



DATES TO REMEMBER

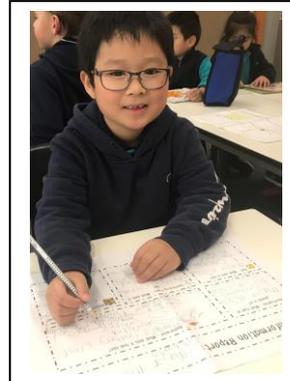
- ✦ 27th May 2020 - Reconciliation Week starts
- ✦ 5th June 2020 - Student-Free Day
- ✦ 8th June 2020 - Queen's Birthday Holiday
- ✦ 2nd July 2020 - Reports sent home
- ✦ 3rd July 2020 - Casual Clothes Day Fundraiser
- ✦ 3rd July 2020 - 2:00pm dismissal – School Holidays begin

Dear Families and Friends,

A focus on Writing

During 2020 the staff and students have continued their focus on writing from Reception – Year 7. Teachers began the school year with Professional Learning about the best practice in teaching children to write; connecting reading to writing by looking at how authors use words and pictures to share their stories, ideas and information.

This term the Year 1 students are learning how to structure and write an Information Report about an animal. As a team the children, from Ms. Paula's class (6009), have written a report together. This joint construction shows all children what a successful report looks like. Children learn how to set a report out, the vocabulary to use and the important information to include. Examples of Information Reports by Dezzie, Kai, Natalie and Isaac.



Major Mitchell Cockatoo - Natalie

Classification: Major Mitchell Cockatoos are birds or parrots because they have fur, feathers and wings.

Appearance: They have a red and yellow crest. White feathers on their backs and wings and a long white tail.

Diet: Major Mitchell Cockatoos eat seeds, berries and fruit.
Interesting facts: Female cockatoos have a red eye and both parents look after the chicks.

Habitat: Major Mitchell Cockatoos live in woodlands and hollow trees.



Major Mitchell Cockatoo - Isaac

Classification: Major Mitchell Cockatoos are birds or parrots because they have feathers, a beak or bill.

Appearance: Major Mitchell Cockatoos have a beak and white thighs. They have white feathers on their backs and wings and a long tail.

Diet: Major Mitchell Cockatoos eat fruits, berries and nuts.
Interesting facts: Both the mum and dad take care; Dad in the day and the mum takes care in the night.

Habitat: Major Mitchell Cockatoos live in dry woodlands.

I can't wait to read and share more examples of our budding young writers.



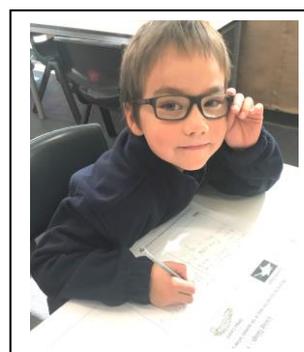
Blue Tongue Lizards – Dezzie

Classification: Blue Tongue Lizards are reptiles because they lay eggs and have scales.
Appearance: Blue tongue lizards have scales and a blue tongue.

Diet: They eat snails.

Interesting facts: It puffs up its body when it is scared. Dogs, cats and foxes are predators.

Habitat: Blue tongue Lizards live in the grasslands.



Major Mitchell Cockatoo – Kai

Classification: Major Mitchell Cockatoos are birds or parrots because they have feathers.

Appearance: They have a feathery crest. White feathers on their backs and long white tail

Kind regards,

Fiona Voigt



Discovering the world of

Continuing our Book-Based Learning

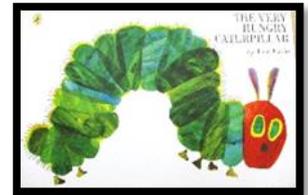


At preschool this term, we are continuing to focus on building our oral language. We have found using a book for an extended block of time beneficial. This allows the children to explore all of the possibilities found within a book. They are able to do this by wondering, visualising, listening and discussing what they have learnt. The Very Hungry Caterpillar is a book full of imaginings and wonderings. It invites children to think about our big world, their role of caring for the environment. The children have learnt about Life Cycles and the cycle of days that form our Calendar. We have also touched on the Seasons as a cycle of change in our weather. What does that mean for the insects that live in our outdoor space?

We are continuously looking at the way in which we present each book, (given that we spend weeks reading the same story) it is important that we maintain the children's interest and enthusiasm. Presenting a book is not simply reading the words; the Preschool children have enjoyed creating their own interpretations of the story. They have done this through their drawings, acting out the sequential events, using adjuncts to support their creativity. We have recorded their plays and marvel at their abilities. We have introduced sign language; the children have learnt to sign the days of the week. The story has a strong numeracy content and this has been an aspect enjoyed by all of the children.



"The Very Hungry Caterpillar"



Inquiry-Based Learning

We have endeavored to give the children opportunities to view a real butterfly emerging from a chrysalis via YouTube clips. The children's faces show their absolute fascination with the process. We have discussed the difference between a Chrysalis (Butterfly) and a Cocoon (Moth) and wondered *why* Eric Carle chose to have his Butterfly nibble her way out of a cocoon (?).

Seeing the videos prompted a range of thoughtful and relevant questions, using our iPads the children have become keen researchers. With the support of a staff member the children have been able to find the answers to their questions and record their findings. We value children's voice and the different ways that they learn and understand, this enables them to recall and retell using the vocabulary that they have acquired.



Children, Schools and Traffic



Children are not little adults. Especially those up to the age of 9 have to be helped to cope with traffic awareness and safety that you take for granted.

Primary school age children are involved in more road accidents than any other age group of children. It is up to us, as adults, to prevent this.



Why are children more at risk?

Often they cannot easily see or be seen in traffic. Parked cars, light poles and other street furniture all block a child's view.

Their concentration is limited and they are easily distracted. Their actions are often spontaneous and unthinking – which is why they can dart out on to the road to fetch a ball.

Their sight is not fully developed, especially their ability to "scan" for things, and they can't estimate the speed of vehicles or work out how far away they are.

Parking restrictions at schools are necessary

Councils impose a variety of parking restrictions near schools to create a safe environment for children.

They include:

No Stopping Zones

Usually adjacent to school entrances. You must NOT stop your vehicle in a No Stopping Zone, even for a few seconds.

No Parking Zones

You may stop briefly in a No Parking Zone to immediately pick up or let down a passenger. You may assist with luggage etc. however; you cannot leave your vehicle unattended.

Double Parking

Especially dangerous near schools when children are entering or leaving and is NOT permitted.

Footpath

Stopping on a footpath is prohibited at all times.

Children's Crossings

You cannot stop within 20 metres before the crossing or 10 metres after the crossing unless a parking control sign specifically allows this.

Intersections

You must not stop within 10 metres of an intersection without traffic lights, unless a parking control sign specifically allows this.

Speed Limits

There is a speed limit of 25kph between "School" signs when children are entering or leaving a school.

How you can help our children

Under 5 years

Ensure your children are supervised at all times when near traffic, especially when crossing roads.

5 to 8 years

Make your children familiar with the road environment – signs, traffic lights and crossings. Always use safe crossing places.

9 to 12 years

Explain road rules in simple terms. Go for bike rides with your children to ensure they have safe cycling behaviour.

Above all, be careful when you are driving near schools.

For more information please contact a Customer Services Officer on **8405 6600**

SCHOOL CARD

If you haven't already put in a school card application for this year, could you please do so as soon as possible? There is now an opportunity to fill in a form online (see below)

Alternatively you can still come into the school office and fill out a form.

Please do not hesitate to ask the front office staff if you need any help.

APPLYING FOR A SCHOOL CARD



All types of School Card applications are now online.

You can access the online forms from any device that gets internet, including mobile devices, such as tablets and smart phones, as well as laptops and computers.

Applying online is easy! Simply follow the steps below.

- STEP 1** Visit sa.gov.au/education/schoolcard
- STEP 2** Select the type of School Card you would like to apply for (for example 'Type A') and follow the prompts.
- STEP 3** Complete all mandatory fields.
Please note: you cannot submit your application unless all mandatory fields are complete.
- STEP 4** Once you have completed a page click on the 'NEXT' button.
- STEP 5** Once you have filled out all pages click the 'SUBMIT' button.
Please note: if you exit the form without clicking 'SUBMIT' your details will be lost.

You can save the form, and return to complete it at another time, by clicking on the 'SAVE' button.



sa.gov.au/education/schoolcard



Government of South Australia
Department for Education

Please note: When you have been approved for school card the school fees will be covered except for a \$20 gap. This \$20 gap is a contribution towards supporting your child's access to current ICT equipment (iPad, laptop and robotic tools). Please contact the Admin team to arrange this payment.

City of Port Adelaide Enfield

163 St Vincent Street, Port Adelaide Telephone 8405 6600 Fax 8405 6666
URL www.portenf.sa.gov.au Email custserv@portenf.sa.gov.au

Brochure compiled for the City of Port Adelaide Enfield from information provided by The Australian Road Rules 1999, and Transport SA