

Aberfoyle

# Hub News

R-7 School

2021  
TERM 2  
Week 2

## Advanced Notice:

### Pupil Free Days

- \* Term 2 — Week 7  
Friday, June 11<sup>th</sup>
- \* Term 3 — Week 8  
Monday, September 6<sup>th</sup>
- \* Term 4 — Week 4  
Friday, November 5<sup>th</sup>

### School Closure Day

Term 3 — Week 7  
Friday, September 3<sup>rd</sup>

### R-5 Swimming

Term 2: Week 6  
May 31<sup>st</sup>—June 4<sup>th</sup>

## YR 7/8 HIGH SCHOOL

### Registration of Interest

All Year 7 & 8 High School Registration of Interest forms need to be completed online by **Friday, May 21<sup>st</sup>**.



## this issue

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## From the Principal

### Welcome Back

I hope the school break was restful, fun and everyone has managed to recharge your batteries for a new school term. Term 2 will be busy with a number of events coming up. NAPLAN is being held during weeks three and four, class teachers and Specialist teachers will be commencing with report writing.

### Staffing

I would like to welcome back a few of our staff to Term 2. Mrs Deb Templeton has returned after taking some leave during Term 1 and we welcome back Mrs Tiffany D'Amico from maternity leave.

We also welcome Miss Zoe Waters to the SSO team as one of our new staff members who will be working and supporting in classrooms.

### Farwells

We would like to thank the following SSO's who have left us as of Term 2. Luke Bray, Brielle Dixon and Troy Martinsen. I wish them the very best in their new endeavours and thank them for their contributions to Aberfoyle Hub R-7 School.

Finally, we have farewelled Mr Chris Abbott our Groundsman, who has now officially retired as of Monday the 4<sup>th</sup> of May. I wish Chris Abbott the very best in his retirement, happy travels and good health to him and all of his family. Thank you Chris for your many years of commitment to Aberfoyle Hub R-7 School.

### NAPLAN

We are now fast approaching NAPLAN testing for all year 3, 5 and 7 students. If you have any questions relating to NAPLAN in respect to your child's needs, please to not hesitate to contact your child's teacher, Mrs Sarah Magnusson (Deputy Principal) or myself. There are a number of options that we can discuss under NAPLAN guidelines.

### COVID-19 Update

A formal note will be shared with our community in the coming week about the schools COVID-19 measures. In the meantime I would like to remind our community to please remain vigilant, make sure you are social distancing, please do not enter classrooms or units unless upon the request of school staff. As of this term, we are pleased to have Parents/Caregivers re-join us in our school assemblies.

If you have any queries please feel free to contact the school for any further clarity or advice.

### Growth Mindset

"You have to find a way to respect these new boundaries [related to coronavirus], but still live the version of life you're used to. That's what life is, regardless of circumstance." Caroline Wright

For the past twelve to fourteen months, our school community has been tested in how we have responded and managed the pandemic. It has not been easy on our children, our parents/caregivers or the school staff. During such challenging times however, we have strived to not only respect the new boundaries that have been placed on each and every one of us, but also try to lead a normal life as much as possible.

By having a positive growth mind set, you adjust to arising challenges, problem solve and seek ways to learn and adjust. This is what our wonderful school community has engaged in, adjusted to and problem solved throughout the current pandemic.

**Tas Ktenidis, Principal**



[facebook.com/AberfoyleHubR7school](https://facebook.com/AberfoyleHubR7school)

Principal:

**Tas Ktenidis**

Deputy Principal:

**Sarah Magnusson**



Government of South Australia  
Department for Education

Relationships • Responsibility • Resilience • Respect

## ABSENCES SMS Method

Parents/Caregivers can advise the school of student absences at any time via the following SMS Number: **0428 910 895**.

Please save this number into your phone. The school will also send an SMS to you if your child is marked absent or late with no reason given. A quick reply to the message with your child's name, room number and reason of either **F** (Family) or **I** (Illness) is all that is required.

## SUNSMART Term 2

Students do not need to wear hats this term unless the UV Index is 3 or above at break times. This is a great way to soak up the sun (and some vitamin D, vital for strong bones and overall health) as UV radiation levels fall from mid-May until the end of July.

Find out how much sun you need for vitamin D by clicking [How much sun is enough](#). Students are to wear hats in Terms 1, 3 and 4 or whenever the UV Index is 3 or above. For local daily sun protection times go to the SunSmart app, or [www.myuv.com.au](http://www.myuv.com.au). Remember, it's UV radiation not heat that causes skin damage.

 <p><b>PROTECTION REQUIRED</b></p> <p>Seek shade during midday hours! Slip on a shirt, slop on sunscreen and slap on a hat!</p>	 <p><b>EXTRA PROTECTION</b></p> <p>Avoid being outside during midday hours! Make sure you seek shade! Shirt, sunscreen and hat are a must!</p>
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## PRE-SERVICE TEACHERS Welcome Back

Welcome back to Cayleigh Davies and Dana Dixon who began their 6-week placement with us last week. They visited their classes last term in preparation for their current teaching block and are already very much part of the staff.

We wish them a positive teaching experience here with us at the Hub.

**Sarah Magnusson**  
Deputy Principal

## WORK EXPERIENCE STUDENTS

This week we have enjoyed hosting 6 Year 10 students from Aberfoyle Park High School who complete their placement with various classes and Teachers.

We hope Will Buckley, Indi Bunnett, Katie Bray, Kosta Daskalos, Isabella Norton and Maddy Gort have had a positive experience being here at the Hub.

**Sarah Magnusson**  
Deputy Principal

## NATIONALLY CONSISTENT COLLECTION OF DATA Students with Disability

We have commenced the annual Nationally Consistent Collection of Data on School Students with Disability. This 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; and where known, the student's type of disability. Under the Collection 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 about your child will be included in this year's data collection. For more information about the collection contact me at school or visit: <http://www.education.gov.au/what-nationally-consistent-collection-data-school-students-disability>

**Sarah Magnusson**  
Deputy Principal

## R-5 SWIMMING Week 6, Term 2

As part of the Health and PE curriculum, R-5 mainstream students will be involved in a 1-week daily swimming program in Week 6. Invoices and medical/consent forms have been sent home to families and further details about swimming times, requirements and timetables will come home in the next few weeks. The cost for **R-5** students is **\$35** (no GST included in the cost). This includes the entrance fees and bus service (lessons are cost-free as it is part of the curriculum). **Payment must be made by Friday, May 21<sup>st</sup>**.

All volunteers registered to help with supervision of children at the centre must have returned consent forms, have a current DHS screening clearance and also have completed RAN training. Volunteers will be identifiable by wearing a school badge obtained each morning of supervision from the Front Office. Please contact the school if there are any queries.

**Sarah Magnusson**  
Deputy Principal



## RESOURCE CENTRE News ONLINE Ordering/Payment Procedure



Orders and payment for the Scholastic Book Club are only done via 'Book Club Loop for Parents', a system which enables parents to order and pay online.

**PLEASE DO NOT SEND ORDERS OR PAYMENT TO THE SCHOOL.**

Should you need any help with the online process or registering, please contact Scholastic's friendly customer service staff (phone 1800 021 233).

**AVAILABLE AS AN APP!**

**LOOP** is the Scholastic Book Club **Linked Online Ordering & Payment** platform for Parents.

If you want to pay by credit card for your online Book Club order, **LOOP** makes it easy! It eliminates the need for paper order forms plus your online order is submitted to the school safe and sound.

Log-in to [www.scholastic.com.au/LOOP](http://www.scholastic.com.au/LOOP) or download our iPhone and iPad app from the App Store or get it on Google Play for Android.

- For a quick start, just click on **ORDER** in the top menu or **REGISTER** first to save your details for next time
- Select your school and your child's class
- Add your child's first name and last initial (so the school knows who the book is for)
- Enter the item number from the Book Club catalogues
- You can order for multiple children at once if they attend the same school
- All orders are linked directly to the school for submission to Scholastic. Books will still be delivered to your child's classroom if you order by the close date
- There's no need to return paper order forms or payment receipt details to your school!

Log-in to [www.scholastic.com.au/LOOP](http://www.scholastic.com.au/LOOP)  
or  
Phone Scholastic customer service on 1800 021 233 233

The latest catalogue (issue 3) has been sent home via classrooms. **Please note:** catalogues are for reference only - orders should not be written on them).

Book Club books will be distributed to students, via class teachers.

In 2021 Book Club orders are being done once a term (by the school) in Terms 2 & 3, with one more order for 2021 due early in Term 3. Reminders appear in school newsletters about catalogue issues and Book Club ordering.

**REMINDER:**  
Orders for this issue are due:  
**TUESDAY,**  
**May 11<sup>th</sup>** via the  
**online** process.

## ENTERTAINMENT Memberships

**Aberfoyle Hub R-7 School** is raising funds by selling 2021/2022 Entertainment Digital Memberships. These can be purchased from early in Term 2 from **\$69.99** each which covers 1 city. Or there are multi-city purchase options. Hard copies of books are no longer available.

Proceeds from the sale of Entertainment Digital Memberships will help the Fundraising Committee support our school.

Entertainment Digital Memberships contain hundreds of 25-50% off and two-for-one offers from popular restaurants, cinemas, hotel accommodation, the arts and sporting events and are a great idea as birthday or anniversary gifts for family or friends.

FUNDRAISING WITH

### Support us today!

20% of every Entertainment Membership sold goes to our fundraiser.

Our favourite way to save...

With thousands of incredible offers including activities, travel & shopping up to 50% off and 2 for 1 deals in your city and across Australia. Instantly available, valid year round and gladly accepted.

Order your Membership from the link in our order page below.

Discover your city's best savings

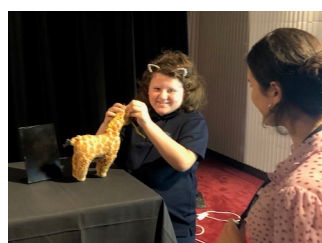
**Aberfoyle Hub R-7 School**  
Order your Memberships online today!  
[www.entbook.com.au/161v867](http://www.entbook.com.au/161v867)

To order online Scan the QR code to be taken to the online page or your phone for the code above

## Room 19 Festival Centre Excursion

On Thursday, Week 1 of Term 2 at 9am, Room 19 went on an excursion to the Festival Centre in the city to do something fun. We were there to learn how to curate an item for an exhibition that will be part of the Dream Big Children's Festival. We had to bring an item that was special to its owner. We filled out a sheet with some questions to describe our special item and photographs were taken. We went into the theatre and looked at an exhibition of paintings. We travelled there by bus and also walked a little too. Before eating our food, we went for a long walk along the River Torrens, looking for a park to eat in. We had a really good time there and learned a lot of new things that day.

By Bella S, Year 6



To order your memberships online today visit

[www.entbook.com.au/161v867](http://www.entbook.com.au/161v867) or grab a flyer from the front office and scan the QR code

**Chris Godden**  
Business Manager



## DIARY DATES: MAY

9/5	Mother's Day
10/5	Sports Committee Meeting 6:30pm (Staff Room)
11/5	OSHC Meeting 6:30pm (Staff Room)
11-21/5	NAPLAN Online
18/5	Finance Committee Meeting 5:30pm (Staff Room)
19/5	Governing Council Meeting 6:45pm (Staff Room)
21/5	Years 7 & 8 High School Registration of Interest forms due <b>online</b>

## Of Interest

### DYSLEXIA SA: FUN PHONICS

#### Fact 2 - Phonemes, Graphemes and Letters

The word 'phoneme' relates to speech sounds and is the sound that a letter or group of letters make. Every phoneme has a corresponding written grapheme. English is a hard language to learn as it can have multiple graphemes for each phoneme such as 'ir', 'er' and 'ur' and some graphemes represent more than one phoneme like 'ch' in school compared to 'ch' in chip. Other languages like Italian have only one grapheme for each phoneme (lucky them!). Understanding the relationship between speech sounds (phonemes) and the letters used to represent those sounds (graphemes) is one of the crucial skills involved in reading and decoding words.

A grapheme can represent just one letter sound (such as a consonant) e.g. b, c, m, p.

A vowel grapheme can represent the vowels in their long and short form e.g. short form: a/pple, e/ddy, i/nsect, o/live, u/pper or long form: A/pe, E/mu, I/ce, O/pen, U/niform.

Graphemes can represent 2 or 3 consonants that when put together make one sound (consonant digraph) e.g. sh - ch - ck - th - wh - ge (or consonant trigraph) e.g. tch, dge.

Graphemes can represent vowel team digraphs e.g. ee as in seed, oa as in boat, ea as in sea, ai as in rain.

Graphemes can also represent r controlled vowels (a vowel followed by the letter r giving the vowel a different sound) e.g. er as in her, ir as in bird, ar as in car, ire as in fire.

There are diphthong graphemes (2 vowels where a new vowel sound is formed by the combination of both vowel sounds) e.g. oi as in boil - ou as in around - oo as in book - oo as in spoon.

In fact graphemes can be any group of letters that represent one sound e.g. tion as in nation, sion as in mansion, ive as in give, ture as in creature.

The English language can have many different graphemes for the one phoneme e.g. the phoneme 'or' can be represented as or as in fork, oor as in door, ore as in shore, aw as in paw, au as in caught and ough as in thought. Likewise there is ee as in seed, ea as in sea, ey as in key, ie as in babies and E as in e/ddy. No wonder dyslexics find reading hard when they struggle with phonemic awareness and the corresponding written structure of our language is so difficult. This is why phonemes, graphemes and letters must be taught explicitly – there is no room for error, in fact we need to “over teach” them to make them automatic.

Letters are the visual building blocks of written words. When we see the letters of the alphabet we are describing the way a word looks, not the way it sounds. Irregular words or tricky words have unusual relationships between letters and phonemes which make them difficult to decode, read and spell.

So a good way to remember this is phonemes can be heard and spoken. Graphemes can be heard, spoken and seen (e.g. in a book). Letters can only be seen.

#### Fact 3 - Decoding, Phonics & Sight Words

Once children understand the sound structure of words and their written representations they are ready to “crack the code” by linking letter patterns and speech patterns to decode words. They can do this by blending and segmenting. Blending is joining individual speech sounds (phonemes) together to make a real word. This is a crucial phonemic awareness skill as being able to mentally join speech sounds together to make real words helps children decode unfamiliar words using letter-sound patterns when reading. Segmentation is the opposite of blending and is the skill of splitting a word apart. It is crucial for spelling (encoding) since being able to split words up into their separate speech sounds helps to spell unfamiliar words. If children haven't adequately learnt the first step of reading, phonemic awareness, they will be unable to blend, segment and decode successfully. When they see a word or part of a word it does not register as familiar so it cannot activate its sound. You can see why a phonics check in Year 1, an auditory test to check for phonemic awareness, is so important in identifying children at risk of a reading difficulty.

Teaching phonics involves explicitly teaching children to understand phoneme/grapheme relationships. The English language is based on the alphabetical principle. About 85% of our words are regular and can be decoded and 15% are irregular and must be learnt by sight. You can see why phonics is so powerful. Phonics leads to the best gains in teaching reading and spelling. Unfortunately, not all Australian schools use a synthetic phonics approach to teaching reading. Children usually bring home sight words to learn by rote. These are high frequency words in the English language like 'come' and 'the' and they may have irregular spelling so they are difficult to decode. Learning to instantly recognise highly frequent and irregularly spelled words helps students to develop fluency in reading and prevents students from attempting to decode words that do not contain typical letter-sound patterns. Teaching sight words before children have learnt basic decoding skills is not recommended.