Important Dates

**TERM 2**

Week 10:  
Sun 3rd – Sun 10th July  
Fri 8th July

**TERM 3**

Week 1:  
Mon 25th July  
Thurs 28th July  
Fri 29th July

Week 2:  
Fri 5th Aug

Week 3:  
Mon 8th Aug  
Tues 9th Aug  
Wed 10th Aug  
Fri 12th Aug

**Pupil Free Days**

Mon 8th August  
Fri 9th September  
Mon 14th November

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**Writing prowess**

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**Principal’s Report**

**Volunteer RAN Training Sessions**

We greatly value parents, grandparents and community members who are prepared to volunteer as classroom helpers, on committees or to help with supervision during excursions & special events. Volunteers are also required to attend a RAN (Reporting, Abuse and Neglect) and volunteers training. We will be offering RAN training sessions next term on:

**Session 1:** 9.00 – 10.30am Wednesday 27th July  
**Session 2:** 6.00 – 7.30pm Wednesday 27th July

Please contact the school on 8563 2318 or via email at dl.0427_info@schools.sa.edu.au if you wish to attend.

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Site Improvement Plan – Literacy – Supporting Children’s Reading Development

Not surprisingly, educational researchers have found that there is a strong correlation between reading and academic success. Supporting children’s reading development is a key focus within our site improvement plan.

<table>
<thead>
<tr>
<th>Staff will:</th>
<th>Students will</th>
<th>Parents can</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Monitor the reading progress of &amp; strategies used by all R-7 students through the use of running records each term.</td>
<td>• Take their reader/a reading book home every night</td>
<td>• Listen to their children read aloud, and read aloud to them, as often as possible</td>
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<tr>
<td></td>
<td>• Participate in the Premier’s Reading Challenge</td>
<td>• Join their local library and encourage their children to use its services</td>
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</table>

Regardless of your child’s age, listening to them read aloud is a highly valuable activity, as it gives valuable insight into their reading skills.

When your child reads to you, allow time for working out words and ask questions to see if he or she understands what they have read.

If your child is trying to read a long or tricky word, give your child time and ask questions like these:

- Look at the picture, what can you see that might start with that letter?
- Look at the picture, what word makes sense?
- What letter does it start with? What sound does the letter make? What letter does it end with?

It’s also important for you to show your child how you read every day for different purposes, for example: recipes, greeting cards, calendars, shopping lists, food labels, instructions, maps, newspapers, emails, signs, and websites.

Book talk is also an important part of the reading process. Chat about the book before, during and after reading and really encourage your child to talk about their ideas and ask questions about the book.

Here are some questions you can ask at different times before, during and after reading the book:

- What would you like to read about?
- Would you like to choose a book you know?
- Look at the cover – what do you think this book is about?
- What is happening in the pictures?
- How could we work out these tricky words?
- What do you think is going to happen next?
- What was your favourite part of the book?
- Who was your favourite character in the story? Why did you like that character?
- If you could change the ending of this book, what would it be?

It is important to give your child time and strategies to read or write any long or unfamiliar words.

Before telling your child the word when he or she is reading, try these prompts:

- Look for clues for the word’s meaning in the sentence.
- Look at the word closely. Does it look like another word you know?
- Can you break the word down into smaller parts?
- Do the words before and after this word help?

School Holidays

We wish you all a wonderful holiday break with your family and we look forward to returning to school on Monday 25th July.

Kind regards, Michelle

Marbles Awards

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manners</strong> –</td>
<td>Siena F, Natalee K, Amber M, Ella W, Cooper Z, Matthew H, Indie P</td>
</tr>
<tr>
<td><strong>Attitude</strong> –</td>
<td>Emma M, Matilda L, Lucy M, D’Art M, Makayla H</td>
</tr>
<tr>
<td><strong>Respect</strong> –</td>
<td>Landen A, Tilly L, Xavier P, Peyton V, Malachi H</td>
</tr>
<tr>
<td><strong>Body</strong> –</td>
<td>Cooper H, Reece M, Zac B,</td>
</tr>
<tr>
<td><strong>Language</strong> –</td>
<td>Harper M, Angus R</td>
</tr>
<tr>
<td><strong>Effort</strong> –</td>
<td>Jack M, Mathew V, Meri W, Georgia F-L, Ruby F, Amber M</td>
</tr>
<tr>
<td><strong>Smile</strong> –</td>
<td>Bella M, Tanner V, Sophie P, Lucie T, Jasmine G, Zoe L</td>
</tr>
</tbody>
</table>

Well the final count is in ……

Thank you to our school community who have done an amazing job of collecting 4922 tokens during the 8 week Co-op Cash for Schools Program.

Our school will receive a Co-op Gift Card to the value of $246.10 early next term.

Thank you for your support!!
Nationally Consistent Collection of Data on School Students with Disability

We have commenced the annual nationally consistent collection of data on school students with disability (‘the Collection’). This will involve the collection of: 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; and 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. If you have any questions about the data collection, please contact Angela Jenkins on 8563 2318. Further information about the Collection can be found at: http://www.education.gov.au/nationally-consistent-collection-data-school-students-disability.

Choir News

TPS choir have their Festival of Music date – It will be on Friday the 16th of September. Choir students will have rehearsals to attend on Thursday the 25th of August and Friday the 16th during school hours to prepare for this exciting event.

Two students were successful in gaining solo parts for the Festival performance. We are very proud of Freya H and Lilian J for their success and fantastic voices. Congratulations to both of you! You will do an amazing job.

Well done also to Immy B and Alex F for trying out. As year 5 students, they will have further opportunities to try out again in the future and we commend them for being confident and courageous.

Choir students will receive detailed information regarding the Festival early in the term. A note has gone home today to give a basic outline of what to expect for term 3.

Wanted

The Personal and Social Focus Group are seeking a person(s) to run footy games (skills / development / scratch matches) at lunch time on Tuesdays each week during Term 3. Please contact the school to make arrangements with Dianne Oliver if you are available and would like to be involved.
Adventures

Rooms 9 and 10 Science Sleepover

This term we have been learning about “Night and Day” in Science. On Friday 17th June, Rooms 9 and 10 had a Science Sleepover at school. A company called SciWorld came to visit us to provide the children with the opportunity to experience a “Stardome”. They also ran a presentation on drones and robotics. We had a fantastic BBQ dinner and then settled in to watch “Robots” on the projector in the hall. We all slept in the hall before heading home early Saturday morning.

The sleepover was a huge success and we would like to thank all of the parents, teachers and helpers that attended.

We couldn’t have done it without you!
in Science

Room 17
This term in Science we have been learning about Day and Night and our Solar System. The children have learnt about how the Earth, Moon and Sun play apart to make day and night happen as well as our seasons. To finalise our topic Room 2 joined our class (Rm17) to take part in a Stardome session and a Colonies session in which students worked in groups to make a space colony. They received lots of information about temperatures on other planets, living conditions, water, weather and seasons needed to make a liveable colony on another planet.
Students from Rooms 15, 16, 1, 2, 3, 4 and 17 performed a range of songs and dances relating to the theme of Well Being. Friends, family, safety, responsibility, liking yourself, keeping active and eating healthy were all featured in the show. Well done to all students who participated and for being confident and courageous when being on stage.

UP girls who assisted—Freya H, Immy B and Matilda O.
TV Greats Performance

A team of enthusiastic students auditioned for drama roles to lead the way, presenting a range of iconic TV shows from a variety of era’s. What a wonderful job the students did, presenting songs, role plays and dances to represent a family’s favourite choices of TV greats. Which one was your favourite?
Term 2 Fundraiser

The student Fundraising Group is organising a dress up day on the last day of school for Term 2 (Friday 8th July). All money raised will be donated to the Julian Burton Burns Trust who this week has been providing a valuable information session to students at our school.

The theme of the day is

Mythical Magical Dress Up Day.

So start gathering your most mythical and magical costume ideas.

Parents- please note:

Students are to wear footwear appropriate for school. Also no violent costumes or props are to be worn on the day.

Please bring along a gold coin donation.

You can have a small mythical or magical symbol painted on your cheek or hand with face paint at recess or lunch for an extra 50c.

Information about the Charity

The Julian Burton Burns Trust is Australia’s leading non-profit organisation dedicated to burn injury. We are committed to influencing social change to reduce the incidence and impact of burn injury.

Burn injury is one of the top 3 causes of accidental death in children under five years of age and one of the 3 most common injuries suffered by an Australian each year.

From the Fundraising Committee