



-Achieving Excellence-

Seaford K-7 NEWS



Government
of South Australia
Department for Education

Wednesday 22nd May - Term 2, Week 4, 2019

Seaford K-7 School, 39 Jane Street, Port Noarlunga South, SA 5167

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Diary Dates

MAY

23 NAPLAN Catch Up

24 9.10am Assembly

NAPLAN Catch up

Wk 5 Reconciliation Week

27 Safety with Pets R-3 Incursion

29 Principal's Tour 9.15am

8.45am - School Photo Catch Up

Wk 6 NAIDOC Week

29-31 Arbury Park Camp Yr 4-5

Principal's Tour

Parents/ Carers are cordially invited to attend

Seaford K-7 School Principal Tour

on

Wednesday 29th May

at 9.15am

in the Seaford K-7 School Library

R.S.V.P by Monday 27th May

Phone: 83861197

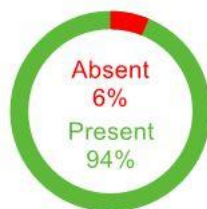
Whole School Assembly

We have a whole school assembly on **Friday 24th May** in the gym at 9:10am. We will be sharing learning and activities that have been happening around the school and presenting certificates to students displaying our school values of Respect, Responsibility and Success and the 5 Keys to Success. All parents/ carers are welcome to attend.

Attendance Matters



Year to Date (2019)



Previous Week

Every day matters! Our goal is 95% or higher!!

Curriculum Overviews

Teachers will be sending home their classes' curriculum overviews for the term by the end of the week. Please take the time to look at this and talk to your child/ren about what they are learning at school. If you have any questions about any of the curriculum areas or learning your child is doing please don't hesitate to make a time to talk to the teacher about it.

SSC 2020 - Year 7 Enrolment Packs

Year 6 students who will be attending Seaford Secondary College in 2020 have received their Year 7 Enrolment Packs. Parents/carers are requested to return the completed enrolment form back to school as soon as possible to support this process.

Deputy Principal: NCCD

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. If you have any questions about the data collection, please contact Nikki Garner on 83861197. Further information can be found at: <http://www.education.gov.au/nationally-consistent-collection-data-school-students-disability>.

Reconciliation Week 2019

The theme this year is 'Grounded in Truth, Walk Together With Courage'. We encourage families to attend the Southern Reconciliation Week Event in Ramsay Place, Noarlunga Centre on Wednesday 29th May from 10.30am. Stacey and Marg's classes will be attending. At school our focus is on stories and the lessons they can teach us. In the Library we are setting up a reading area with a focus on Aboriginal stories and authors and I will be going into classes to teach about the key learning aspects of Dreaming Stories and to introduce the children to Kaurna greetings and introductions. After the stories, the classes will be able to illustrate their own story with their buddy class and share their work in Assembly in Week 7, Friday 14th June.

Nakkota, Elaine Bladon (Aboriginal Education Teacher)

Wellbeing Matters

Part of our social learning program at Seaford K-7 follows the *You Can Do It* model, complemented by the *Keys to Success*. The Keys are **Persistence, Resilience, Organisation, Getting Along** and **Confidence**. By showing strength in each of these areas, children are more likely to be successful, forming positive relationships and having a positive approach to tasks. This year at school assemblies, we have been focussing on one Key each assembly and looking at what we can do to be better in that area. This week in assembly, our focus will be confidence. Confidence requires that young people not be overly concerned with what others think if they make a mistake. Confidence is revealed when young people are not afraid to fail and are happy to try something new. There is little question that the most direct road to developing increasing confidence is through experiencing success. However, no matter how positive a student's approach to schoolwork, positive attitudes, including self-belief, can be ground down by repeated failure experiences. We can assist children to develop their confidence by giving them tasks that are challenging but also allow them to be successful. Confidence, like any skill, needs to be taught. We can help by providing behaviour-specific feedback. If you see your child behaving confidently, let them know by saying something that contains specific feedback about their behaviour. For example: "That wasn't easy to do but you did it" "I like that you are not afraid to try things differently" Some traits of a confident person are:

Accepting Myself – accepting yourself even when you make a mistake or someone is mean to you.

Taking Risks – knowing that it is good to try new activities even when you might not be able to do them at first.

Being Independent – thinking that it's important to try new activities and to speak up and not worry what other people think.

I can do it – thinking that when you are having difficulty with your work, it is more likely that you will be successful than not.

Over the coming weeks, take the time to celebrate the successes your children have and help them to build up their confidence.

Assembly Awards – Well Done

Anthony	<p>Mitchell For demonstrating Success for trying hard to sound out words and blend sounds together</p> <p>Jaxon For demonstrating Success by trying hard to use punctuation in his daily writing</p>
Jenny, Jess & Mrs Jolly	<p>Mila YCDI Award for Resilience for keeping a positive attitude</p> <p>Oscar YCDI Award for Getting Along for always being ready to help out a friend</p> <p>Taylor YCDI Award for Persistence for trying her best with her learning and always sticking with tasks until completed</p> <p>Jake For demonstrating Responsibility for being a responsible and helpful class member</p>
Mrs Moro	<p>Kaleb For demonstrating Success for amazing stamina & concentration in book making time</p> <p>Amy</p>

	YCDI Award for Persistence for working so hard with her reading and writing and not giving up!
Ms Wright & Mrs Alexander	<p>Ella For demonstrating Success in sharing about her culture & background</p> <p>Harry For demonstrating Responsibility & Success in Geography & History sharing</p>
Marg	<p>Waqas For demonstrating Success for improvement in your reading and writing skills</p> <p>Kayden YCDI Award for Getting Along for being kind to others</p>
Mrs Zammit	<p>Tayla YCDI Award for Confidence for your improved confidence in reading</p> <p>Mac YCDI Award for Getting Along for being a great friend and always helping his classmates</p>
Bec & Mr Spurling	<p>Matty For demonstrating Success with increasing his reading level by 7!</p> <p>Jack For demonstrating Success with multiplying 2 digit numbers</p>
Abigail	<p>Odin YCDI Award for Resilience for keeping his 'brain lid' on when upset and using Interception</p> <p>Mathew For demonstrating Success for some great information text writing during book making</p>
Miss Tami	<p>Oscar YCDI Award for Persistence for always giving his BEST effort in all areas of his learning</p> <p>Hayden For demonstrating Responsibility for his actions; learning; being respectful and hard working</p>
Mrs Hart	<p>Emily YCDI Award for Organisation for always being organised ready for the day quickly</p> <p>Noah For demonstrating Responsibility when completing maths and writing tasks</p>
Mrs Haddy	<p>Finnley YCDI Award for Persistence for working really hard on his hand writing</p>
Mr Paulovich PE	<p>Jenny's class For demonstrating the school values in H&PE by working hard in PE lessons and giving new activities a go</p> <p>Grace For demonstrating the school values in H&PE by leading by example by being organised, respectful & considerate</p> <p>Riley For demonstrating the school values in H&PE by leading by example by being organised, respectful & considerate</p>
Japanese Tania Sensei	<p>1/2 Moro's class For demonstrating the school values in Japanese by showing an excellent attitude towards their learning and having a go at all Japanese tasks</p> <p>Grace For demonstrating the school values in Japanese by being a cooperative and helpful student, showing an excellent attitude towards her learning and having a go at all Japanese tasks</p>

Congratulations to the following students for their success in:
MultiLit MacqLit – Part B - Atlanta, Manaia & Skyla

RAA Street Smart Program

During week 2 students across the school were involved in lessons from the RAA Street Smart Program. These lessons taught students about road safety. Students learnt about traffic and the road environment, the different signs and crossings they might see outside their school and how to cross at these crossings appropriately. Students learnt to always stop, look left and right when they are crossing and to continue scanning as they walk across the road, to listen and to think. Each student went home with their own Safety Spot which gets placed on the kerb/pavement side of the car, for students to hold on to until their caregiver is ready for them to cross the road etc. Learning to use the road environment is a crucial skill that can take years to develop. The RAA emphasised that schools and families have an important role in saving children's lives and preventing injury.

Ms Wright's class

Our class learned a lot of new information from the RAA Road Safety presentation. We learned the four road rules are: Stop, Look, Listen, Think. Pedestrian crossings are named after Australian animals (Wombat/ Emu/ Koala crossing). People need to stand behind the yellow line or stand back two meters away when getting on a bus or train. Always look right, left, then right again before crossing the road. Australians drive on the left side of the road. Students played a quiz game where we had buzzers and teams who competed by answering questions to see who was listening. There are signs warning about animal wildlife so drivers need to be cautious and pay attention when driving. Students also got an activity book to learn more ways to stay safe.

Mrs Zammit's class

Term 2 - PE Overviews

IMPORTANT DATES/EVENTS:

Premiers Be Active Challenge - We will be using time during PE lessons each week to fill in our activity logs which monitor weekly physical activity. The goal is to have every student complete 60 minutes of physical activity, at least 5 days a week over 10 weeks this term, to receive a medallion in Term 3.

Sports Club: Throughout the term each class will have the opportunity to participate in table tennis and basketball during lunchtimes in the gym.

Play is the Way: All classes will be involved in games and activities with a focus on class cooperation/teamwork and the use of strategies to achieve a goal/outcome. The emphasis of the program is on making mistakes/encountering problems, how this makes us learn and how to handle them productively.

Yr 3 - 6

Weeks 1-5 Basketball: We will be using a game sense approach to practice the skills of dribbling, passing, shooting and defending and applying these skills to modified games of basketball.

Weeks 6-10 tag games: We will play a range of different tag games and apply the concepts of attacking, defending, finding space and strategizing as teams throughout these games. We will also be looking at changes and modifications we can make to these games to make them more challenging and fair.

Teamwork, fair play, sportsmanship, organisation and effort throughout all lessons will be our focus throughout the term.

UP Spec Ed

Weeks 1-9 Skill Circuits/games: Students will participate in circuits/games with a number of different stations which focus on fundamental movement skills such as:

- **Locomotion (movement):** Running, dodging, weaving, crawling and rolling
- **Balance:** Balancing our body and balancing objects
- **Throwing/catching/passing:** Using both bean bags and balls
- **Striking with implements:** Using tee ball, tennis and hockey equipment
- **Kicking:** Passing to a partner, aiming for a target/goal, dribbling using our feet
- **Dribbling/bouncing:** Using both a basketball and tennis ball to bounce in both a standing position and while moving

Working cooperatively with others, playing fairly, following instructions and trying our best will be our focus throughout the term.

Year 2/3s

Weeks 1-9 Skill Circuits/games: Students will participate in circuits/games with a number of different stations which focus on fundamental movement skills such as:

- **Locomotion (movement):** Running, dodging, weaving, crawling and rolling
- **Balance:** Balancing our body and balancing objects
- **Throwing/catching/passing:** Using both bean bags and balls
- **Striking with implements:** Using tee ball, tennis and hockey equipment
- **Kicking:** Passing to a partner, aiming for a target/goal, dribbling using our feet
- **Dribbling/bouncing:** Using both a basketball and tennis ball to bounce in both a standing position and while moving

Teamwork, fair play, sportsmanship, organisation and effort throughout all lessons will be our focus throughout the term.

R-2 Early Years

Weeks 1-9 Skill Circuits/games: Students will participate in circuits/games with a number of different stations which focus on fundamental movement skills such as:

- **Locomotion (movement):** Running, dodging, weaving, crawling and rolling
- **Balance:** Balancing our body and balancing objects
- **Throwing/catching/passing:** Using both bean bags and balls
- **Striking with implements:** Using tee ball, tennis and hockey equipment
- **Kicking:** Passing to a partner, aiming for a target/goal, dribbling using our feet
- **Dribbling/bouncing:** Using both a basketball and tennis ball to bounce in both a standing position and while moving

Teamwork, fair play, sportsmanship, organisation and effort throughout all lessons will be our focus throughout the term.

JP Spec Ed

Weeks 1-10 Skill Circuits/games: Students will participate in circuits/games with a number of different stations which focus on fundamental movement skills such as:

- **Locomotion (movement):** Running, dodging, weaving, crawling and rolling
- **Balance:** Balancing our body and balancing objects
- **Throwing/catching/passing:** Using both bean bags and balls
- **Striking with implements:** Using tee ball, tennis and hockey equipment
- **Kicking:** Passing to a partner, aiming for a target/goal, dribbling using our feet
- **Dribbling/bouncing:** Using both a basketball and tennis ball to bounce in both a standing position and while moving

Working cooperatively with others, playing fairly, following instructions and trying our best will be our focus throughout the term.

Steve Paulovich

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Japanese Overview

Through the study of Japanese in the National Curriculum, students gain knowledge, skills and dispositions that help them to communicate and to make comparisons with their own language and culture. They also gain an understanding of how different languages are constructed.

During specialist Japanese lessons in Term 2, R-6 classes will be focussing on the topic *Kodomo no Hi*, Children's Day Festival. They will be working on a variety of written tasks and craft activities to assist them with learning about this festival.

Other topics undertaken during this term are –

Years Rec/1/2 & 3

- continuing to focus on *Aisatsu* (greeting words)
- continuing to identify/recognise and begin to trace/write the 46 *Hiragana* script (1st Japanese alphabet), using supports such as mnemonic clues (picture clues)
- Japanese songs and craft activities

Years 3/4/5 & 6

- continuing to have regular tests on *Hiragana* (1st Japanese alphabet), *Hiragana* with blended sounds, *Katakana* alphabets (2nd Japanese alphabet) and some have progressed to word tests, as knowing these alphabets is **crucial** for learning the Japanese language as set out in the National Curriculum
- cultural games using the Japanese language
- Japanese craft activities

Year 6 graduating students have the chance to attend the Japanese garden/restaurant luncheon excursion in Term 3, week 10. Students who successfully and consistently demonstrate **good effort, behaviour and attitude** in Japanese lessons, in their home class and all other specialist subjects, will be rewarded with this exciting opportunity. Any student **who does not** comply with the above criteria will be **unable to attend**. Cost for last year's excursion was \$30.00. Further information/cost for this year's excursion will be sent out towards the end of this term.

Tania Sensei

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The Arts Overview

Year 2/3 - our focus will be on:

- Rehearsing new songs in preparation for a performance.
- Become aware of rhythm, pitch, dynamics and expression, form and structure, timbre and texture.
- Students will use rhythm, pitch, dynamics and expression to express new and familiar songs.
- Learn to listen as performers and as an audience.

Junior Primary Spec Ed - our focus will be on:

- Rehearse new and familiar songs and melodies.
- Use instruments to create rhythms and melodies to accompany songs.
- Learn to listen as performers and as an audience.

Year 2/3 and Upper Primary Spec Ed - our focus will be on:

- Rehearse new and familiar songs, match pitch and show the direction of a tune with gesture
- Learn to listen as performers and as audience, extending their awareness of themselves and others as performers and as audience.
- Make and use simple instruments exploring the relationship between the design and the sounds they make.

Year 4/5 and Year 5/6 - our focus will be on:

- Rehearse songs accompanied by instruments made in class.
- Learn to listen as performers and as audience, extending their awareness of themselves and others as performers and as audience.
- Learning the order and names of the basic 8 notes (from C to C) and recognise them when written on a musical stave.
- Further enhance the understanding of rhythm, pitch, dynamics and expression.

Hannes Thimm

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2019 Entertainment Books



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With the 2018 | 2019 Entertainment Membership about to expire, now is the perfect time to buy the brand new 2019 | 2020 Entertainment Membership! You can enjoy thousands of valuable offers for everything you love to do, all while supporting fundraising for Seaford K-7 School.

Purchase your 2019 | 2020 Entertainment Membership!

Last chance to either purchase your book online or with cash or credit card. If you are not interested please return the book to school.

I liked to doggy paddle to cross to the other side – Jake C

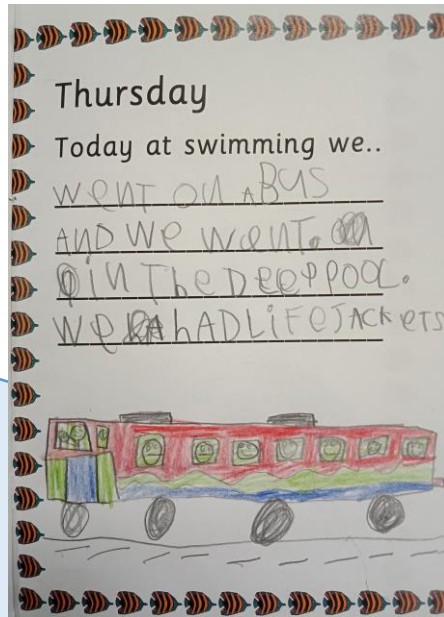
I liked going under water. When I got in, it was warm - Maddy

Wade from Marg's class said his favourite thing was doing the dancing

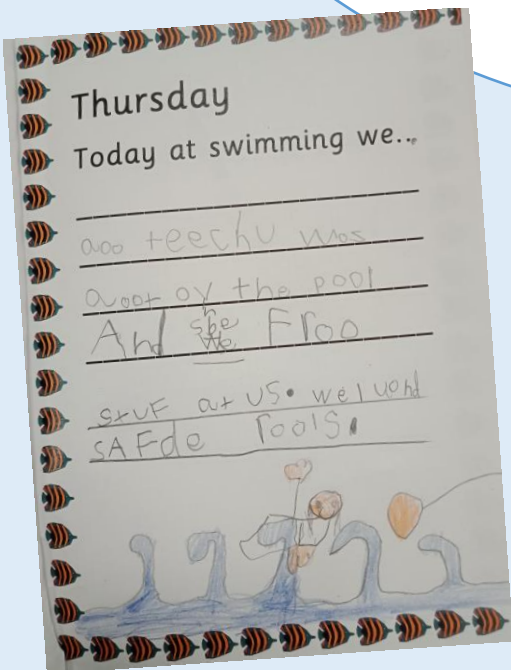
I liked when we went into the pool and then we dived under the water – Jake K

Water Confidence Lessons

In Week 1 this term, the R – 2 students participated in Water Confidence lessons at Noarlunga Aquatic Centre. Students were involved in a variety of activities including practicing swimming underwater, using different swimming strokes, and floating on their back. It was a fun and busy week and students really enjoyed themselves whilst learning a lot and building their confidence in water.



My favourite bit was going underwater - Charlie



Jayden from Marg's class liked using the rubber rings, noodles and sinking toys.

