A Message from Robyn

I would like to thank all families who attended the three way interviews with children and class teachers over the last two weeks. Conversations at this time of the year are very valuable to ensure that our students can be supported and involved in their learning and social and emotional development. An opportunity to connect and share information, concerns, highlights and particular strengths makes a significant difference to children’s success and levels of happiness at school. If you were unable to come to an interview this term, please contact your child’s teacher to make a time next week or early term two.

Our first Pupil Free Day this year is to be held on Friday 10th June, Week 6 Term 2. Staff will be involved in training using Digital Technologies. Please mark this date in your diaries. OSHC will be available for bookings.

We have a number of performances and excursions taking place throughout the year. It is important that we receive payment in good time for these activities to go ahead without unexpected cost to the school. We are now a school of 490 children which can make following up every child’s payment in time quite difficult. Notices about excursions or performances and subsequent costs will include a final date for payment. We need to adhere to this date. If you haven’t put our Skoolbag app on your phone we encourage you to do this as regular reminders are sent out to help families meet deadlines. I thank you for your support in this.

NAPLAN will take place during Week 2 Term 2 and will involve students in years 3, 5 & 7. Please contact the class teacher or a member of leadership if you have any concerns about your child participating.

Thank you,
Robyn O’Dea - Principal

OSHC News

Over the past fortnight we have had an Easter focus here in OSHC. Children designed Easter bunny masks and Easter portraits by looking at a picture and giving their impression of it. We also made stained glass Easter eggs for decorating our windows.

As the term draws to a close it is National History Week. We will be running with this theme and looking at the history surrounding Angle Vale.

Existing families please note we have a reflection journal near the sign in sheets that is completed daily that details what your children have been doing in each session. This includes space for parent feedback. Please feel free to use this journal to communicate ideas or feedback about our program.

School holidays are fast approaching. If you would like a program please grab one near the sign in sheets at OSHC or view online. To book please ring our friendly customer service team on 1300 105 343 or visit www.campaustralia.com.au.

Morgan, Emily & Jess
Sports Day

On the 24th March we held our Sports Day at Angle Vale Primary School. Despite the weather looking rather grim at the beginning of the day we were lucky enough to have some stunning weather for being outside all day. The day began with a stirring speech from our special guest Matt White from Central Districts Football Club. The students were then led brilliantly through the Health Hustle by the team house captains. The day was fantastic and all students showed a great deal of sportsmanship and participated to the highest degree. It was awesome to see students participating and working together in their tabloid events and cheering their team on whenever they could. Given the wonderful performances and the sportsmanship shown by the students we would have loved to give them all trophies. Unfortunately this is not possible and on the day Anglesey received the Lyn May Positive Attitude Award for sportsmanship while Riverbank received the Lauriston Trophy for the winning Sports Day team. Special thanks must go to the sports day committee, the staff, leadership and the canteen workers who all worked tirelessly over the day to ensure that it could be such as successful day. We must also thank the house captains and vice captains who set an impeccable example for the students in their team and displayed many of our school values in doing so.

Sports Day Results:

1st - Riverbank 463  
2nd - Anglesey 450  
3rd - Frisby 440  
4th - Heaslip 436

Attitude award - Anglesey

Michael Menadue
Using Restorative Practices at Angle Vale Primary School

Staff at Angle Vale Primary School encourage the use of Restorative Practices when dealing with student misunderstandings and disagreements. This practice involves using a set of open questions that allow the students to reflect on their actions and behaviour and to hear how these actions have affected other students.

Restorative Practices encourages students to talk out the problem or incident, listen to those affected by the inappropriate behaviour and help decide how to repair the harm. This process enables children to express themselves and their thoughts about what happened, is less confronting, and they learn for themselves the impact and outcomes of what happened. Taking out the ‘why’ question has been helpful as it changes the response into a more positive one.

Parents are able to use this practice at home, to allow children to reflect and think about what happened and why, without actually asking the ‘why’ question.

Melissa Babic, Assistant Principal
Kirsten Xanthopoulos, UNISA – Social Work Student

Children’s Uni

Your child’s school is currently involved in a voluntary learning program called Children’s University involving collecting stamps in a Passport to Learning to record their hours of learning. Not all children are involved in this program, but if your child is a member of Children’s University please read the following information.

The Children’s University program is currently being evaluated by the National Centre for Vocational Education Research (NCVER). As part of this evaluation we will be surveying several groups including children who are involved in the program. This survey will typically be performed during school time. This survey will ask about what students think about Children’s University, their views on education, how they get to Children’s University activities, and future career and education plans.

Your child’s school has given permission for NCVER to run this evaluation in the school. The survey has been reviewed by Children’s University to ensure that it is appropriate. Participation is not compulsory. If you child does not want to be involved they will not be forced to. In addition, if you do not want your child to be involved please contact Alex Stokoe and your child will not be approached.

Literacy Block Activities in Room A4 (Miss Skewes)

We read our guided readers and play games to help us match initial sounds with pictures and words.

We use our whiteboards to practise letter formation, blending and sentence structure. We try writing sentences independently each day.

We engage in lots of art/craft activities, songs and stories to help us learn and remember things that begin with each sound. ‘t’ is for tiger.

We practise our Jolly Phonics actions to help us remember the sounds letters make.
Ms Valley’s Year 5/6 Class

In Design and Technology we were having a class discussion and discovered that we needed to learn more about the design process. Ms Valley presented us with a challenge – to construct a device that would ultimately ‘save’ our egg from breaking when dropped from the top of the playground on to a wooden surface below.

To begin, we decided on the parameters of the design and then investigated the types of materials we could use to create our devices. Working independently, we chose materials and explained how we would use them to create our devices. We brainstormed ideas and generated our first diagram and description of our devices. We began creating our devices and as we were producing them, many of us realised that design changes needed to be made and recorded. Upon completion of our design we took pictures and measurements of our devices as well as created new diagrams. We made predictions as to whether our devices would ‘save’ our eggs. After dropping them from the highest point in the playground we were surprised that most of our eggs survived! We returned to class and evaluated our devices. We justified our predictions and discussed any possibilities for improvements in our designs.

Come and check out our display in the office!

Leadership Awards

Week 6, Term 1 Assembly

Mrs Marschall - Reception
Dylan for working hard at following the Golden Rule and for always being a helpful and friendly person in class.

Mrs Reed - Reception
Chloe for being brave in the mornings and helping others in our class. Well done Chloe.

Miss Skewes & Mrs Smith - Reception
Rhiley for his enthusiastic approach to school and willingness to help others with their learning.

Mrs Spurling & Mrs Smith - Year 1
Christian for trying your best and being brave with new learning.

Mr Mazzaferro - Year 1
Bailey for working on improving spelling skills and some fantastic Word Art! Well Done.

Mrs Arnold - Year 1 / 2
Daeya for a fantastic start to the year. A wonderful helper, always showing our school values and always striving to do your best.

Mrs Laing - Year 2
Kaylee for great efforts in spelling and for helping new people in our class feel welcome at playtime.

Mrs Sonneman - Year 2
Sophie for putting a great effort into all her work and for being kind and considerate to another student.

Miss Bush - Year 2 / 3
Fynnlay for working really hard with all aspects of his learning.

Mrs Mathews - Year 3
Kayla for always showing respect, courtesy and persistence.

Mrs Maloney & Miss O’Sullivan - Year 3 / 4
Jasmine for her helpful, on-task attitude to her own learning and others learning.

Miss Keenihan - Year 4
Joshua for bringing an ‘I Can Do It’ attitude to all his learning.

Mr Malcolm - Year 4 / 5
Jasper for working very hard during spelling lessons and writing great sentences.

Mrs Conroy & Miss O’Sullivan - Year 5
Rhiannon for being on task in all lessons and writing fabulous narratives. Well done.

Mrs Valley - Year 5 / 6
Jaydon for demonstrating good problem solving skills in Maths.

Miss Wendland - Year 6
Connor for being a valuable, helpful and engaged class member.

Mrs Attewell - Year 7
Jason for striving to understand difficult concepts in Maths.

Miss Noto - Year 7
Cameron for always working to the best of his ability and persisting with difficult tasks.
1. Collect coloured autumn leaves and thread them on string to make a necklace, garland or decoration.

2. Find dried-out autumn leaves and use them to make leaf stamps (paint one side of the leaf and then press it to paper).

3. Stand under a tree on a windy day and look up to watch the falling leaves.

4. Walk through a pine forest after it’s rained and check out the fungi, moss and lichen growing in and around the trees. Use NRM’s Fungi ID chart and see how many you can find.

5. Go on a nature treasure hunt.

6. Create a family ‘nature table’ with all your outdoor treasures.

7. Bake up all the autumn leaves you can find, make the biggest pile to jump in or bury yourself in.

8. Go for a walk in the autumn rain and listen to the birds and insects.

9. Send fallen leaves down the creek – race your friends to see whose leaf swims furthest and fastest!

10. Go on a camping adventure! From May, you’ll be able to make a campfire. Find the best stick to toast marshmallows. Make sure you check for local fire ban advice.

11. Make an autumn picture book with photos you have taken or sketches you have drawn.

12. Make little newspaper pots out of wet newspaper in an egg carton and plant winter vegetable seeds. Pop them straight in the ground (paper and all) when the seedlings have grown too big for their pots!

13. Find a local orchard and pick your own apples or seasonal fruit/berries.

14. Visit one of our Parks of the Month and try the activities featured in our Nature Play SA blog – Shepherds Hill Recreation Park in March, Lincoln National Park in April, and Mt Remarkable National Park in June.

15. Find a tree to climb!

16. Go on a bug hunt!

17. Get your family or friends together and try geocaching. If you’ve never tried it, check out our instruction sheet:

18. Plant your very own vegetable or herb garden (try mint, radishes, silverbeet, parsley).

19. Go on a colour walk! Take a walk in your neighbourhood or a local natural place, collecting as many different colours as you can, or pick a colour and see how many things you can find in that shade!

20. Make a leaf rainbow from different coloured leaves you’ve collected.

21. Put on your jacket and boots and play outside in the rain – what does it feel, sound, taste, smell and look like?

22. Go on a micro-hike. Lay out a piece of string 1-2m long. Crawl along the ground following your string trail and see what creatures or things you can find. Now see how many creatures you can find using a magnifying glass.

23. Sit in your backyard for 5 mins with your eyes closed and see if you can count 5 different ‘natural’ sounds. Listen for birds, insects, animals and plants.

24. Make a tree – collect a thick stick to make a trunk, smaller sticks for the branches, and fallen leaves for the foliage.

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What is NAPLAN?
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. All government and non-government education authorities have contributed to the development of NAPLAN materials.

Who will run the tests?
NAPLAN tests are conducted at schools and administered by classroom teachers, school deputies or principals. Each state and territory is responsible for marking the tests in accordance with strict guidelines and processes.

What will be tested and how?
NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling, grammar and numeracy. From 2016, NAPLAN content will be aligned with the Australian Curriculum. For more information on this please see the NAP website: www.nap.edu.au. Questions are multiple-choice or require a short written response. The writing task requires students to write a text in response to a prompt. To give you an idea of what the tests look like, sample questions and a sample writing task are available on the NAP website: www.nap.edu.au

How are NAPLAN test results used?
• Schools use results to identify strengths and weaknesses in teaching programs and to set goals in literacy and numeracy.
• School systems use results to review programs and support offered to schools.
• Students and parents may use individual results to discuss progress with teachers.
• Teachers use results to help them better identify students who require greater challenges or additional support.
• The community can see average school NAPLAN results on the My School website: www.myschool.edu.au

Will I receive a report on my child’s performance?
Yes, all students will be provided with a report for each test day. The school will notify you when the reports are being sent to you. If you do not receive a report, you should contact the school. Individual student results are strictly confidential.

What happens if my child is absent from school on test days?
Where possible, schools will organise for individual students who are absent at the time of testing to complete missed tests at another time during the testing week. Individual students are not permitted to sit tests after Friday 13 May 2016.

How can I help my child prepare for the tests?
NAPLAN assesses literacy and numeracy skills that students have already been learning through the school curriculum. Teachers will ensure students are familiar with the test formats and will provide appropriate support and guidance. If you have any questions about your child’s preparation for NAPLAN, you should make a time to speak with their teacher.

The best way you can help your child prepare for NAPLAN is to reassure your child that NAPLAN tests are just one part of their school program, and to urge them to simply do the best they can on the day. The use of services by coaching providers is not recommended.

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NAPLAN tests are conducted at schools and administered by classroom teachers, school deputies or principals. Each state and territory is responsible for marking the tests in accordance with strict guidelines and processes.

NAPLAN is not a pass-or-fail type test. Individual student performance is shown on a national achievement scale for each test. Each test scale has 10 bands and all year levels are reported on the same scale. Six bands are reported for each year level for each test. One of these bands represents the national minimum standard for students at each year level. A result at the national minimum standard indicates that the student demonstrated the basic literacy and numeracy skills needed to participate fully in that year level. The performance of individual students can be compared to the average performance of all students in Australia.

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Where can I get more information?
For more information about NAPLAN:
• visit the NAP website www.nap.edu.au
• contact your child’s school
• contact your state or territory’s education authority (details available on the NAP website).

NAPLAN 2016 tests timetable

<table>
<thead>
<tr>
<th>Year</th>
<th>Tuesday 10 May</th>
<th>Wednesday 11 May</th>
<th>Thursday 12 May</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>language conventions 40 minutes writing 40 minutes</td>
<td>reading 45 minutes</td>
<td>numeracy 45 minutes</td>
</tr>
<tr>
<td>5</td>
<td>language conventions 40 minutes writing 40 minutes</td>
<td>reading 50 minutes</td>
<td>numeracy 50 minutes</td>
</tr>
<tr>
<td>7</td>
<td>language conventions 45 minutes writing 40 minutes</td>
<td>reading 65 minutes</td>
<td>numeracy calculator 40 minutes non-calculator 40 minutes</td>
</tr>
<tr>
<td>9</td>
<td>language conventions 45 minutes writing 40 minutes</td>
<td>reading 65 minutes</td>
<td>numeracy calculator 40 minutes non-calculator 40 minutes</td>
</tr>
</tbody>
</table>

• Language conventions test includes spelling, grammar and punctuation.
• Numeracy test includes number; space; algebra, function and pattern; measurement, chance and data.
• Calculators are NOT permitted in the numeracy test in Years 3 and 5. In Years 7 and 9, each student sits one numeracy test where calculator use is permitted and one where it is not.