



Snowtown Primary and Preschool News



Term 2, Week 9 - 24th June 2020

TRUST

RESPECT

HONESTY

KINDNESS

LISTENING

DIARY DATES AND REMINDERS

**Tuesday,
30th June**
**Photo Day
&
Governing
Council
Meeting 7pm**

EARLY DISMISSAL

Friday July 3rd
Dismissal: **2.10pm**
Bus departs: **2.15pm**

Supervision of children
in the yard is available
from 8.30am to 3.15pm
on school days. Parents
are asked not to send
children to school, or
drop them off at
school, before 8.30am.
Prior to that time
the school is
unsupervised and
children are at risk.

ASSEMBLIES

Assemblies are held at
2.40 pm in the
Common room on
Fridays.
Weeks 3, 5, 7 & 9
ALL WELCOME

HATS

Students are required
to wear broad
brimmed hats outside
all year round.

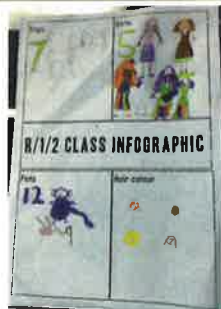
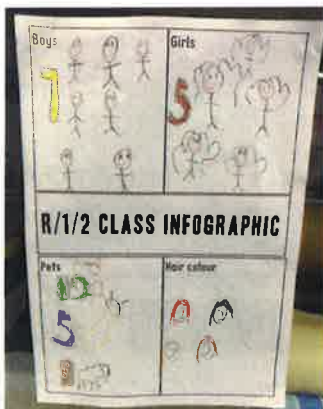
Principal: Trish Boschetti
31 Glen Davidson Dr
SNOWTOWN SA 5520
Ph: 8865 2006
Fax: 8865 2082
Mobile: 0488 987 957
General inquiries:
dl.0742_info@schools.sa.e
du.au



Principal News



We have seen remarkable success this term. From the big events such as our children pushing themselves to run a little bit further and faster during the long run to achieve their personal best in the Virtual Cross Country, winning the Stepping It Up for Reconciliation Competition where we came together to show our commitment to reconciliation, to the daily learning experiences such as buddy reading, working in the Data Drawer to create infographics, completing complex entertaining narratives, mastering online learning through Microsoft Teams and WebEx, adding items to the Gratitude Tree or building tall towers at Kindy. I have been reflecting on the learning progress which stems from the lived experience of our motto 'Always Striving' to be our personal best. Our powerful learners consistently show tenacity to succeed combined with persistence and resilience as they navigate through challenges to stretch and extend their skills and capabilities. These challenges are designed by our skilled educators who should be applauded for their energy, commitment and enthusiasm to develop and nurture our young people.



Pupil Free Day



Our combined Partnership Pupil Free Day saw us 'virtually' united with colleagues across the partnership to explore ways to help improve the design of learning. The Primary School component was facilitated by Margot Foster, Val Westwell and Jo Kennedy from the Learning Improvement Division and the Preschool component was facilitated by Petrea Smith our Early Childhood Leader. The design of learning is ongoing work supported by the partnership. Teachers are currently collaborating and sharing their learning design across the partnership through Microsoft Teams. Preschool educators are collaborating and sharing their lines of inquiry as part of the Learning Design Assessment and Reflection project.

External School Review

The External School Review Report has come back. The report highlighted our diligent attention to improvement over the last few years and provides new directions for improvement which will be reviewed in 2023.

'There has been strategic and intentional attention to building a positive culture of learning at Snowtown Primary School. This is fostered by consistent and effective pedagogical practices that are focussed on students being powerful learners. Learning environments provide rich scaffolds for learning and students have positive learning dispositions. The school is to be commended for the improvement journey that has been undertaken and in building a strong foundation for further improvement.'

The principal will work with the education director to implement the following directions:

Direction 1 Improve student outcomes, by developing specific strategies that monitor and evaluate the impact teaching practice is having across all aspects of literacy and numeracy, then amplify and adjust practices accordingly.

Direction 2 Ensure all students achieve higher levels of learning across the curriculum, through strengthening teachers' capacity to design and implement differentiated learning experiences that provide ongoing opportunities for intellectual stretch and challenge.

Direction 3 Strengthen student agency in their learning, by building teachers' skills in regularly sharing learning progressions, assessments and feedback with students.'

We will be striving to implement the 3 directions over the next 3 years.

Monitor
teaching impact
to improve
outcomes

Differentiation
to stretch and
challenge all
learners

Strengthen
student
agency

Nationally Consistent Collection of Data on School Students with Disability (NCCD)



All schools are required to collect information about the numbers of students that they provide adjustments to under the Disability Discrimination Act (1992) and Disability Standards of Education

This data is 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.

Under the 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 will be included in this year's data collection.

Please see the attached information for more details, or contact the Principal for further information.

**LAST DAY OF
SCHOOL
FRIDAY, 3RD JULY
BE ACTIVE DAY**



**Bring your own
wheels to ride on
the tennis court
with your class.**

**JOIN IN SOME KITE
FLYING AND HAVE A GO
AT THROWING THE
FRISBEE.**





We took on the challenge to replicate the Corroboree Bridge Walk of 2000 and we won the Stepping It Up for Reconciliation competition! During our 7 days of walking our combined steps added up to 352.4 Kilometres. We walked further than the entire length of Kaurua Country which runs from Cape Jervis in the South to Crystal Brook in the North.

Each time we walked we focused on a special theme such as replicating the Bridge Walk by carrying flags and discussing the symbolism of the Aboriginal flag, listening to 'From Little Things, Big Things Grow' and learning about the 1966 Wave Hill Walk Off. Our actions of walking together show our commitment to Reconciliation as a process that involves Aboriginal and non-Aboriginal people walking together as equal partners in a shared future.

Stepping it Up **FOR RECONCILIATION**

"Reconciliation is about honouring people that have been in our lives in the past and people that are currently in our lives. We respect everyone." Gracie S



"I liked how we got to walk with our buddies and talk about what we are grateful for. It was really nice to walk to the Golf Course and back each day." Jaxson and Saxon



"Reconciliation is about respecting all different colours of skin. It doesn't matter where you're from you will still be respected. I learnt that there were 200 000 people at the Corroboree Bridge Walk in 2000. I liked it when we got to walk with our elder and talk about what we could see in the environment and about our lives." Kartia





"We learnt that the song 'From Little Things Big Things Grow' was written about the Wave Hill Walk Off. We learnt that a small bit of action can lead to big changes."
Ollie and Harper



"It was nice learning about the past and celebrating the 20th Anniversary of the Walk. It meant a lot to me because I got to hold the Aboriginal flag and some Aboriginals are not appreciated very much and some have been forgotten."
Saffy

Stepping it Up FOR RECONCILIATION



"We walked with the flags to show what it would have been like if we walked over the Sydney Harbour Bridge in 2000". We made little flags for Reconciliation Week. On one of the walks we found lots of plants and wondered which ones we could eat." Ollie

"We saw a Kangaroo on one of our walks. It was really big. We collected flowers on our walks. There were all kinds of flowers. We held flags just like on the Corroboree Walk."
Harper





Colours Day

Raising money for the
Snowtown Hospital





Reconciliation Week

For Reconciliation week participating South Australians walked 11,785kms for the Stepping It Up for Reconciliation Challenge. We participated and our school support demonstrates that we are truly "in this together" during reconciliation week. Our school walked 2.6% of South Australia the total steps. Our class is really proud of this because we were able to connect with the Aboriginal culture and be a part of something really significant. We asked other students how they felt about Reconciliation week:

What does reconciliation mean to you?

1. **Teisha** - I think reconciliation means that we all get together and walk to acknowledge the Kurna people.
2. **Jack** - it means our school get to walk together.
3. **Millie** - it means that we walk for the Kurna people because we took their land.

How do you feel about winning the most steps?

1. **Teisha** - I feel happy because our school gets to be noticed.
2. **Jack** - I feel great because we are more involved and got a heap of steps.
3. **Logan** - I felt proud of our school
4. **Millie** - I felt happy because it was fun

What did you learn during reconciliation week?

1. **Teisha** - I learnt about the Aboriginals and their culture.
2. **Jack** - I learnt that we took the Aboriginals land but were making it up to them.
3. **Jace** - I enjoyed the walk and while walking and yarning I learnt that clouds can change shapes.

6/7 Class Algebra Drawer

In Maths lessons we have been doing visible thinking lessons to think aloud about the 3 computation laws from the Algebra Drawer. We all assessed ourselves after each Maths lesson by choosing if we are a Novice, Apprentice, Practitioner or an Expert. At the beginning of the Term we all started as a "Novice: I am just beginning to learn this. I do not fully understand this YET." Now at the end of the Term we are "Apprentices" and "Practitioners" and set Maths goals to push ourselves to move to "Experts" in Computation Laws.

To help achieve our goals for next term we have been creating posters on Viseme or Canva, to help us when we get stuck identifying which computation law is in play in an algebra question. Check out our posters!

By Ava and Noah

Commutative law: The same sum but the numbers swapped around and you get the same answer.
E.g. $12 + 13 = 25$ $13 + 12 = 25$

Associative law: When the numbers are multiplied or added it doesn't matter how the numbers are grouped.

Commutative law, associative law and Distributive law

Distributive Law: You evenly distribute (multiply) the number before the brackets by both the numbers inside the brackets and then add both the numbers together.
E.g. =

$3 \times (2 + 4) = (3 \times 2) + (3 \times 4)$

Commutative, Associative and Distributive law

Commutative Law
Is when numbers are either added or multiplied they can be swapped around and will still get the same answer. E.g. $5 + 2 + 3 = 3 + 2 + 5$

Associative Law
When numbers are added or multiplied they will still get grouped same way. E.g. $5 + (2 + 3)$

Distributive Law
Breaking down multiplication and addition from something that looks hard to simple.

Travel planning
 $5 \times (2 + 3)$

Travel planning
 $(5 \times 2) + (5 \times 3)$

Types Of Computation Laws

Commutative law
to be a commutative law the + or x sum must be able to be reversed but still have the same answer. E.g. $5 + 3 = 3 + 5$

Distributive law
a distributive law is separating numbers that are in brackets into groups. E.g. $4 \times (2 + 3) = (4 \times 2) + (4 \times 3)$

Associative law
it doesn't matter how numbers are (grouped) when they are added or when they are multiplied. E.g. $4 + (3 + 9) = 9 + (3 + 4)$

BE BRAVE!

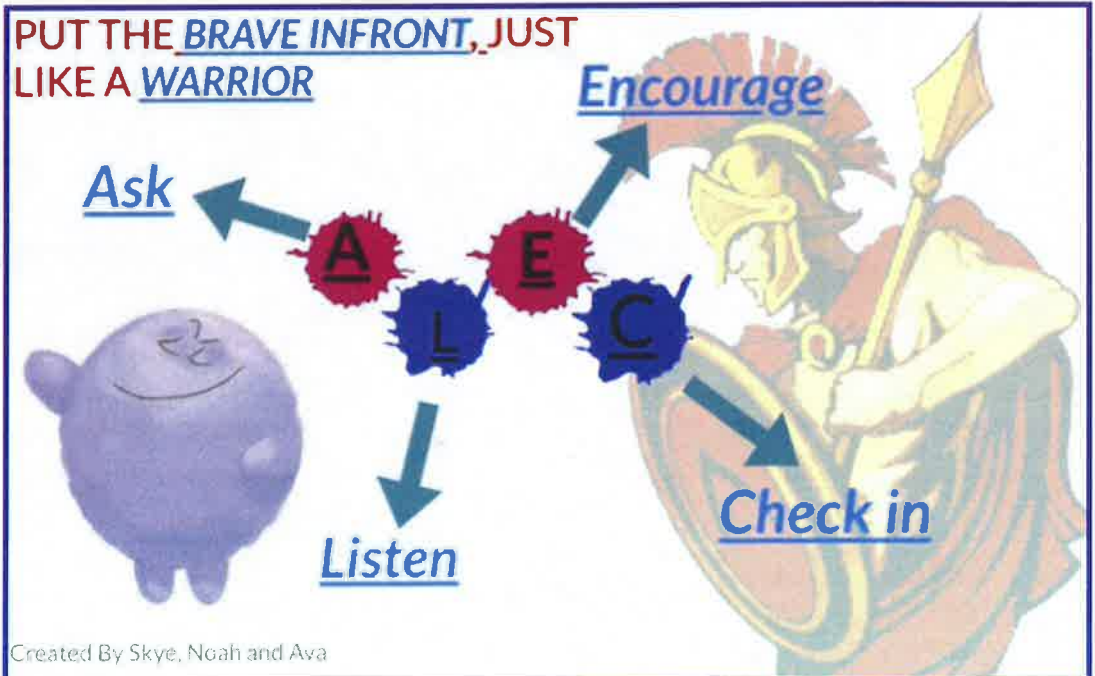


To get back into the swing of learning after COVID-19 we focused our Media Arts learning on gratitude and have extended our gratitude knowledge by doing Yoga sessions based on being brave. We have learnt to be tall powerful warriors, powerful dinosaurs and tall strong trees. Monday mornings we kick start the week by watching video clips and Yoga sessions about how we can be brave and in the afternoon we do activities with Sandra and Mrs McCormack about the different feelings we have and how we have to validate all feelings to benefit our mental health. In combination with the videos, yoga and activities with Sandra we have learnt about the importance of Feeling Check-ins to help keep positive mental health.



To showcase our take home messages from the Be Brave lessons we are completing a Brave Project in Media Arts. Year 6s are taking inspiration from the "RUOK" mental health campaign to promote Feeling Check-in's through digital and print posters on the website Canva. The year 7s are promoting Feeling Check-ins through videos inspired by Cosmic Yoga. Look out for our promotions next term!

Media Arts promotional check-in poster:



Our take home messages about being brave and checking-in on your feelings:

"Every feeling matters." **Ava.**

"Every person and feeling matters." **Skye.**

"You can have more than one feeling at a time." **Trinity.**

PREMIER'S BE ACTIVE AND READING CHALLENGE

We have been working hard this semester to complete our Premier's Be Active and Reading Challenge for 2020!

In Maths we have been digging deep into the Data Drawer and exploring different types of data displays, graphical, numerical, visual and info-graphical. A Maths task was to analyse our class Premier's Be Active and Reading Challenge data and construct an info-graphical data display on Canva or Visme to tell a data story.

By Ava and Skye



Average of types of books our class reads

REMEMBER TO KEEP READING
, FILLING IN THE SPOTS AND
REMEMBER TO GET IT FILLED
OUT BEFORE THE END OF
TERM 3.

12 weeks left



84% Have started in the 6/7 class



Premiers be active timeline

WEEK 1-2

We did 4-square for the first 2 weeks recess and lunches

WEEK 3-4

We did cubby building for week 3-4 recess and lunches

WEEK 5-6

We did cubby building for week 5-6 recess and lunches

WEEK 7

for week 7 we did hopscotch, recess and lunches

WEEK 8

week 8 we did long run 1 lesson 2 days a week

WEEK 9

week 9 we did long run 1 lesson 2 days a week

WEEK 10

week 10 we did long run 1 lesson 2 days a week

"Wow! Look at all these activities you have been doing over the past 10 weeks!" says Madison.

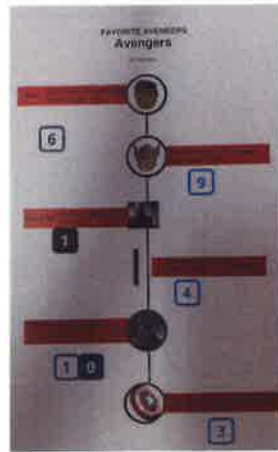
"Can you tell your family what active activities you've been doing?" asked Madison.

"I bet you have done a lot. See what you can do! Have you been filling in your Premier's Be Active diary?" asked Riley

By Madison and Riley

Rainbow Room Maths

We have been working hard on the Data Drawer with Megan and Paul. We have been collecting, recording, grouping and constructing data displays. **By Chayse and Koopa**



"I made a Ben10 paper plane". **Koopa**

"The paper plane hanger was challenging to build". **Chayse**



"I liked creating and flying the paper aeroplanes". **Chayse**

"I liked interviewing the other students". **Koopa**



KITES WITH MR KING





Preschool Press

Snowtown School Based Preschool Happenings
Week 9, Term 2



MAGIC PAINTING

"I drew with special paints on the board outside. When I drew on one side you could see it on the other side. It was tricky. I had to scrub it off with a cloth". *Mailee*

PRUNING WITH MR LEE

"Mr Lee came over and was chopping the trees with the yellow flowers. I helped Mr Lee pick up all the bits off the ground and we put them in the wheelbarrow. I like helping Mr Lee".

Charlie



BALANCING ACT

"I was balancing on the ball in the hole Charlie made. I rolled off. My hat fell off".

Benson

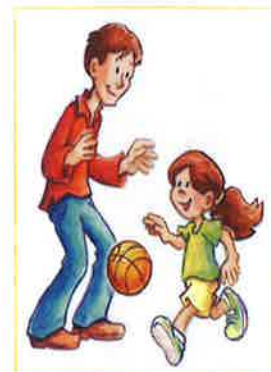
Hi Families!

With Holidays coming up, below are some **FREE FAMILY FUN IDEAS** for Winter, to build **Positive Family Memories**.

Building a **Positive Memories** Bank really helps families enjoy being a Family. It also helps families stick together better in the tough times.



- How about a...**
- Backyard Camp fire.
 - Rugged up Moonlight walk.
 - Star gazing in sleeping bags.
 - Tell a funny joke session together.
 - Cook a Family meal together.
 - Make up a weird adventure story with everyone adding a sentence.
 - Cuddle up and have a Family movie night.
 - Play a board game together.
 - All age Family Hide and Seek.
 - Stage a play, dressing the part.



Ideas websites:

The Best Kids Crafts and Activities

Nature play SA



Make a Milk bottle bird feeder.

Make a Mud face for a tree.

HAPPY HOLDS!
Sandra

iPADS FOR SALE

4 x 32GB 2012 Ipad Air

Devices come with a cover and charger

\$100 ono

These devices can no longer be updated with the new IOS.

If interested please return the slip.



iPads For Sale - Return this slip to the front office

Name.....

Phone Number.....

Amount willing to pay

SignatureDate.....

WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The *Disability Standards for Education 2005* define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the *Disability Discrimination Act 1992*.

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

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A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.



HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the Australian Education Regulation 2013. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the Public Information notice.

FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the NCCD Portal.

There is also a free e-learning resource about the Disability Discrimination Act 1992 and Disability Standards for Education 2005.

This document must be attributed as Fact sheet for parents, guardians and carers.

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Education Services Australia



Australian Government

SCHOOL MATERIAL AND SERVICES FEES ARE NOW OVERDUE

If you haven't yet paid your school fees please come and see Katrina or Trish at the front office about payment options.

Available Payment Options

- * EFTPOS
- * Direct Credit
- * Cash
- * Cheque
- * Instalment application



SALE

SHEDS & SHEEP

SALE

YARD SALE

IMPLEMENT SHED



Galvanised 4 bay 20m x



STEER SHED WITH CATTLE YARDS

20m x 6m shed



POLY WATER TROUGH



6 x poly troughs



SHEEP YARDS



16 x 7 rail sheep panels
10 x gates
1 x sheep run

If you need more information or want to inspect the sale items please phone the school office on 8865 2006 to make a time to see Wayne.

Please be aware the buyer will need to take down and remove the sheds and yards themselves.

Please fill in a the slip below if interested and return to the school by Friday, 26th June 2020. The highest bidder will be notified by phone. Only reasonable bids will be accepted.

✂

I

am interested in purchasing the

and am willing to pay \$

If successful please contact me on



FREE Online Show for National Science Week 2020

Register NOW for your
FREE Online & Interactive
Scientific Bubble Show

Visit the National Science Week
Website at
www.scienceweek.net.au
and select Scientific Bubble Show
from the EVENTS List

Shows available from
August 1st to 9th



Foster Care

Foster care gives vulnerable children
& young people, who cannot live with
their birth families, a safe &
nurturing home to live.

Can you help?

***If you would like to know more about
how you can make a difference
to a child, please contact us.***



Ph 86339022
www.uksa.org.au/foster-care



Term 2 Planner

WK	Mon	Tue	Wed	Thu	Fri
9	22	23	24	25	26 R/1/2 Class Assembly
10	29	30 School Photos	July 1	2	3 End of Term Assembly 2.10pm dismissal BE ACTIVE DAY BYO Wheels Kite flying & Frisbee

Term 3 Planner

WK	Mon	Tue	Wed	Thu	Fri
1	July 20	21	22 Newsletter	23	24
2	27	28	29	30	31
3	August 3	4 Governing Council	5 Preschool Tour for 2021 Parents	6	7 Assembly
4	10	11	12	13	14
5	17	18	19	20	21 Assembly
6	24	25	26 Newsletter	27	28
7	31	September 1	2	3	4 Assembly