

Burton Primary School



49a Kensington Way, Burton 5110

Phone: (08) 8280 6277 Facsimile: (08) 8280 6311

Email: dl.1844_admin@schools.sa.edu.au

Website: www.burtonps.sa.edu.au

Principal: Nic Dale

LEARNING COOPERATION RESPECT TEAMWORK SAFETY FUN HONESTY FRIENDSHIP

Newsletter: Term 2, Week 7

Monday 15 June 2020

Dear Families,

It is hard to believe we are already into Week 8 of Term 2. Can I please thank all the staff for their hard work over the past 7 weeks. Term 2 has been a strange and unusual time for us all. We have faced many challenges during these difficult times. I continue to be impressed with the professionalism and commitment shown by all staff. I would also like to say a big thanks to the school community for adhering to the many requests and guidelines provided by the school as we work through this COVID-19 situation.

Nationally Consistent Collection of Data (NCCD):

By August 7, all schools are required to collect information about the number of students that they provide adjustments for under the Disability Discrimination Act (1992) and Disability Standards of Education (2005). This is an important yearly process and this data will be used as the basis for national funding:

The NCCD involves 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
- Student's type of disability if known

We will be collecting data regarding the support provided for students that have individual education plans, identifiable learning difficulties, health and/or mental health conditions. If your child is identified for inclusion in the collection, the required information will be included in this year's data collection. If you have any questions about the data collected please contact Nic Dale (Principal) on 8280 6277. Further information can be found at:

<http://www.education.gov.au/nationally-consistent-collection-data-school-students-disability>

Student Reports:

On Monday 22 June (Week 9), reports will be sent home with your child. Please read carefully and discuss with your child. Teachers have provided information about your child's learning and behaviour and have provided suggestions for future goals and learning support from home. It is important to remember that by working together, both at home and school, we can help all of our students to reach their potential. I have provided a list of terminology used in some reports in this Newsletter to help you understand what is written. Please note that some subjects areas may not be graded for semester one due to online learning. If this is the case, the subject area will be assessed in the end of year report. An **optional interview slip** will be included in your child's report envelope. This will indicate if a classroom or specialist teacher would like to request an interview to discuss your child's report. Furthermore, the slip will also provide information of how you can request an interview. Due to COVID-19 restrictions, interviews will take place via a phone call during Weeks 9 and 10 of Term 2 or Week 1 of Term 3. Teachers will be in contact to make a mutually suitable time.

Nic Dale

Principal

What's Happening?

16 June	Governing Council Meeting
22 June	Student reports sent home
25-26 June	Dentist visits
3 July	Last day of Term 2 - 2.05pm dismissal CASUAL CLOTHES DAY (Gold Coin)



Government of South Australia
Department for Education

Assembly Awards Week 6

The character strength we focussed on during the past fortnight was **Perseverance**

'Persistence in doing something despite difficulty or delay in achieving success'



Want to know more about Character Strengths, go to: <https://www.viacharacter.org/character-strengths>

Rm	Teacher	Character Strength	General Certificate
1	Mrs Roberts	Tahlia Appenzeller	Benjamin Vo
2	Mrs. Jamieson	Kha Huynh	Kaiser Goodwin
3	Mrs Coleman	Darko Vincent	Alarah Beydag
4	Miss Jenkin	Alyssa Nguyen	Katherine Bristow
5	Mrs Ranieri	Jenna Hamsford	Austin Gentle
6	Mrs. Girdler	Matilda Townsin	Kevin Nguyen
7	Miss McMullen	Declan Neville	Makayla Vorakoumone
9	Miss Von	Toney Somol	Jennifer Lee
10	Ms Young	Jordan Nhanh-Hem	Legion Laphorne
11	Mrs. Couzner/ Mrs Kasdalis	Charlee Hanson	Khaul Khaul Phaipi
12	Miss Bond	Jack Schutz	Jaxx Whiteman
14	Mrs. Rosenthal	Olivia Scott	Ella Starick
15	Mrs. Quirk	Chelsea Drewett	Aiden Thomas
16	Mr. Maczohan	Ella Litchfield	Parker Yoeun
17	Miss. Kaylah	Noah Johnson	Hunter Sareant
18	Miss Batten	Nicole Amor	Lily - Grace Biggs
19	Mr. Dimonte	Kalyssia Nou	Jade Pryor
20	Mrs. Lawrence	Marley Wachtel	Haylee Bryant
21	Mrs. Mel	Semhal Ghebremarim	Kidus Yohannes
22	Mrs Haggerty	Destin Smith	Brodie Morrissey
23	Mrs. Kosonen	Zhara Safdari	Sam Ellis
24	Mr. Ward	Chloe Field	Jack Trenowden

REMINDER: Whole School Behaviour Expectations

We know it has been a testing time for students and families and as a result we are now seeing an increase in anti-social behaviours which are impacting on students learning and teachers teaching. It is timely that we remind students that the following 3 rules are used across the school. We would appreciate your support in reminding and reinforcing with your child/ren about the importance of these rules to ensure all children have a safe and enjoyable environment in which to learn.

Any behaviours incidences that are reported will be followed up according to policy and procedure. If any children disclose any issues to you at home, please ensure that the school is informed immediately.

Our Anti - Bullying Policy can be found on our Website, Skoolbag and also from our Front Office

If you have an issue or concern, please ensure you follow the correct grievance procedures. Parents/Caregivers are not to approach other students directly. Please contact a member of leadership.



Understanding Your Child's Report

Reports will go home at the end of this term. Some of the words used in your child's report may be unfamiliar to you. Below is an explanation of some of the terminology used. If you are unsure of anything in your child's report, please speak with their teacher.

ENGLISH

7 Steps to Writing – a program that teaches the building blocks to create creative and engaging texts using 7 steps—Plan for Success; Sizzling Starts; Tightening Tensions; Dynamic Dialogue; Show, Don't Tell; Ban The Boring; Exciting Endings

Decoding - is the ability to apply knowledge of letter sounds relationships to correctly pronounce written words.

Phonics – is the relationship between sounds and written symbols.

Phonemic Awareness - the ability to identify and manipulate individual sounds in spoken words.

Phonological Awareness - awareness of speech sounds, syllables and rhyme.

Digraphs – 2 letters making a single sound – e.g. ai; sh

Tricky Words – tricky words are irregular words that cannot be sounded out easily. These are words that your child brings home to practice everyday.

Fiction - a story that is made up and untrue.

Nonfiction - texts providing true information and facts.

Comprehension – your child understands what they have read.

Literal Meaning – your child can understand and answer questions provided in the text

Implied Meaning– to understand what a text is suggesting, even if it doesn't say it exactly. Not just reading the words but analysing what is written.

Inferential Meaning – reading between the lines.

QAR – Question Answer Relationship strategy.

Intonation – the rise and fall of the voice when reading.

Expression – changing the volume, speed and sound of voice when reading. Not reading like a robot.

Fluency - a child with fluency will read with speed and accuracy. Children who do not have fluency read slowly, word by word.

TEXT TYPES:

Persuasive – writing that presents an opinion and arguments to support that opinion.

Exposition – expressing an opinion to convince the reader.

Recount – writes about something that happened in the past (e.g. on the weekend)

Procedure – tells the reader how to do or make something. For example, a recipe is a procedure.

Narrative – a made up story to entertain usually with a problem and a resolution.

MATHS

Counting/Adding on – start with one number and count on the next. eg if the question is 5+2, students count on 5,6,7.

Turnarounds – when adding two numbers, start with the bigger number and add on the smaller number.

Facts that make 10 – two numbers that add together to make 10. These may also be called Rainbow Facts. eg 3 + 7=10.

Subitising – recognize collections of objects without counting

Place value – eg Hundreds, Tens, Ones



IMPORTANT TIPS TO KEEP YOU SAFE.

Tips for Staying Safe Online

- Don't post any personal information online – like your address, email address or mobile number.
- Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.
- Keep your privacy settings as high as possible
- Never give out your passwords
- Don't befriend people you don't know
- Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do
- Remember that not everyone online is who they say they are
- Think carefully about what you say before you post something online
- Respect other people's views, even if you don't agree with someone else's views doesn't mean you need to be rude
- If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.

Top tips for mobile phone safety

- Remember if you are being bullied it isn't your fault and there is nothing so awful that you can't speak to someone about it. Talk to a trusted adult at home or at school.
- Don't reply to any nasty messages you receive.
- Don't reply to a text from someone you don't know.
- Keep the messages you have been sent so you can show them to a trusted adult and make a note of the time and date of the messages or calls you receive.
- Don't answer calls from withheld numbers or numbers you don't recognise, let it go to voicemail.
- Block numbers from people who are sending you nasty messages.
- If you are bullied repeatedly can change your number.
- Don't give your mobile number to someone you don't know.
- Don't send pictures to someone you don't know.
- If the problem is serious you can report it to the police.

Top tips if you're being bullied online

- Tell an adult you trust if you are being cyberbullied
- Don't respond or retaliate to bullying messages – it could make things worse
- Block users who send you nasty messages
- Save abusive emails or messages (or texts) you receive
- Make a note of dates and times you receive bullying messages, as well as details you have of the user's ID and the url.
- Don't pass on any cyberbullying videos or messages – this is cyberbullying
- If you are bullied repeatedly change your user ID, or profile, and use a name that doesn't give any information away about you
- www.esafety.gov.au/about-us/how-to-report-online-abuse-to-us this is a website where you can access support if you are being bullied or need advice on this matter.
- You can talk to someone at Kids Help Line <https://kidshelpline.com.au/> or Phone 1800 55 1800



Parking Around Schools

Due to the chaotic nature of traffic around schools at peak times, streets can be an extremely dangerous place for children.

Young children have not yet fully developed their cognitive abilities and therefore their perception, judgement and awareness of potentially dangerous situations is not adequately developed to enable them to cope with the road traffic.

Children are not easily visible and often act impulsively, which means if you are driving around a school take special care, to ensure we keep our children safe. Remember that children copy grown-ups - encourage good road sense by watching them closely and leading by example.

5 Helpful Tips for School Zones

As parents and caregivers we have a great responsibility to ensure children stay safe in school zones. We also play a key role in educating children about road safety. Here are 5 helpful tips for safety in school zones:

1. Allow enough time to take your child to the school gate safely and without rushing.
2. Always observe parking signs and speed limits in and around school zones. They are designed to keep your child safe.
3. Talk about signs and traffic lights with your child. Identify and discuss places where it is safe to get out of the car and cross the road.
4. Teach your child how to cross the road using the 'stop, look and listen' process - stop at the kerb, look and listen for traffic and then decide whether it is safe to cross.
5. Park a few streets away and walk your child to school. This is also good exercise and helps teach your child road safety rules.

Behaviours to Avoid

- Speeding
- Double parking
- Parking too close to an intersection
- Parking across driveways
- Parking too close to pedestrian crossings





Common Traffic Signs

The City of Salisbury has implemented a comprehensive traffic management and parking scheme in the streets surrounding your child's school to help make it a safe place.

Going against the road rules places not only your child's life at risk, but those of others. Tragedies can occur if care is not taken to abide by these rules. Below are some explanations of signs that are placed around schools to ensure your child stays safe.



No Parking Signs

Drop off and pick up only. You must not queue or wait here. The driver must remain with the vehicle.



No Parking Signs

The same rules apply as the previous 'No Parking' sign, however, the rules only apply during the times and days shown on the sign.



No Stopping Signs

You must not stop in a 'No Stopping' area at anytime. Drop off and pick up is not allowed even for the briefest

Yellow Kerb Lines

An unbroken yellow kerb line is a no stopping line and therefore the same rules apply as for a 'No Stopping' sign.



Bus Zone Signs

You must not stop within a bus zone at any time. This zone is only available to public buses.

Obstruct Driveways

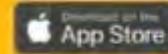
A vehicle must not obstruct an entrance way or crossing point to a property, even if it is your own.

Reserves, Footpaths & Verges

It is an offence to drive or park on a reserve, footpath or dividing strip and could cause an accident, injure a pedestrian or damage property.

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Thousands of incredible savings from your favourite dining, activities, travel
& shopping experiences. Up to 50% off and 2 for 1 offers in your city.

Pick Up and Drop Off:

We ask that parents/caregivers continue to maintain 1.5m physical distance between themselves and others at all times. We will also continue to implement our current pick up and drop off arrangements as stated on the signs at each entrance point in to the school until further notice.

Entering the School Grounds:

If parents/caregivers/visitors need to enter the school grounds for any reason during the hours of 9.00am and 2.50pm, it is imperative that they proceed to the front office to sign in prior to making their way to classrooms (recess and lunches for students are to be dropped at the front office). The school has a duty of care to ensure they know who is onsite at anytime. Signs have been placed at each entrance as a reminder. Parents/caregivers/visitors are not to engage in conversation with students at anytime. Thank you for your understanding in this matter.