



Gulfview Heights Primary School

"Working Together to reach New Heights"

Newsletter

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- Thursday 19th March
Volunteer Training Sessions
Morning session 9:00-10:30am
Evening session 6:00-7:30pm
- Friday 20th March
Harmony Day Celebration / Meal
Deal Lunch.
- Mon 30th Mar-Fri 3rd April
Family Interview Week
- Thursday 9th April Last day
Term 1 Casual Day
gold coin donation
- Friday 10th April Good Friday
Public Holiday
- Monday 27th April Pupil Free Day
- Tuesday 28th April
First day back Term 2

Play in the Shade
in Term 1, 3 & 4



Thursday, 19th March 2020

From The Leadership Team

School Improvement & Formative Assessment

The Department for Education has an ambitious vision, to deliver a world class education system in South Australia.

Central to this the Department is implementing a new approach to School Improvement statewide which aims to accelerate growth for every child, in every class, in every school.

At Gulfview, we have undertaken a comprehensive review of our most recent School Improvement Plan from and used this feedback to develop our new revised School Improvement Plan 2020-2021 with 3 identified Goals/Priorities:

1. Improve the Reading & Writing achievement of all learners.
2. Improve the Numeracy achievement of all learners, with a particular focus on the Numeracy Proficiencies (Australian Curriculum) and STEM pedagogy.
3. Improve learner readiness with a focus on Perseverance, Cognitive Engagement and Academic Self

To achieve these goals we have a strong

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emphasis on using formative assessment practices which asks teachers to 'check-in' with students learning, provide feedback and design learning experiences to extend it.

Professor Dylan William has captured 5 key strategies of formative assessment. These include:

- Clarifying, sharing and understanding learning intentions.
- Eliciting evidence of learning
- Providing feedback that moves learners forward
- Using students as learning resources for one another
- Activating students as owners and decision makers of their learning

To support us with these specific aspects of formative assessment of 'clarifying the learning intentions and providing feedback that moves learners forward', we are asking students daily to reflect on the following questions:

1. What did you learn today?
2. Why did you learn this? or How does this learning help you?

3 How do you know you have learnt this? or
Can you tell me or show me what you have learnt?

We are encouraging all families to support this practice by engaging in regular conversations with their child by reflecting on these 3 questions. To assist you we are providing our community with fridge magnets which can serve as a daily reminder of a way in which you can engage in reflective and productive dialogue around your child's learning progress.

Learning for Success...
Some reflective questions to ask your child each day



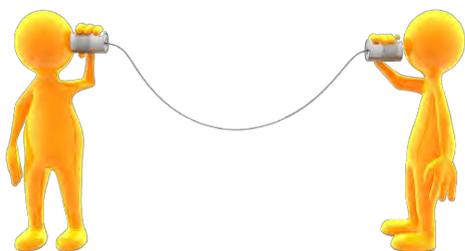
What did you learn today?

Why did you learn this?
or
How does this learning help you?

How do you know you have learnt this?
or
Can you tell me or show me what you have learnt?

School Communication

Parents please make sure you have installed the latest Skoolbag app for up to date notices and information about what happening within the school. This is an essential means of communication to all families during the evolving situation we find ourselves in at this time.



Canteen

Thank you to the new volunteers who have come on board to help out this term. We appreciate your time and assistance. New volunteers are always welcome.

The canteen remains closed on Mondays for the foreseeable future. We will alert the school community if this changes. Please ensure that your child does not bring lunch orders to school on Mondays. Ice blocks and a limited range of small snack items are available for purchase on Mondays through the Year 7 snack shack. **Please make sure the Teacher's name is clearly marked on the order bag and no staples or sticky tape to be used to seal up the bag. Ice blocks are for over the counter sales at recess and lunch time only.**

Gulfview Heights Now Has Its Own App!



Skoolbag
Smartphone app for school communication

Skoolbag is a mobile App for your school to communicate directly to both parents and students. It works through both smart phones and smart devices such as iPads and Android Tablets. Ideal for:

- School, free push notifications alerts
- School events
- School newsletters
- School documents
- School PSS forms
- School social media (Facebook, Twitter)
- Skoolbag delivers school notices directly to parents via email (students)



You can install the app on your phone or tablet device by following these instructions:

For iPhone and iPad users:

- 
1. Click the "App Store" icon on your Apple device.
 2. Type your school name in the search, using suburb name will help.
 3. If iPhone, you will see your school appear, click "Free" then "Install".
 4. If iPad, change the drop list to "iPhone Apps", your school will then be visible, click "Free" then "Install".
 5. When installed click "Open"
 6. Select "OK" to receive push notifications, when asked.
 7. Click the "More" button on the bottom right of the App, then "Setup".
 8. Toggle on the Push Categories that are applicable for you.

For Android users:

You must first have signed up with a Google Account before installing the app.

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1. Click the "Play Store" button on your Android Device
 2. Click the magnifying glass icon at the top and type in your school name, using suburb name will help.
 3. Click the school name when it appears in the search.
 4. Click the "Install" button.
 5. Click "Accept" for various permissions (please note, we do not modify any of your personal data on your device).
 6. Click "Open" when installed.
 7. Click the "More" button on the bottom right of the App, then "Setup".
 8. Toggle on the Push Categories that are applicable for you

Book Club

Issue 2 Book Club orders are due back on
Thursday 26th March



Notice from CommBank School Banking

The health, safety and wellbeing of our communities and our people is our first priority. Due to the rapidly developing situation with coronavirus, School Banking has been temporarily paused from 20 March 2020 until the start of Term 2. Please don't bring your deposit book with your weekly banking into school and we will notify you when banking will recommence.



Gulfview Heights Primary School R-7

Working together to reach new heights

IMPROVEMENT PLAN 2019-2021

Vision Statement: GHPS provides a safe & supportive learning environment encouraging ALL students to achieve their potential as learners & citizens.

Goals	Challenges of Practice	Success	Actions	Targets
<p>Improve the Reading and Writing achievement of all learners</p> <p>Designing a whole school approach to integrate oral language through reading and writing to deepen literacy learning, will increase the percentage of students in the top 2 bands.</p>	<p>All R-7 students can articulate and use a range of Comprehension strategies when Reading.</p> <p>are using prescriptive vocabulary and identify the language features of a range of genres;</p> <p>devise personalised writing goals and can articulate the success criteria for achieving these.</p>	<p>Develop an integrated approach to implement the Big 6 as part of the daily literacy block.</p> <p>Design reading instruction that explicitly teaches all elements of reading comprehension.</p> <p>Use the 'Talking to learn' framework, incorporating dialogic talk & reading activities to build vocabulary & content knowledge prior to writing.</p> <p>Apply Brightpath tools collaboratively to identify individual student needs & plan explicit teaching & assessment.</p> <p>Guide students to reflect on their data to set authentic writing goals, identifying purpose and success criteria.</p>	<p>2019-21 Increasing the percentage of students in higher achieving bands as evidenced by NAPLAN and PAT trend data by 3% annually.</p>	
<p>Improve the Numeracy achievement of all learners, with a particular focus on the Proficiencies and STEM pedagogy incorporating inquiry based and problem solving approaches.</p> <p>Implementing a guided inquiry approach that supports students to think and act like mathematicians to solve Numeracy problems, will increase the percentage of students in the top 2 bands.</p>	<p>All R-7 students will be articulating Mathematics specific vocabulary Tier 1-3;</p> <p>will demonstrate their reasoning in relation to number ideas through verbal and visual representations;</p> <p>will demonstrate skills & capabilities for working effectively in a range of group settings eg. roles / effective dialogue</p>	<p>Provide opportunities to build students' knowledge and fluency in the use of mathematical vocabulary.</p> <p>Ask purposeful questions to access and advance students' reasoning and sense making about number ideas and relationships to measurement and geometry.</p> <p>Design learning to deepen understanding through a structured approach that supports students to work together.</p> <p>Aim for mastery learning using mathematics progressions, explicit learning intentions, success criteria & feedback.</p> <p>Staff collaborate to share and analyse learning design, assessment and student work samples to inform teaching and intervention.</p>	<p>2019-21 Increasing the percentage of students in higher achieving bands as evidenced by NAPLAN and PAT trend data by 3% annually.</p>	
<p>Improve learner readiness with a focus on Perseverance, Cognitive Engagement and Academic Self Concept.</p> <p>Enacting positive beliefs and attitudes towards learning will improve learner readiness as defined through Perseverance, Cognitive Engagement and Academic Self Concept.</p>	<p>All R-7 students will articulate their learning strengths and further learning to be achieved through identified learning goals</p> <p>All R-7 students can describe the connections between practice and improved learning ie. SMARTER goal setting</p>	<p>Design, implement and review achievable and aspirational goals in learning, building on personal strengths.</p> <p>Develop students' understanding of the links between cognitive development and growth mindset</p> <p>Use transforming tasks techniques to design higher order questions and build deep knowledge.</p> <p>Build students' understanding of perseverance, cognitive engagement and academic self concept with the school data from the wellbeing and engagement survey.</p>	<p>2019-21 Increase the % of positive responses for each domain by 3% annually: Perseverance, Cognitive Engagement, Academic Self Concept</p>	



Government of South Australia
Board of Primary Schools

Collaboration
Empathy
Excellence
Respect

Integrity

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HARMONY WEEK

BULLYING
NO WAY!

National Day
of Action
against
Bullying and Violence

Friday 20th March 2020

Due to Sports Day being postponed we will celebrate Harmony Week and promote Bullying No Way Day on Friday 20th March 2020 (Week 8) at a classroom level. This will be an educational day composed of integrated learning and multicultural activities.

- Students may come along dressed in **an item of orange clothing**, e.g. t-shirt, shorts, headband or even orange shoe laces!
- For your reference, additional information regarding these events can be found at:

<https://bullyingnoway.gov.au/NationalDay>

<https://www.harmony.gov.au>

Please note, Sports Day meal deals will still be provided to the students who ordered them to be eaten in the classroom during allocated lunch eating time. Refunds will be provided to other family members who had ordered meal deals.

Stem Snippet

CSIRO STEM Professionals

This year at GHPS we are lucky to have two CSIRO STEM professionals working with our school. Both Peter and Joel, work for the Department of Defence, Science and Technology division. Last year, several classes were able to work with Joel on their science projects. His sharing of knowledge together with feedback on student learning was both engaging and fun! This year, Peter has shared some maths activities with some of our year 6 and 7 students, including a focus on collaboration and the importance of metacognition (meta-thinking – thinking about thinking).



Reading Comprehension - A major school focus!

Success in School Starts with Reading

When children become good readers in the early grades, they are more likely to become better learners throughout their school years and beyond.

Learning to read is hard work for children. Fortunately, research is now available that suggests how to give each child a good start in reading.

Becoming a reader involves the development of important skills, including learning to:

- **use** language in conversation
- **listen** and respond to stories read aloud
- **recognise** and name the letters of the alphabet
- **listen** to the sounds of spoken language
- **connect** sounds to letters to figure out the "code" of reading
- **read** often so that recognizing words becomes easy and automatic
- **learn** and use new words
- **understand** what is read

Kindergarten teachers set the stage for your child to learn to read with some critical early skills. First, second, and third year teachers then take up the task of building the skills that children will use every day for the rest of their lives. As a parent, you can help by understanding what teachers are teaching and by asking questions about your child's progress and the classroom reading program.

You can also help your children become readers. Learning to read takes practice, more practice than children get during the school day. The information below describes what reading support parents can offer through activities at home.

If your child is just beginning to learn to read:

At home you can help by...

- **Practicing the sounds of language.** Read books with rhymes. Teach your child rhymes, short poems, and songs.
- **Helping your child take spoken words apart and put them together.** Help your child separate the sounds in words and put separate sounds together.
- **Practicing the alphabet by pointing out letters wherever you see them and by reading alphabet books.**

If your child is just beginning to read:

At home you can help by....

Pointing out the letter-sound relationships your child is learning on labels, boxes, and signs.

Listening to your child read words and books from school

Be patient and listen as your child practices. Let your child know you are proud of his/her reading.

If your child is reading:

At home you can help by....

Rereading familiar books. Children need practice in reading comfortably and with expression using books they know.

Building reading accuracy. As your child is reading aloud point out words he missed and help him read words correctly. If you stop to focus on a word, have your child reread the whole sentence to be sure he/she understands the meaning.

Building reading comprehension. Talk with your child about what he/she is reading. Ask about new words. Talk about what happened in a story. Ask about the characters, places, and events that took place. Encourage him/her to read on their own.

Make reading a part of every day

Share **conversations with your child over meal times and other times you are together.** Children learn words more easily when they hear them spoken often. Introduce new and interesting words at every opportunity.

Read together every day. Spend time talking about stories, pictures, and words.

Be your child's best advocate. Keep informed about your child's progress in reading and ask the teacher about ways you can help.

Be a reader and a writer. Children learn habits from the people around them.

Visit the library often. Story times, computers, homework help and other exciting activities await the entire family.

