

# Poonindie Community Learning Centre Newsletter

Week 1 Term 2 2022



## Welcome back *From the Principal*

Hi and welcome back to PCLC for Term 2022! I hope that you enjoyed some quality family time over the 2-week break. As the weather starts to get cooler, please ensure students have a windcheater handy clearly labelled with their names. We have quite a collection of windcheaters in our lost property box so please come in and take a look if your child is missing one! A very special welcome to the Blackley family who have recently relocated from QLD to Point Boston and have enrolled at our school:

- *Snow Poppy (Year 4)*
- *River (Year 6)*

We hope you relish your time at Poonindie and embrace the wonderful educational opportunities our small school offers. *Welcome!*

**NAPLAN TESTING:** The National Assessment Program – Literacy and Numeracy (NAPLAN) online assessments will occur in week 2 of term 2; test dates are Tuesday 10th of May to Friday 20th of May 2022. Years 3 and 5 will be participating. Year 3 writing tests will be conducted using paper tests on Tuesday 10th of May.

Students in Years 3, 5 (7 & 9 in High Schools) are tested on the fundamental literacy and numeracy skills that every child needs to succeed in school and beyond. There are 4 tests: Writing, Reading, Conventions of Language (spelling, punctuation and grammar) and Numeracy. NAPLAN is a national, consistent measure to determine whether or not students are meeting important educational outcomes.

The best preparation for NAPLAN is instruction in the literacy and numeracy content in the Australian Curriculum. Students do not encourage excessive drilling or cramming. The best way you can help your child prepare for NAPLAN is to reassure your child that NAPLAN tests are just one part of their school program:

- *Make sure your child attends school during the test period and encourage them to simply do the best they can on the day.*
- *Avoid excessive cramming or coaching in the lead-up to NAPLAN*
- *Speak to your child's teacher if you have questions about how you can help your child prepare for NAPLAN..*

To see the types of questions and functionalities in the online tests, visit the public demonstration site:

<https://nap.edu.au/online-assessment/public-demonstration-site>

*Our PCLC School  
Values are:*

*Accountability*

*Innovation*

*Respect*

*Resilience*

*Our school motto is:*

*Fly High, See Far!*

## NAPLAN TIMETABLE

Monday 9 <sup>th</sup> May	Tuesday 11 <sup>th</sup> May	Wednesday 11 <sup>th</sup> May	Thursday 12 <sup>th</sup> May	Friday 13 <sup>th</sup> of May
	Yr 5 Writing Test Online  Yr 3 Writing Test paper	Scheduled power outage!	Yr 3 Reading Test online  Yr 5 Reading Test online	Yr 5 Conventions of Language Test online  Yr 3 Test Conventions of Language online
Monday 16 <sup>th</sup> May	Tuesday 17 <sup>th</sup> May	Wednesday 18 <sup>th</sup> May	Thursday 19 <sup>th</sup> May	Friday 20 <sup>th</sup> May
Yr 3 Numeracy Test online  Yr 5 Numeracy Test online	NAPLAN  Catch-up	NAPLAN  Catch-up	NAPLAN  Catch-up	NAPLAN  Catch-up

I wish our Year 3 and 5 students all the best as they undertake the NAPLAN! Remember: a test does not define a student; NAPLAN is a point in time assessment and does not replace the ongoing assessments made by teachers about each student's performance. Each teacher will have the best insight into their students' educational progress. Parents/carers can use NAPLAN reports, along with other school assessment reports, to discuss their child's strengths and areas for improvement with their teacher.

**STAFFING UPDATE:** It is with great pleasure that we welcome Helen Schramm back to the team. Yippee!!! Helen has taken personal leave during Term 1 and is now back on deck. For those of you who don't know Helen and her role – She is our Pastoral Care Worker and is a ray of sunshine in our school! A Pastoral Care Worker (PCW) is a trained, experienced, and passionate person who joins a school community on behalf of the local churches to provide extra support to young people. PCW's are positive role models who bring genuine compassion, understanding and practical ongoing support to students and families.

PCW's work alongside and complement other welfare and wellbeing staff in schools. Pastoral Care Workers' main tasks are:

- To support the school in its aim to be a safe and supportive learning environment
- To support the wellbeing of students, staff, and families
- To link families to community resources and services

WELCOME BACK HELEN! WE HAVE SO MISSED YOU



## MANAGING THE ONGOING COVID-19 SITUATION IN SA SCHOOLS UPDATE:

As we all know, COVID-19 is not going to go away anytime soon... infact we are beginning to adopt a new lifestyle where COVID is the daily norm.

### Face Masks

For the first 4 weeks of term 2, when indoors, face masks will continue to be:

- required for all adults (including visitors), except when teaching or interacting with children
- required for students in years 7 to 12
- strongly recommended for students in years 3 to 6.

The use of face masks in education settings will be reassessed by the Emergency Management Committee and the department ahead of the start of week 5 (DEPT FOR EDUCATION SA).

I will keep you updated around any further changes.



In closing, please remember to speak with your classroom teacher if you have any issues or concerns relating to your child/ren. I am more than happy to be contacted as well as long as the classroom teacher has had the opportunity to resolve the situation in the first instance.

Have a wonderful term ahead everyone!

Kind regards

*Sally Cormack -Principal*

Poonindie Community Learning Centre – Governing Council Meeting.....the first Meeting will be Thursday 12<sup>th</sup> of May at 7pm.

## *STUDENT VOICE UPDATE: MRS LETTON*

Hi everyone! Just to thank you all for your support with our end of term 1 SRC fundraiser – the last day of term was a dress-up and gold coin donation for flood victims on the eastern coast. We raised approximately \$310 which includes a very thoughtful \$200 donation from the North Shields Roadhouse! We regularly fundraise for charities and sometimes fundraise for school related items that the SRC vote upon. We will keep you up to date with SRC happenings as the term progresses ☺

## *WELLBEING AND LEARNING IMPROVEMENT UPDATE: Mrs Francis*

Hello Poonindie Community! A warm welcome back to Term 2! As students delve deeper into The Resilience Project, it will be my aim to develop the communities understanding and knowledge of the key principles that we are teaching at school, Gratitude, Empathy and Mindfulness. The home-school connection is a vital part of the wellbeing of our students, and I will continue to send information and links to the Parent and Carer Hub to support your own growth! We are also planning to explore 'Mindful Mondays' where student will have additional opportunities to be mindful, feel safe, learn the importance of breathing to calm us, participate in Yoga etc. **Special events:** We have *Reconciliation Week* this term, which is an important time to reflect, learn and be brave to make changes! In Week 9 we are having a week long focus on *Wellbeing* – this will be a wonderful week highlighting students strengths and developing their self-belief! A gentle reminder that if you have any additional information about the wellbeing of your child, please make a time to meet with your child's teacher, the more information we have, the better equipped we are to support them. Your child is our number one priority. Looking forward to a fun filled term! Ms Francis ☺

## **PASTORAL CARE NEWS – Helen Schramm**

Hi I hope you all have had a HAPPY EASTER and holiday break! I am excited to be back this term to share and care with you all. I am looking forward to meeting our new staff, students and their families who have joined our school community. I enjoyed popping in to Sportday last term and catching up with students and parents – it was like a reunion! I noticed that the students were thoroughly enjoying themselves and achieving their best throughout all of the events!

The breaky program is all going smoothly and Gabriel told me at Sportsday that the older students are all on a roster system in the mornings to coordinate and deliver this.... I think that is a GREAT idea with students learning about responsibility and giving back to the school. I am extremely excited to be able to offer craft/drawing activities at recess time on a Tuesday and look forward to this time of creativity and chatter.

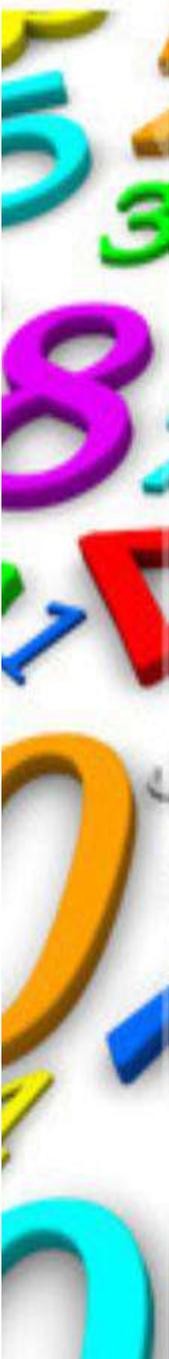
My Pamper Evening & Lego/Paper Plane evenings are in the pipeline and I am hoping to get them organised for Term 3 when the weather gets a bit warmer again!

*Take Care – Helen.*

QUOTE: "Be kind whenever possible – its always possible (author unknown).



# PARENT MATHS UPDATE – THE DEVELOPMENTAL PATHWAY FOR CHILDREN’S COUNTING SKILLS!



Age Range	Level Name	Level	Description	Age Range	Level Name	Level	Description
1–2	Pre-Counter	1	A child at the earliest level of counting may name some numbers meaninglessly. The child may skip numbers and have no sequence.	5–6	Counter Backward from 10	10	Another milestone at about age 5 is being able to count backwards from 10.
1–2	Chanter	2	At this level a child may sing-song numbers, but without meaning.	6–7	Counter from N (N+1, N–1)	11	Around 6 years of age children begin to count on, counting verbally and with objects from numbers other than 1. Another noticeable accomplishment is that children can determine immediately the number j before or just after another number without having to start back at 1.
2	Reciter	3	At this level the child verbally counts with separate words, but not necessarily in the correct order.	6–7	Skip-Counting by 10s to 100	12	A child at this level can count by tens to 100. They can count through decades knowing that 40 comes after 39, for example.
3	Reciter (10)	4	A child at this level can verbally count to 10 with some correspondence with objects. They may point to objects to count a few items but then lose track.	6–7	Counter to 100	13	A child at this level can count by ones through 100, including the decade transitions from 39 to 40, 49 to 50, and so on, starting at any number.
3		5	At this level a child can keep one-to-one correspondence between counting words and objects—at least for small groups of objects laid in a line. A responder may answer “how many” by recounting the objects starting over with one each time.	6–7	Counter On Using Patterns	14	At this level a child keeps track of counting acts by using numerical patterns such as tapping as he or she counts.
4	Counter (Small Numbers)	6	At around 4 years children begin to count meaningfully. They accurately count objects to 5 and answer the “how many” question with the last number counted. When objects are visible, and especially with small numbers, begins to understand cardinality. These children can count verbally to 10 and may write or draw to represent 1–5.	6–7	Skip Counter	15	The next level is when children can count by 5s and 2s with understanding.
4	Producer—Counter To (Small Numbers)	7	The next level after counting small numbers is to count out objects up to 5 and produce a group of four objects. When asked to show four of something, for example, this child can give four objects.	6–7	Counter of Imagined Items	16	At this level a child can count mental images of hidden objects.
4–5	Counter (10)	8	This child can count structured arrangements of objects to 10. He or she may be able to write or draw to represent 10 and can accurately count a line of nine blocks and says there are 9. A child at this level can also find the number just after or just before another number, but only by counting up from 1.	6–7	Counter On Keeping Track	17	A child at this level can keep track of counting acts numerically with the ability to count up one to four more from a given number.
5–6	Counter and Producer—Counter to (10+)	9	Around 5 years of age children begin to count out objects accurately to 10 and then beyond to 30. They can keep track of objects that have and have not been counted, even in different arrangements. They can write or draw to represent 1 to 10 and then 20 and 30, and can give the next number to 20 or 30. These children can recognize errors in others’ counting and are able to eliminate most errors in one’s own counting.	6–7	Counter of Quantitative Units	18	At this level a child can count unusual units such as “wholes” when show combinations of wholes and parts. For example when shown three whole plastic eggs and four halves, a child at this level will say there are five whole eggs.
				6–7	Counter to 200	19	At this level a child counts accurately to 200 and beyond, recognizing the patterns of ones, tens, and hundreds.
				7+	Number Conserver	20	A major milestone around age 7 is the ability to conserve number. A child who conserves number understands that a number is unchanged even if a group of objects is rearranged. For example, if there is a row of ten buttons, the child understands there are still ten without recounting, even they are rearranged in a long row or circle.

## Term 2 Calendar Poonindie Community Learning Centre

	Monday	Tuesday	Wednesday	Thursday	Friday
1	2 <sup>nd</sup> May <b>PUPIL FREE DAY with LGPS TEACHING AND LEARNING CYCLE CORWIN - writing</b> PL Education Office	3 <sup>rd</sup> May Day 1 Term 2 – Students Return to school!	4 <sup>th</sup> May Sally and Kim out for Leadership Training Staff Meeting	5 <sup>th</sup> May	6 <sup>th</sup> May
	9 <sup>th</sup> May <b>NAPLAN Week 1</b>	10 <sup>th</sup> May	11 <sup>th</sup> May Staff Meeting	12 <sup>th</sup> May Governing Council Meeting 7pm	13 <sup>th</sup> May SAPSASSA Cross Country
3	16 <sup>th</sup> May <b>NAPLAN Week 2</b>	17 <sup>th</sup> May	18 <sup>th</sup> May Staff Meeting	19 <sup>th</sup> May	20 <sup>th</sup> May <b>ASSEMBLY R/1 Butler class</b>
	23 <sup>rd</sup> May	24 <sup>th</sup> May Fire Drill - Evacuation	25 <sup>th</sup> May Staff Meeting	26 <sup>th</sup> May Sally out for Leadership Training	27 <sup>th</sup> May Sally out for Leadership Training
5	30 <sup>th</sup> May <b>RECONCILIATION WEEK</b> Be Brave make change 	31 <sup>st</sup> May	1 <sup>st</sup> June Staff Meeting	2 <sup>nd</sup> June	3 <sup>rd</sup> June
	6 <sup>th</sup> June <b>LEADERS DAY (Adelaide)</b> Sally and Kim out	7 <sup>th</sup> June	8 <sup>th</sup> June Staff Meeting	9 <sup>th</sup> June Governing Council Meeting 7pm	10 <sup>th</sup> June <b>ASSEMBLY 5/6 Letton class</b>

<b>7</b>	13 <sup>th</sup> June PUBLIC HOLIDAY QUEENS BIRTHDAY	14 <sup>th</sup> June <b>EXTERNAL REVIEW</b>  Week	15 <sup>th</sup> June	16 <sup>th</sup> June	17 <sup>th</sup> June
			Staff Meeting		
<b>8</b>	20 <sup>th</sup> June	21 <sup>st</sup> June Invacuation	22 <sup>nd</sup> June	23 <sup>rd</sup> June	24 <sup>th</sup> June
			Staff Meeting		
<b>9</b>	27 <sup>th</sup> June Wellbeing Week	28 <sup>th</sup> June	29 <sup>th</sup> June	30 <sup>th</sup> June	1 <sup>st</sup> July
			Staff Meeting		<b>ASSEMBLY R/1 Francis class</b>
<b>10</b>	4 <sup>th</sup> July	5 <sup>th</sup> July	6 <sup>th</sup> July	7 <sup>th</sup> July	8 <sup>th</sup> July
			Staff Meeting		<b>LAST DAY TERM 2!! REPORTS HOME 2.20pm dismissal</b>