Information Report Assessments.

