



## DATES TO REMEMBER

- ✦ 15/6/2020 **Refugee Week**
- ✦ 16/6/2020 **Governing Council Meeting- (virtual & Face 2 Face**
- ✦ 2/7/2020 **Reports sent home**
- ✦ 3/7/2020 **Casual Clothes Day**
- ✦ 3/7/2020 **2:00pm End of Term early dismissal.**

Dear Families and Friends,

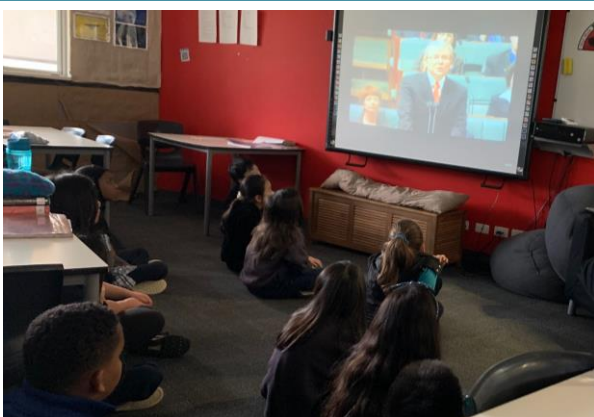
### Modified Reports

Due to the disruption to learning caused by COVID-19 our mid-year reports will have a focus on English, Maths and include a General Comment.

Teachers have worked diligently to gather evidence from learning at home and school programs to write reports. A reminder that the mid-year report is a prediction of the final grade that your child will receive for each subject. Face to face parent/teacher interviews have been postponed until COVID-19 restrictions are lifted.

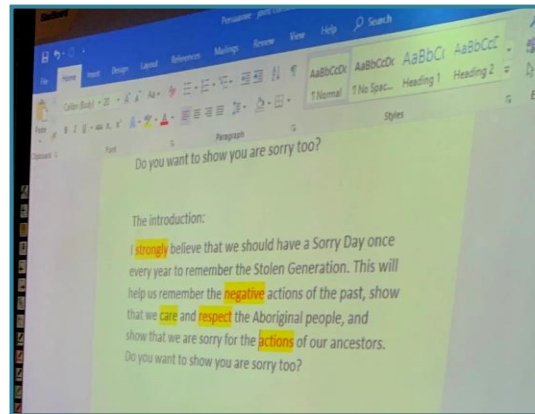
### Reconciliation Week

Even though this year's Reconciliation Week was not celebrated with the traditional assembly, our classes have worked with passion to explore what Reconciliation means to them on a personal level.



We first watched the 2008 Sorry Day speech by Kevin Rudd, the Australian Prime Minister of the day

The learnings from 9007 show some of the reflections that our children are capable of:  
The class have worked together to develop a Persuasive text that supports the National Sorry Day we acknowledge.



### Do you want to show that you are sorry too?

*We strongly believe that we should have a Sorry Day once every year to remember the Stolen Generation. This will help us remember the negative actions of the past, show that we care and respect the Aboriginal People and show that we are sorry for the actions of our ancestors.*

*Do you want to show that you are sorry too?*

### Road Safety

A reminder to all families and students: Please remember to use the crossings on Chapman and Ridley Grove. We unfortunately have parents and carers who continue to model unsafe road safety by crossing at the junction between Ridley Grove and Hookings Terrace. Children follow this example and as a result put themselves at risk but crossing where they are often unsighted as they step onto the road.


Kind regards,

Fiona Voigt

Students in Red Building and 8013 have been using a Food Inquiry to research the Sustainability of food including Food sources, Food Miles and Packaging. As part of the learning there has also been an explicit focus on how we can work successfully in a group. With each task students have defined the role and skills needed to be successful. By sharing our strengths and skills with each other we have made decisions about who to work with and how to create more collaborative groups.

Wonderings

Farm to table. How foods are produced.



Focus roles Researcher & Note taker. Key skills Viewing, Listening, Discussing & Recording


Roles within a Group

What makes a good group?



Food Miles - Zero. Fresh produce & no packaging

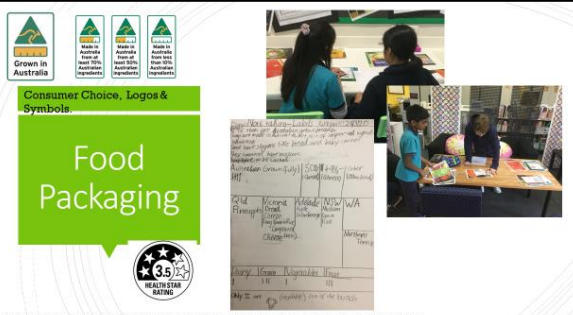
Local Produce School Garden



Focus Role - Interviewer. Key Skills, questioning, listening observing.

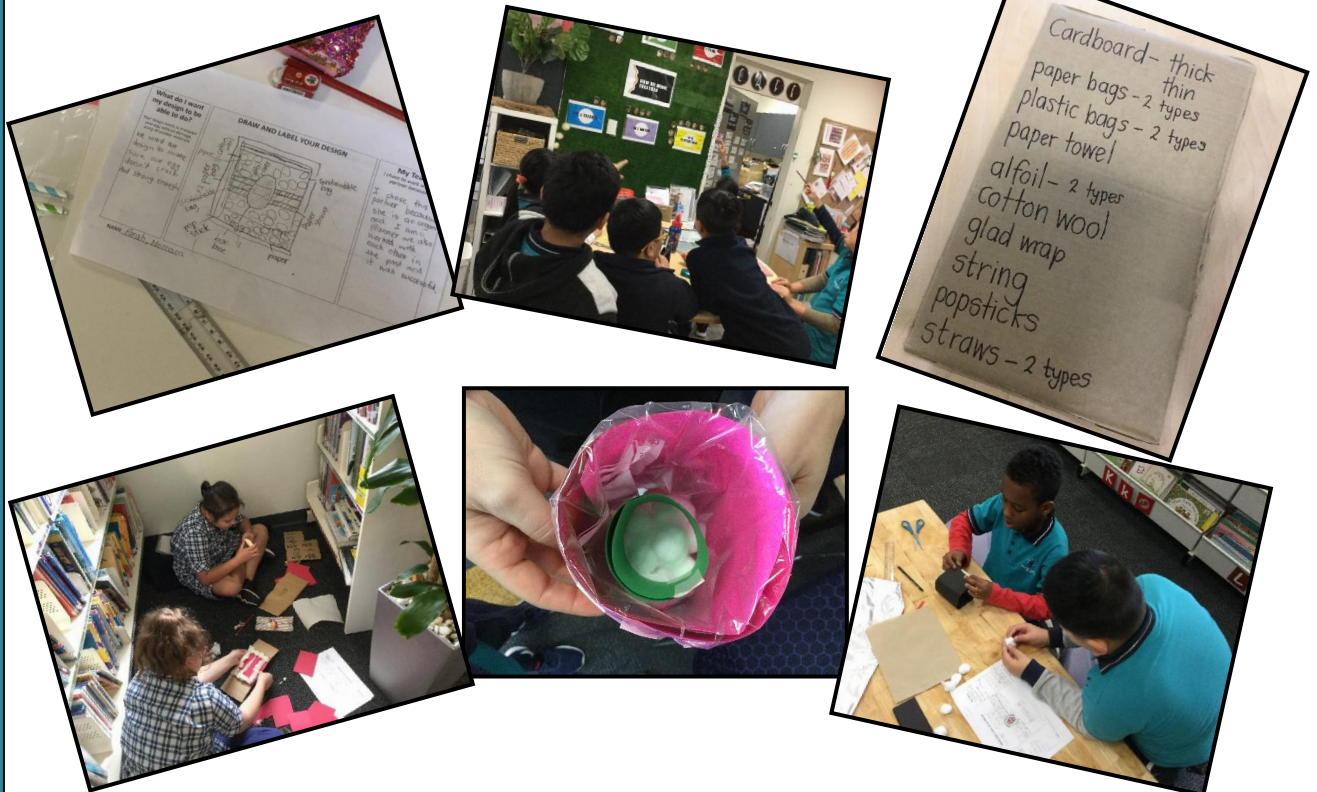
Consumer Choice, Logos & Symbols

Food Packaging



Focus roles - Researcher & Note taker. Key skills, reading, observing & recording.

With a partner we are currently designing and creating a sustainable egg carrier to protect an egg while it is being transported to market. In order to make informed decisions about our designs we have tested materials for their properties and sustainability.



### Expanding Noun Groups

In Term 3, the students have been learning to expand noun groups in order to add details and create a clear picture in the minds of readers.

Students use the following table to record the noun groups from the texts and build their own noun groups.

Pointer	Counter	Intensifier	Describer	Classifier	Noun	Qualifier
Which noun are we talking/writing about?	How many nouns are we referring to?	What is the degree of a describer?	What is the noun like? + Opinion + Size + Shape + Condition + Age + Colour + Pattern	What is the origin, material or type of a noun?	Who/what is being talked about?	Which one/s more specifically?
the	five	very	beautiful	rose	<b>gardens</b>	in Adelaide

Here is an example from practice.

- + gardens
- + the gardens
- + the five gardens
- + the five rose gardens
- + the five beautiful rose gardens
- + the five very beautiful rose gardens
- + the five very beautiful rose gardens in Adelaide



#### You may like to give it a go!

Use the table above to rewrite the sentences below by expanding noun groups highlighted red.

- 1) Some time ago, in a \_\_\_\_\_ village in northern China, a boy lived with his parents and brothers in \_\_\_\_\_ house.
- 2) In the \_\_\_\_\_ town, the boy would fly a \_\_\_\_\_ kite.
- 3) It was a \_\_\_\_\_ gift from his \_\_\_\_\_ father.

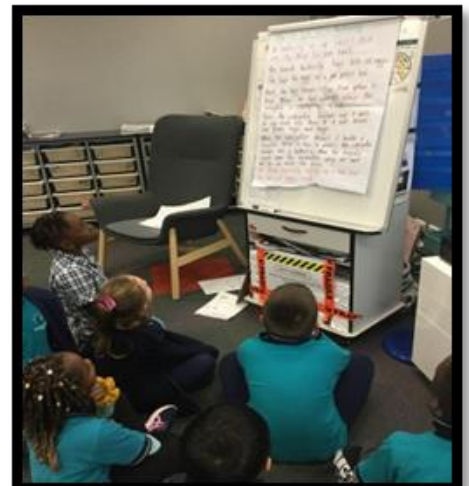
### Explanation Texts

The Year 2 students have been working on explanation texts. Explanation texts are non-fiction texts. They tell the reader how and or why something works.

There are different types of explanation texts. Year 2 looked at sequential explanations. They explored and wrote about the lifecycle of living things and how they worked.

Different types of texts have different structures. We teach students these structures so they know what to include in their writing.

Cont/...



**Explanation Structure:****Title**

The student writes a title for their explanation

**Introduction:**

The student writes what type of animal it is and where it lives.

**Sequence of steps:**

The students write the different stages of the lifecycle together with some information about each of the stages.

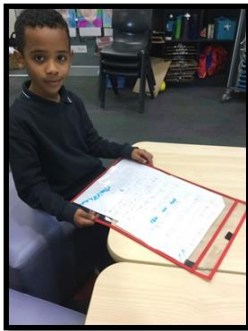
**Conclusion:**

The student writes that once the lifecycle is complete it begins again.

**Visual:**

The student draws labelled diagrams that provide the reader with a visual picture of the lifecycle.

As part of learning students spend a lot of time reading books about lifecycles, watching youtube clips about lifecycles, and talking and sharing information. They use planning sheets to plan what they are going to write. They write lots of joint constructions where the teacher uses questioning to support the class to write an explanation together. All this is done to support students in feeling confident to write on their own.



## **PARENT FORUM TRANSITION IN 2020 AND BEYOND**

This webinar is for parents and carers of children and young people with a disability to learn more about the transition process and available support.

A Year 7 into high school planning update will also be provided.

Find out more and attend the

**Disability Policy and Programs**

**Parent Forum on Friday 26 June | 10am to 11am via online webinar**

Visit [web.seru.sa.edu.au](http://web.seru.sa.edu.au)

Email [Education.ParentForumConference@sa.gov.au](mailto:Education.ParentForumConference@sa.gov.au)

## **WEBINAR FORUM FOR PARENTS AND CARERS OF CHILDREN WITH DISABILITY**

Parents and carers of children with disability are invited to join a free webinar this month on 'Transition 2020 and beyond for students with disability.'

Presenters:

- Ian May, Director Disability Policy and Programs
- Jen Bratovic, Team Manager, Student Support Services
- Helen Panos, Special Educator, Student Support Services
- Anna Baulderstone, Program Manager, Year 7 to High School project
- Judith Hodson, Senior Advisor, Specialised Education Options

Register online. <http://web.seru.sa.edu.au/parent-forum-march-2020/>