It is hard to believe that we are nearly at the end of Term 1. It certainly has been a busy and interesting start to the year. The shorter school weeks have allowed for some much needed rejuvenation and time with friends and family.

We had our AGM on February 23rd with a growing number of parent representatives from across the school. Our first Governing Council meeting for 2016 followed the AGM. Munno Para Chairperson for 2016 is Sandra Waterston, Secretary and Treasurer is Marissa Good. Governing Council is an opportunity for parents and families to be active participants in their child’s education. It is a forum that facilitates the understanding of processes and procedures involved in the functioning of the school and to make decisions which impact on the whole school. All Governing Council members require a relevant DCSI clearance. These forms are available from the Front Office. Early in Term 2, we will hold a 2 hour Volunteer Information session. This session will provide volunteers with information about their roles and responsibilities, especially as mandated reporters. Volunteers only have to do the session every three years.

In November last year, we had an External School Review. With that came 4 directives which the school is in the process of working through. To ensure that we are committing to these changes for improved Literacy and Numeracy outcomes for our students, Mr Castenetto will continue in a fulltime capacity as Curriculum Co-ordinator. He will be working in the front office. Ms Leonie Wyse has moved to K2, which we had previously planned (just earlier than we planned for). Ms Jenelle De Lai will be working alongside Alison Perre in M2 for the rest of 2016. Jenelle has worked with Jolly Phonics and Natural Maths and is a welcome addition to our fantastic staff.

Belinda Kopania
Principal

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**Diary Dates**

- **Friday 1st April**
  - Student photos
- **Wednesday 6th April**
  - Mini Sports Day
- **Friday 8th April**
  - Whole School Sports Day
- **11th-15th April (Week 11)**
  - R-7 swimming
- **Friday 15th April**
  - Last day of Term 1
  - 2pm dismissal

**School Photos**

School Photos will be on Friday 1st April.

A roster of times will be organised for classes. Family photos are also available. All students were given a photo envelope with prices. If you require extra envelopes, including those for family photos, please see the Front Office.

**Notice:**

**Last day of term**

School finishes at 2pm on the last day of term, Friday 15th April.

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**Waiting Outside Classes**

It is important that when waiting for students, that parents and carers need to wait outside of the buildings. We often have staff working with students in the corridors, due to the closure of D Block, and teachers are still working with students. When parents/carers come in to classes to give messages, get school bags and generally chat with students, this disrupts the learning for all. We have had reports of people looking through windows and doors, waving and distracting students. This makes it very difficult for all staff.

All of our buildings are at capacity with classes so when teachers are dismissing students, these corridors get very busy. This is why classes are generally dismissed via their outside doors. This is a WH&S issue for all and thank you for your support and consideration.

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**Notice:**

**Last day of term**

School finishes at 2pm on the last day of term, Friday 15th April.
Library in M4

We have set up a temporary in M4. This is because we value having access to as many books as possible for our students. Last year 96% of the school participated in the Premier’s Reading Challenge. I am looking at a challenge for next year when we have our library back, but I will keep that aside for now. The pavers and walkway have been worked on in D Block. The engineers have a plan for the interior, which will be starting very soon.

Pedal Prix for 2017

As previously mentioned in the newsletter, we are unable to pursue with Pedal Prix this year. If anyone is interested in beginning the planning and preparation for 2017, can they please contact Mr Decelis at school. He will be co-ordinating this for now. We need parent involvement to share the workload as this is a huge commitment for the school and staff.

Disabled Parking

The Disabled Parking at the front of the school and on the school grounds are for cars that have a Disabled Permit clearly identified on the front of the car. Parking across the road from the school is illegal and City of Playford will issue fines. There is car parking at the end of the street and along Maltarra Road at different points.

Jolly Phonics

Many teachers and parents of today were taught very little, or no grammar at school. For many years, spelling involved a weekly list of words, a pre-test and then a post-test at the end of the week with the hope that students retained the learning. Our teachers need to learn how our language works from both spelling and grammar perspectives.

As educators we are being encouraged to let go of our long held tradition of the rote-learnt, weekly list of words and move to the systematic teaching of spelling conventions and generalisations. This enables students to apply their knowledge to an ever-increasing number of words. Such methodology gives students power over unknown words for both reading and writing—it does not limit them to what they have rote learnt and retained. It also gives those students who have poor visual memories the ability to succeed—remembering strategies and patterns rather than content. Students who have good visual memories will gain the added benefit of understanding of how our language works. Memory strategies are explicitly taught, as are spelling ‘rules.’

Spelling should be a thinking activity enhanced by enquiry and pattern finding. It is a problem solving activity and an exercise in logic. Students need to be encouraged to take risks and have a go within their current knowledge of the Alphabetic Code and the rules of application. We need to give students opportunities to talk about words and be active participants rather than passive memorisers. Above all, we need to remember that the purpose of learning to spell is to write, thus spelling and writing need to be integrally linked.

Current thoughts are that between 75-85% of our language is regular, thus it makes infinite sense to teach the code and the basic rules if it applies to that much of our language.

It is also estimated that about 15% of any group of students have such poor working memories that they cannot retain work based purely on rote learning. Learning the Alphabetic Code and the rules of application makes it easier for students rather than rote learning individual words.

The Australian Curriculum requires all students learn spelling using phonics knowledge. Grammar is also an integral part of the curriculum. In some cases because of our electronic aids, many spelling and grammar errors are being missed during proof reading.

Jolly Phonics and Jolly Grammar is systematic, sequential and satisfies the requirements of the Australian Curriculum for both spelling and grammar. It allows teachers some freedom of methodology within the confines of a prescribed curriculum.

Application for computers: Jolly Phonics Letter Sounds

www.speld-sa.org.au
www.australiancurriculum.edu.au
www.spelfabet.com.au
www.parentingscience.com/working-memory.html
Natural Maths

Having a sound understanding of maths is important from childhood through to adulthood. However, a lot of adults frown with confusion when presented with a problem solving situation. Memories of their school days trigger feelings of failure, lack of resilience, ‘this is too hard’ and lack of executive planning function in terms of being able to find a way through and identifying and using the steps required to solve the problem.

We can do better than that for our students.

We can use the STAR model to help identify the problem, the information needed to solve the problem and what the answer of the problem will actually us. We can explicitly teach and model the thought and planning processes required to solve the problem. We ask, “Have we done a problem like this before? What kind of problem is it? Do I need to draw a table or work backwards? Can I identify a pattern?” These are questions we can encourage students to ask.

If the “S” and “T” are well done, then action will follow fairly smoothly. Reflection is the crucial step where we ask students what worked and what didn’t work and what strategies can be used for solving similar problems. Students can’t tackle the ‘think about it stage’ particularly well if they hadn’t had earlier problem solving experiences where they have learnt to apply strategies such as drawing a picture, acting it out, spotting a pattern and selecting an operation. Structuring problem solving experiences with all of these steps in mind will ensure students have a positive disposition to problem solving as well as a well-equipped tool box of strategies and skills to choose from.

**Friendly Numbers**

Having a quick recall of rainbow facts lays a solid foundation for the introduction of friendly numbers. These are numbers ending in 0 and they are called friendly numbers because once the rule for adding a single digit to 0 is understood, the understanding can readily be extended to higher numbers that end in 0.

For example, if I know that adding to zero doesn’t change the number; 0+4=4 then I can use that rule to see that adding to 10 is much the same. 10+4=14 is easy.

Believe it or not it is quite common to see some quite mature children still count on for additions such as:

\[
20+6=26 \quad 50+6=56 \quad 90+6=96 \quad 100+6=106
\]

As you will notice the only number that changes in these cases is the number in the 1s position. When children are given opportunities to explore such patterns they can begin to use them meaningfully themselves.

In the first instance working with friendly numbers is based on counting on from a friendly number. Attention is drawn to the pattern identified above and the ‘rule’ for adding to a friendly number is developed. After that, counting on is no longer needed.

The example given below shows how combining rainbow facts and friendly numbers allows your child to begin to fluently and efficiently add strings of numbers.

\[
4 + 3 + 6 \quad \text{(spot the rainbow fact and rearrange)}
\]

becomes

\[
4 + 6 + 3
\]

\[
\downarrow \quad \downarrow
\]

\[
10 \quad 13
\]

This is an important skill and you can have fun with your child getting them to use these strategies in everyday contexts.

Naplan

All students are encouraged to participate in the Naplan tests in term 2, May 10-12. Students with a disability may qualify for adjustments that reflect the support normally provided in the classroom. Students who have a temporary injury may also be reasonably accommodated.

Naplan is not a pass-or-fail test. Individual student performance is shown on a national achievement scale for each test. Language conventions test includes spelling, grammar and punctuation.

Numeracy test includes number: space: algebra, function and pattern: measurement, chance and data. For more information, including sample questions and sample writing task are available on the NAP website: www.nap.edu.au

The school supports parent’s right to make the choice to withdraw their child/ren and we have the necessary forms available in the Front Office.
Children are required to attend school from when they turn 6 until they turn 16 (Section 76 of the Education Act 1972). Children aged 16 must participate full-time in an approved learning program (Education (Compulsory Education Age) Amendment Act 2007). There is no compulsion to attend school once a child turns 17 or is 16 years old and has achieved a qualification under an approved learning program.

Regular attendance and participation in schooling is an important factor in educational and life success. Students who skip school are at educational risk that can lead to decreased options for future pathways.

Children who have a fifth birthday prior to the 1 May are able to begin school on the first day of Term 1 of that year. Children who have their fifth birthday on or after the 1 May will begin school on the first day of Term 1 in the following year. Once a child is enrolled at school they are expected to attend every day. This includes children who start school when they are under six years of age.

Non-attendance and irregular attendance can be viewed as early indicators of the potential for disengagement from the education program. There is a strong correlation between under-achievement in primary school and non-attendance. Absence from school can limit a student’s achievement of essential knowledge and skills required for effective participation. DECD Attendance Policy.

Absenteism due to illness must be monitored…it is reasonable for a principal to ask for medical evidence of cause for absence for a student who has been absent due to reported illness for three or more consecutive days. DECD Attendance Requirements.

If attendance is an issue due to distance, please discuss this with Leadership and the school can inquire at your local school and assist with any transfers.

Materials and Services fees

Materials and Services fees are currently overdue. If you believe you are eligible for school card, please fill out the correct forms from the Front Office. If the school is contacted due to illegibility, a form will go home. Families are then responsible for the payment of school fees for their child/ren. If you require a payment plan to pay these fees, please speak to our Administration/Finance Officer Karen Hobbs in the Front Office.

Mini Sports Day

Mini Sports Day will be on Wednesday 6th April. The high jump, long jump and long distance run will be on this day. These events are not for all students as Ms Heading and Mr Decelis have worked with the students to establish the different divisions. Only students in Division 1 can qualify for Championship points and Year Level Sports Champions.

Sports Day

Sports Day will be on Friday 8th April. This is a great day for all involved. The school follows the Junior Sports Policy in regards to Code of Conduct for spectators and we expect all of our students to follow our school values of Respect, Responsibility and Success.

Sports Day Captains:  Vice-Captains:

<table>
<thead>
<tr>
<th>Euroka</th>
<th>Orson Manning and Nikita Abraham</th>
<th>Jordan Walker and Meagan Stone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banarar</td>
<td>Juma Bienvenue and Amiee Svensson</td>
<td>James Ganser and Hailie Frattini</td>
</tr>
<tr>
<td>Waraba</td>
<td>Jarrad Allison and Emily Ward</td>
<td>Kane Gallardo and Tiana Dodd</td>
</tr>
<tr>
<td>Koonaka</td>
<td>Nelson Nitschke and Jasmine McLeod</td>
<td>Corey Robertson and Ebony Gulyas</td>
</tr>
</tbody>
</table>

Simon will be selling snacks, drinks and ice-blocks at the outdoor classroom. Lunches for everyone can be pre-ordered through the Sports Day Special Lunch Order with Serena’s Kitchen. This note was sent home to all students. There are spare notes in the Front Office if required. All lunches must be ordered by Friday 1st April. NO LATE ORDERS will be accepted.

Governing Council will be selling Lucky Squares throughout the day on Sports Day. Prizes will be a selection from the uniforms at school, including the new school bags.
**MPPS**

MPPS has Before and After School Care as well as Vacation Care. For more information, see Hannah Curnow, OSHC Director in the OSHC Room or contact her on 0422 009 491. Hannah will be going on Maternity Leave from 1st April. Alisha Curnow will be the contact person for OSHC in her absence.

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**Uniform Reminder**

With the cooler months approaching it is a timely reminder of the School’s Uniform Policy. This states that the school colours of green, gold and black must be worn at all times. Jumpers, jackets and pants need to be in these colours. Students who are not in full school uniform, will not be permitted on school excursions.

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**Swimming**

Swimming will be in week 11 of Term 1, April 11-15th. Notes have been sent home. Please read through these carefully. All forms need to be completed and returned to school the week prior to swimming. If your child/ren have a medical condition, please ensure that they have a current Health Care Plan and medication. Without these the swimming instructors will not allow students into the water. Swimming will be at the Starplex in Gawler this year as we were able to get in during the warmer months. The school has subsidised the costs of buses to and from Starplex to assist with the costs incurred by families. Water safety is a vital part of Australian life with a significant number of child deaths by drowning every year.

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**Headlice**

Headlice is an unfortunate occurrence in all schools. Head lice love everyone and schools are full of young people. It takes just one person to not be doing the right thing for the head lice cycle to continue. If you find your child has headlice, their hair needs to be treated with the recommended head lice solution, which is available from the Front office. Please contact the school so we can get notes sent home to families to have all students checked. It is important that when a child’s hair is being washed, that all members of the family get treated at the same time. Hair brushes, sheets etc all need to be done. This needs to be done every 5-7 days for at least a month to ensure that all live lice and eggs are destroyed. It is because people do not continue with this, that the cycle isn’t easy to break. If your child has long hair, it should be tied up as lice can easily travel on long hair that the young ladies like to fling around. We do not encourage any sharing of hats or playing with each other’s hair. We do not have any spare hats in the Front Office for this reason.

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**8:55am Start**

Classes start at 8:55am. Different classes have different structures in the mornings. It is important that parents/caregivers drop their child/ren off to their classes promptly and then allow the teachers to start their day. It is not appropriate for parents to linger in the classrooms or to come and go once the bell has gone. If there are issues that need to be discussed, please make a time with the teacher that is convenient for all. It is difficult to have a private conversation with people around. The teacher’s first priority is the supervision of their class. We thank everyone for their support with this.

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**Commonwealth Banking**

School banking is an opportunity to develop good savings habits which is a life skill for all. For information on school banking, please ask at the Front Office for the information brochure. Banking Day is Friday. Students earn tokens along with their banking, and collect some great prizes along the way.

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**Canteen News**

Munno Para Primary School Canteen is open on Tuesdays to Fridays at lunchtimes only. Recess orders can be made and will be sent in the lunch box. New menus have been sent home and are available at the Front Office. The canteen abides by the mandated Healthy Eating Guidelines.
Before School

This is a reminder that all students need to be behind the white line at the Front Office until the bell goes at 8:45am. The school does not begin yard duty until this time and there are no teachers for supervision. Classroom doors are opened at 8:45am. The bell for school to begin goes at 8:55am. Any students that arrive at school after 9:00am must sign in and obtain a late slip from the Front Office. Students should not be on any of the playgrounds before school. There have been unsupervised students hurt whilst on the playgrounds. The school will look at the option of having all gates closed until 8:45am if this continues.

After School Pick Up

There have been a number of students that are repeatedly picked up late after school. Staff have meetings and work which needs to be completed before their day ends. School finishes at 3pm. There are times when things come up, but regular and repeated lateness will mean that the school will make mandatory reports as this is a neglect issue for students.

Due to the busy nature of the front office and the time, we cannot get messages to classes after 2:30pm.

Grievance Procedure Policy for Parents/Carers

PROCESS FOR RAISING CONCERNS

Step 1.
In the first instance make an appointment to talk to the person who knows about the situation. It is not always possible to drop everything and to meet there and then. Staff are very busy with meetings, training and planning. They will organise a time as quickly as they can, but this may not be straight away.
This may be:
• The classroom teacher
• The yard duty teacher
• Leadership

It will always help the situation if you are calm and honest.

UNDER NO CIRCUMSTANCES:
Should a parent approach or address a child other than their own within the school yard or immediate vicinity regarding a concern or complaint. The matter must be raised with a staff member or the people mentioned previously.

All staff have the right to a safe work environment. There is a zero tolerance to abuse of staff.

DECD has a number of options to address inappropriate behaviour of parents on our sites. These include the possibility of restricting attendance, seeking to banned or barred under the Education Regulations 1997 or seeking a restraining order under section 99 of the Summary Procedure Act 1921. None of the above steps would be taken lightly, as we are committed to developing productive partnerships with parents to develop a safe and caring environment for children.

However, if the behaviour continues to cause anxiety, or if staff or students continue to feel threatened or intimidated, then we will be forced to consider action as stated above.

Step 2.
If together you are not able to sort out the problems, let the person know that you intend to speak to someone else. Arrange a time to speak to Leadership, providing information which will enable the meeting to be as useful as possible.
This meeting may include the following action:
• The situation is monitored
• Further discussions with the people involved is undertaken
• Support for the child within the school is offered
• Outside support for the child, school or family may be sought.

Most concerns are now usually resolved, so if the school does not receive further communication it is reasonable to consider the issue has been resolved.

If after following steps 1 & 2, the problem is not resolved, you may want to contact the Parents Complaint Line on 1800 677 435.

Breakfast Club

The Breakfast Club is used by a number of our students in the morning. It is great to see so many happy vegemite and jam smiles as the students head off to classes. The Breakfast Club is open to all students at Munno Para PS. It is important for all students to have a great start to the day with some healthy breakfast in their tummies. It is unfortunate that a number of students were coming to school without breakfast. For some students they fill up again after having breakfast at home. We do not mind as long as the food is not wasted. The Breakfast Program is funded by Kick Start for Kids.
Premier’s Reading Challenge

What is the Challenge?
The Premier’s Reading Challenge is a literacy engagement program that was introduced by the Premier in 2004 to:

- Encourage students to read more books and enjoy reading
- Improve literacy levels.

The Challenge requires students to read 12 books between the beginning of the school year and early September.

How do I complete the Challenge?

- Get a Student Reading Record from your school’s Premier’s Reading Challenge coordinator (ask your teacher), or download one from this website: http://www.premiersreadingchallenge.sa.edu.au/.
- Read 12 books: For years Reception to 7, 8 books from the PRC booklist, and 4 of your own choosing (which may or may not be on the PRC booklists);
- You can include the following types of books:
  - E-Books
  - Audio Books
  - class/shared reading - this includes books you read at home with your family, or even books that are read to you by an adult
  - Prescribed books that you have to read for school (any subject)
  - non-fiction
  - research for assignments
  - books in another language other than English
- Fill out your Student Reading Record as you go, and get an adult (parent/carer, librarian, school teacher, etc) to sign each one to verify that you read the book.
- Hand the form in to your school’s PRC Coordinator by the due date - please check this date with your PRC coordinator, as they may elect to make the finishing date earlier to allow all students to get their awards on time.
- Wait for your award!

Benefits of taking part in the Challenge

- Raises the profile of reading, libraries and literacy in schools
- Gives students a focus for their reading
- Encourages students to read more books and enjoy reading more - the more you read the better you get at it!
- Encourages boys to participate by being ‘challenged’
- Offers incentives for reluctant readers
- Builds self-esteem and pride, school unity, and a sense of achievement
- Increases the involvement of parents in their child’s reading
- Increases library borrowing
- Contributes to increased literacy levels.

For further information
Visit the Challenge website for more information: www.prc.sa.edu.au

Top 10 books

1. *Foot in the Grave* 442 Likes
2. *The 26-Storey Treehouse* 483 Likes
3. *Hairy Maclary’s Caterwaul Capers* 447 Likes
5. *Tucker* 336 Likes
6. *Spyforce Revealed* 283 Likes
7. *Ghost Club 3: A Transylvanian Tale* 282 Likes
8. *Queen of the Night* 271 Likes
10. *Selby Santa* 257 Likes
25 Reasons Why Munno Para Primary School Is Great

1. Caring staff, aware of complexities and diversity within the local community
2. Non-denominational; accepting and respectful of all religions and beliefs within the school and local community
3. Inexpensive, affordable school fees
4. Facilities targeted for children’s education
5. Strong focus and attention on students, who are considered as the prime clients
6. Learning programs that meet the needs of each child
7. Students and parent can walk to school, creating less traffic congestion
8. Clear and openly evident stance against bullying
9. Students form friendships networks within their local neighbourhood
10. Welcome access for community use of school facilities after hours
11. Creates a strong sense of community, often the hub of the community
12. Prepares students for life through the acceptance of differences and the development of resilience
13. The staff never give up on anyone, child or parent
14. Offers learning opportunities and work opportunities to adults within the community – teachers and volunteers – who may not get a fair go elsewhere
15. Has solid links with other government agencies, which helps to support student and their families
16. Staff continually seek ways to make all children literate and numerate for their world
17. Helps students understand cultural differences on a daily basis, both discreetly and overtly
18. Connected to local community centres and local businesses
19. Provides the catalyst for families getting to know each other in the local community
20. Builds a sense of community and a sense of belonging
21. Responsive to individual needs
22. Works closely with and for families that need support
23. Provides education for all, and not selective of potential enrolments
24. Creates employment in small towns/communities
25. Provides and consolidates strong values base for students

SAPPA
South Australian
Primary Principals’ Association Inc.

SAASLA
South Australian
Area School Leaders
Association

SASPA
South Australian
School Principals
Association

SSASA
South Australian
School Services
Association