

Aberfoyle

Hub News

R-7 School

2020

TERM 2

Week 10



this issue

From the Principal **P.1**

Welcome/Farewell, Reconciliation Week **P.2**

Diary Dates, Of Interest **P.3**

EARLY 2:30pm DISMISSAL

Last day of Term 2:

Friday, July 3rd

Casual Day

Friday, July 3rd

Gold coin donation



Advanced Notice:

Pupil Free Days

- * Term 3 — Week 8
Monday, September 7th
- * Term 4 — Week 3
Friday, October 30th

School Closure Day

Term 3 — Week 7
Friday, September 4th

LOST PROPERTY

Please ask your children to check the Unit 1 lost property bin and general-use areas within the school for any items that may have been misplaced during the term.



facebook.com/AberfoyleHubR7school

Principal:
Tas Ktenidis

Deputy Principal:
Sarah Magnusson



From the Principal

READING

Whilst reading reports during the last two weeks, a particular aspect from my readings that came across was and is how important reading is. It is a skill that all children need to master and one that we all must make an effort to help our children. Reading is the one key aspect that heavily influences the successes we experience throughout our learning journey. For each one of us this varies. The one consistent aspect however, which research supports, is that if we are not able to learn the skills associated with reading, in the long term will we experience difficulties in mastering particular skills related to jobs that we may need.

At Aberfoyle Hub R-7 School, we engage in various learning activities and strategies to help support children to master this skill. Initiatives such as learning Phonics, Running Records and Guided Reading are just a few things that we do here at Aberfoyle Hub R-7 School. The more children are able to read, the greater exposure children have to various genres of texts, the better placed they are in developing their writing skills, problem solving skills and their resilience to any learning challenges that they may face in the future. We all have a responsibility in supporting them and listening to them engage in reading.

Research conducted by the Victorian Education Department in conjunction with Melbourne Institute of Applied and Economic and Social Research, revealed some interesting findings about reading.

Key Findings:

- The frequency of reading to children at a young age has a direct causal effect on their schooling outcomes regardless of family background or home environment.
- Reading to children at age 4-5 every day has a significant positive effect on their reading and cognitive skills (i.e. language and literacy, numeracy and cognition) later in life.

- Reading to children 3-5 days per week (compared to 2 or less) has the same effect on the child's reading skills at age 4-5 as being 6 months older.
- Reading to them 6-7 days per week has the same effect as being almost 12 months older.
- Children read to more frequently at age 4-5 achieve higher scores on the National Assessment Program - Literacy and Numeracy (NAPLAN) tests for both Reading and Numeracy in Year 3 (age 8 to 9).
- These differences in reading and cognitive skills are not related to the child's family background or home environment but are the direct result of how frequently they've been read to prior to starting school.

The Premiers Reading challenge is a wonderful opportunity for all students to engage in and be given recognition for reading. Our goal as a school has been and is to achieve 100% participation. By encouraging all children to read and meet their goal, they are able to help themselves develop the skill of reading, one important skill that they do need. Please encourage them to meet their targets in reading for the Premiers Reading Challenge.

Student Reports

At the end of this week student reports will be sent home. This semester has been quite challenging for all students, families and teachers. COVID-19 has created a number of barriers which has had an effect on student learning outcomes. When reading your child's report, please keep this in mind and if you are not sure about something please do not hesitate to contact your child's class teacher for further clarification. For some classes during Term 1, Parent/Caregiver/Teacher interviews did not go ahead due to COVID-19. Early in Term 3 those class teachers will be in communication with families to arrange Parent/Caregiver/Teacher interviews.

Relationships • Responsibility • Resilience • Respect

FAREWELL

Social Work Interns

This week we say goodbye to our wonderful Social Work Interns, Kris Chou and Risha Bhura. We have enjoyed having them as part of our learning community and hope that the many skills gained since beginning their time here will contribute to successful future endeavours. We wish them all the best for the remainder of their studies.

SSOs

We also farewell Olivia Marsh, Adriana Garcia and Sue Burford who have been working as SSOs, supporting students with their learning this year. We wish them all the best in their future endeavours.



WELCOME

Pre-Service Teachers

We welcome 3rd Year Pre-Service Teachers from Flinders University, who began their placement at the Hub this week: Jasmin Munro (in Room 1); Mikayla Harrison (in Room 10); Samuel Kinnear (in Room 14); Samantha O'Malley (in Room 19); Sharna Geldard (in Room 18) and Isabella Ossowicz (in Room 17). Their placement continues for the first 4 weeks of next term. We hope that they enjoy their time here with us.

Sarah Magnusson
Deputy Principal

Welcome

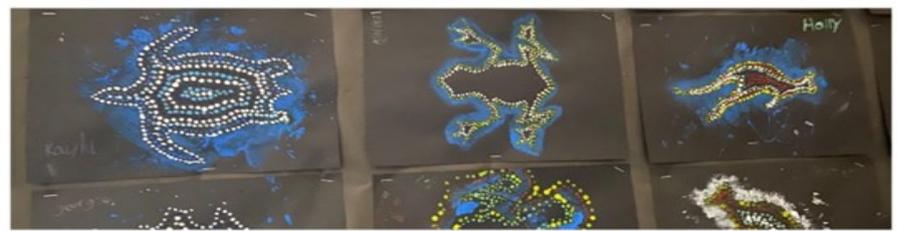
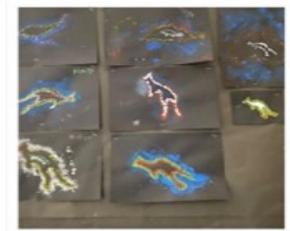
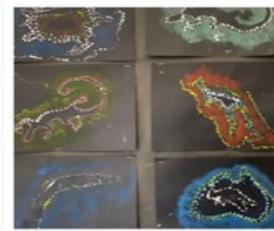
An Earnt Break

As we head into school holidays, I would like to thank our whole school community for the support and patience you have all given during such turbulent times. COVID-19 has created confusion, uncertainty and great hardships for each one of us. As a team, we have worked through things and we will need to continue to face new challenges and find solutions for them. COVID-19 has not gone away. Certain measures will remain in place but at the same time, some things will be relaxed. Further communication will be sent out via Skoolbag for Term 3. Thank you to Governing Council and all staff at Aberfoyle Hub R-7 School for the work and support you have provided during such difficult times. Wishing everyone a wonderful, safe and restful break.

Tas Ktenidis
Principal

Reconciliation Week Activities

During Reconciliation Week, Rooms 1 and 17 classes got together to collaboratively learn about Indigenous symbols and dot painting. We began by listening to Kaurna Ngarrindjeri Artist, Daphne Rickett, through the Onkaparinga Council. She explained the meaning of some symbols and demonstrated dot painting techniques. Students then planned their story in symbols, chose their rock and began their painting. They worked well together and the rocks all looked amazing. The second piece of artwork they created was a splatter and dot paint portrait.





DIARY DATES: JULY

3/7	Casual Day (Dojo Monsters theme): Gold coin donation; Reports go home Last day of Term 2 — 2:30pm dismissal
20/7	First Day of Term 3

Of Interest

DYSLEXIA SA: FUN PHONICS

Fact 13: The Exit Rule

The sound of the letter X is made up of two sounds 'ks'. When spelling a word with the letter X, a letter S never follows – the X itself makes the 's' sound you can hear. Remember the Exit Rule for any words containing an X like exist, expert and extinct.

Fact 14: The Aussie Lingo

We have already learnt what unit syllables are – the vowel may not make its short sound even though it is closed in, unit syllables are always at the end of a word and have three letters e.g. ung, ild, ang, onk. When you are spelling you should NOT break apart a unit into individual sounds. Our Australian accent creates some unique sounds when it comes to the letter A. The Americans and English say the short vowel sound of the letter A in closed syllables such as path, staff and task.

We tend to say the sound as an 'ar' sound. Therefore, to save confusion when a child is trying to sound out words it is easier to learn this sound as part of a unit syllable.

Australian units are: AFT, ASK, ASP, ASS, AST, ATH, AFF. As in words like cast, craft, task, grasp, class, fast, path and staff.

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