



Aberfoyle

Hub News

R-7 School

2020

TERM 3

Week 4

Special Events:
CASUAL DAY
21/8/20 (Friday)
Week 5
(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



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From the Principal

SCHOOL NAME CHANGE

As we are fast approaching when all Year 7's in South Australia move to a high school setting in 2022, we are now faced with the dilemma of requiring to re-name our school. This week we will begin the process of holding discussions with Governing Council. Part of the discussions will involve talking about the process, historical context of the school and possible names that we can begin to consider.

Once these discussions are held, the school will communicate with the greater community about how we will work through this and share options/names we will consider. As with all official school business, procedures are outlined by the Education Department as to what we are required to do.

External Review

External school review is an evidence-informed external evaluation of an individual school's capacity to improve student learning. The purpose of external school review is to support schools to raise student achievement and sustain high performance. Schools are externally reviewed over the next three years to evaluate school performance and effectiveness.

The overarching review question will be: How well does the school improve achievement, growth, challenge, engagement and equity.

The external review framework has been developed with reference to:

- the department's policies
- national and international school effectiveness
- the Department for Education improvement model.

The framework draws heavily on evidence based research and focuses on the use of high leverage practices proven to impact on the achievement of outcomes for all students at the classroom and school level.

The framework has four key focus areas. Although they are described as four discrete elements, they are interrelated and should be considered in a holistic way.

The key focus areas are:

- Effective School Improvement Planning
- Effective teaching and student learning
- Effective leadership
- Conditions for effective student learning

The framework does not include everything that schools do. The external review process is intended to strengthen the focus on learning and verify or challenge the school's self review findings.

The process will evaluate the rigor of improvement practices capacity to achieve or sustain improvement over time. Our external review will be held during Week 9.

Growth Mind Set

'Every accomplishment starts with the decision to try.'

The learning journey for all of us is one met at times by confusion, frustration, limited patience and challenges. For others learning things may come easy to them depending what they are engaging in to learn. The one common facet to learning for each one of us is making the decision to try. The basic premise to learning is making that simple decision.

When you are listening to your child read, write or solve a problem, do not rescue them from their learning struggle. Reinforce the decision they are making to try. By trying they will ultimately master what they are attempting to learn.

Tas Ktenidis
Principal



facebook.com/AberfoyleHubR7school

Principal:
Tas Ktenidis

Deputy Principal:
Sarah Magnusson



Government of South Australia
Department for Education

Relationships • Responsibility • Resilience • Respect

Reminder

Reading for the Premier's Reading Challenge ends on Tuesday, September 1st.

ALL STUDENT READING RECORD FORMS MUST BE RETURNED to class teachers by this date.



ENROLMENTS FOR 2020

As the term is reaching the half-way mark, we are beginning to look at numbers for the new school year. The total number of students expected for 2021 will determine the number of classes for next year.

If you are a prospective family looking to enrol your child, or if you know of community members who are looking to enrol their child, please come and see us as this will help us with our planning and placing of children.

LOST PROPERTY

Unlabelled Clothing

The lost property bin outside Unit 1 entrance is overflowing with unlabelled clothing.

Items include good quality jackets and windcheaters

Please ensure that all of your child's belongings are clearly labelled

FREE WELLBEING SERVICE FOR ALL CHILDREN



Is your child struggling in class, with friendships, self-confidence, anxiety or other issues?

Grow Wellbeing are offering a **FREE** (fully bulk-billed) wellbeing service which offers one-on-one support for your child, during school hours. They believe in a preventative and holistic approach to mental wellbeing, to support children as they navigate through school, teenage years and beyond. Some mental health issues are more obvious and require immediate support, yet others are less so and can be misunderstood due to children acting as though everything is fine. This is where an opportunity is presented, to pick up on more subtle signs – such as sleep issues, worry, nightmares and challenges with focus and interest in homework or social activities.

Grow Wellbeing is a team of expert health professionals including Social Workers (mental health accredited), Psychologists, Clinical Psychologists, Occupational Therapists and General Practitioners who believe in a pro-active and community-based approach to enhancing wellbeing.

Grow Wellbeing provides **free NDIS** education, advice and support to families via their NDIS service coordinator. The NDIS coordinator aims to support families **who have a current diagnosis** seeking to apply or who feel their current funding is either inadequate and/or is not working.

The process is quick and simple and requires a parent/guardian to sign a consent form (**available from the Front Office**) - you will then be guided on the next steps to arrange your child's sessions. **TELEHEALTH** is currently available for all GP referrals ***takes 10 minutes by phone***.

Further queries: contact Sarah Magnusson, Deputy Principal, via Front office.

HUB CANNED FOOD DRIVE

The SRC is running a canned food drive to help those in need.

Each class is asked to collect as many cans of food as possible in preparation for a whole-school challenge that we will have on Friday, Week 6.

All donations will then be passed on to The Salvation Army.

Donations will be happily accepted in classrooms.

Rachael Mitchell
SRC Coordinator



HUB CANNED FOOD DRIVE



FUNDRAISING NEWS

ONYA PRODUCTS FUNDRAISER

With taking care of the planet an important area of focus for the AHR7 School Community, the **FRC Term 3 fundraiser project** is Onya products.

Onya provides sustainable quality alternatives to single use plastic to assist with minimising waste pollution and promoting recycling.

Onya products include:

- Backpacks
- Stainless Steel Drink Bottles
- Reusable Sandwich Wraps
- Reusable Produce Bags
- Reusable Bread Bags
- Reusable Bulk Food Bags
- Reusable Coffee Cups
- Reusable Shopping Bags
- Compostable Bin Liners

In support of current social distancing requirements, all Onya orders are able to be placed on-line using the unique AHR7 fundraising URL link <https://www.onyalife.com/ref/120/?campaign=aberfoylehubschool>

Please share this URL link widely with family, friends and your online networks.

All Onya product sales made via the unique URL link will return 30c from every \$1 spent to AHR7 Fundraising!

The funds raised from this project will assist with the purchase of new items and additions to the AHR7 school yard.

◆◆The last date for Onya orders via the AHR7 School fundraising link is Friday, August 27th◆◆

We look forward to your support.

The AHR7 School Fundraising Committee

HELP OUR SCHOOL WIN A COMMUNITY GARDEN!



Our school is competing in the Colgate Community Garden Challenge!

The schools that collect the most oral care waste and online votes can win a recycled community garden set!

Vote for us online and track our school's ranking at:

www.terracycle.com/colgategardenvoting-au

For full terms and conditions, visit www.terracycle.com/colgategarden-au.
If you have any further questions, call TerraCycle on 1800 983 324

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We collect any brand of used:



DIARY DATES: AUGUST



17/8	ICAS Writing
18/8	ICAS Science
19/8	JP Mud Day
21/8	Casual Day: Student/teacher Swap - gold coin donation; Grounds & Facilities Meeting 8am (Admin)
25/8	ICAS Digital Technologies
26/8	ICAS English
28/8	SRC Can Drive; Canteen Committee Meeting 2pm (Staff Room)
31/8	ICAS Maths; Sports committee Meeting 6:30pm (Staff Room)

Of interest

Dyslexia SA - Fun Phonics Fact 15: 6 Syllable Types

Syllables are the beat in a word and a syllable must contain a vowel. There are 6 syllable types below.

- Closed Syllable – pattern VC (vowel, consonant), the vowel is closed in and makes a short sound like in cat, dog.
- Open Syllable – pattern V (vowel), the vowel is open and makes it long sound like in she, go, my, fly.
- Silent e – pattern VCe, the e is silent and it makes the vowel long like in hope, gate, cake and type.
- R-Controlled Vowel – pattern Vr, the R controls the sound of the vowel in front of it (it makes it sound a little different) like in car, born, bird, turn.
- Consonant le – pattern Cle, these are at the end of words and the consonant and the letters le must stay together when dividing syllables e.g. ta/ble or lit/tle.
- Vowel Teams – pattern VV, 2 vowels together that make 1 sound, meat, sleep, play, house, book, blow (w is treated as a vowel in the vowel teams ow, ew and aw). Vowel teams cannot be separated.

Fun Phonics Fact 16: Syllable Division Rules

A syllable must contain a vowel so first locate the vowels in the word, e.g. put a line under the vowels then look at the consonants in between the vowels.

Rule 1 – Tiger (VC/V) and Camel words (V/CV)

When there is 1 consonant between the vowels, always move the consonant to the right which keeps the first syllable open and the last syllable closed. See if it makes a real word as in ti/ger - if it doesn't, move the consonant the other way making the first syllable closed as in cam/el.

Rule 2 - Rabbit words (VC/CV) and Rotten Letters

When there are 2 consonants between 2 vowels, divide between the consonants e.g. rab/bit, mag/net, doc/tor. Think of locating the 2 vowels and pulling the consonants apart. However, if there is the letter R or L (rotten letters) between the vowels they usually are not split and will both move to one end e.g. se/cret, re/gret. You never split a unit syllable as in 'ank' blank/et or a digraph as in 'ck' chick/en as they need to stay together to make their sound.

Rule 3 – Ostrich (VC/CCV) words

When there are 3 consonants between the vowels you'll do a 1-2 split. This means the first letter goes to the first syllable and the other 2 letters move to the end e.g. os/trich, con/flict, sim/ply.

Exceptions are – you never split a digraph or a unit and in the case of a compound word (2 small words put together to make 1 long word) you split between the words as in earth/worm, lip/stick.

Watch for 3-letter consonant blends such as 'scr', 'spr', 'str' as these usually stay together e.g. con/struct, ab/stract. If the word doesn't make sense after doing a 1-2 split, try splitting the other way 2-1 split.

Rule 4 – Turtle words (le)

When a word ends with a consonant +le the word is divided before the consonant. The consonant +le forms its own syllable e.g. tur/tle, ket/tle.

Rule 5 – Lion (V/V) words

When there are two vowels that are not part of a vowel team you divide between the vowels e.g. li/on, di/et.

Rule 6 – Multiple syllable words

Start at the beginning. Find the first 2 vowels and move them into separate syllables. Count the letters between those 2 vowels and divide according to that rule. Then find the second and third vowels, move them into separate syllables, count the letters between and divide according to that rule and so on.

Fun Phonics Fact 17: Stressed and Unstressed Syllables

Not all syllables are created equal! In words with more than 1 syllable, 1 (or more than 1) syllable will be stressed (sometimes called accented/unaccented). Syllables that are stressed are usually higher in pitch, longer in duration and a little louder, the longer and stronger syllable. This can affect the pronunciation and meaning of a word. Look at the word 'present', it can have 2 meanings depending on what syllable is stressed – if the last syllable is stressed the word means a gift, if the first syllable is stressed the words means to show something. A good way to teach syllable stress is to use a rubber band and stretch it out as you say each syllable in the word. The rubber band will stretch more for the longer, stronger sound. The first syllable in a 2-syllable word is usually stressed like in cam/pus. However, sometimes the second syllable is stressed, like in con/fess.

The FLOSS rule means only 1-syllable words that end with an S will be doubled. An exception to this rule is if the second syllable in a word is stressed e.g. con/fess, dis/cuss, un/less, suc/cess. Remember this as the Campus Confess Rule – doubling the S makes the second syllable stressed - longer and stronger.

Some longer words can have primary and secondary stress, such as imagination. 'Ima' is the primary stress and 'na' is the secondary. The first stressed syllable will still be a little longer and stronger than the second.