I would like to thank staff and students but especially Leanne as acting site leader and Carlo for stepping up into Leanne’s role whilst I was away as they both did a great job. I am excited to be back as the final move into the refurbished building happens and our nature playground is now open to our students. I would sincerely like to thank our Architects, Brown & Falconer especially, Deb, Dean, Freyer and Emma. Our FDC Builders, Gene, Duncan, Peter & Justin and Finally DECD staff, Ben, Karen & Raman through working collaboratively with our students at the centre of our work, we successfully are now able to open the last stages of a 4 year journey.

I will be away again for the last 3 weeks of this term due to family and I have also been invited to talk at an International conference about our school and how we use Creative Body Based Learning to engage students in learning. So, I will be in Auckland, New Zealand for the last week. Katie & Stephanie from Austin Texas will be with us again for more T & D on Creative body based learning strategies this term as will Eliza(artist) be working with students and staff in week 1 of this term.

It is very important that our parent/caregivers behaviour reflects the values of Respect, Responsibility and Teamwork. It is much more powerful for children to see the modelling of this behaviour by all of the adults around them along with staff. I have some concerns regarding parent’s behaviour in the school, using inappropriate language whilst waiting and interfering with other children’s behaviour also sadly it is reported bullying by parents to other parents. Please take care and appreciate the power you have in living our school values for all of our students. It takes a community to bring up a child so please think twice before you swear, yell, bully or interfere with other students. I would really appreciate us all taking responsibility for our own behaviour.

NAPLAN testing is happening this week for our year 3, 5 and 7 students. They will try their best and have a go. It is important to support your child through this process of testing as it is a part of life not just school. It is really important as a staff that we are working collaboratively with our parents to support the ways in which students are challenged to achieve their potential. Teaching and Learning is our core business and sometimes students can see learning as hard work. When you are challenged to do something new or different you can often feel anxious, frustrated, at times disappointed by not achieving something the first time, confused and struggling to understand. Students especially feel the above feelings when they are challenged and taken outside of their comfort zone. Most importantly, however, our students can feel positive feelings when they have achieved their goal or have learnt something that was difficult. It is important for the development of students to be continually challenged by involving them in; independent learning, taking risks and achieving their goal or have learnt something that was difficult. It is important for the development of students to be continually challenged by involving them in; independent learning, taking risks and developing strategies to get the desired results. Parents, too, can also support their children sometimes in needing to concentrate to expand their knowledge. The students understand that being challenged is our core business and sometimes students can see learning as hard work. When you are challenged to do something new or different you can often feel anxious, frustrated, at times disappointed by not achieving something the first time, confused and struggling to understand. Students especially feel the above feelings when they are challenged and taken outside of their comfort zone. Most importantly, however, our students can feel positive feelings when they have achieved their goal or have learnt something that was difficult. It is important for the development of students to be continually challenged by involving them in; independent learning, taking risks and needing to concentrate to expand their knowledge. The students understand that being challenged sometimes means you don’t get everything right, that you make mistakes and need to try different strategies to get the desired results. Parents, too, can also support their children’s learning at school by acknowledging the feelings associated with being challenged, the need to persevere and develop independence and learning the “joy of the struggle” to achieve new things.

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To our new students starting this term welcome and to their families, it will be a busy term ahead and I wish everyone a great term!

Gail

LEADERSHIP TEAM:
Principal: Gail Evans
Senior Leader 1 Engagement for Learning and Well Being: Todd McGrath
Senior Leader 1 Disability Unit: Leanne Jacobs
Senior Leader 1 Curriculum Coordinator: Arran Stierman
Student Wellbeing Leader: Jo Swift
New building

The school is in the process of transitioning to the new building. With classes from our junior primary mainstream and disability classes moving over the coming weeks.

From the start of term 2 we have also been able to play on our new nature playground. Students have love moving round in this new space and the staff have commented on how calm and settled the students are with this new area.

Below are some photos of the new building space and new play area.

Hi all,

My name is Dominique Stuart I am the ACEO for Christie Downs PS, I’m an Adnyamathanha man from the Flinders Ranges but have strong ties to the Arabana people of Lake Eyre and Ngarrindjeri people. I was born in Port Augusta and lived on Davenport Community along with my parents and two sisters. As I was growing up I learnt the Adnyamathanha language, culture and way from my mother, uncles, aunts and grandparents. From this exposure I believe it is important to have some sort of connection to your Aboriginality. My father moved us to Adelaide when I was 11 years old to find work but we would always go back to Pt Augusta to reconnect to family and country.

After finishing Yr. 12 I worked with Aboriginal Sobriety Group (ASG) on the Mobile Assistance Patrol (MAP Bus). I was then lucky enough to get a 12-month Traineeship with the Education Department which led me to this role. This year I will be teamed up with the Aboriginal Education teacher (AET) Trish Hendrick, who will be focusing on our pupils individual learning plan goals.

In this new role I hope to bring my knowledge of Aboriginal language and culture to assist our ATSI students in any way possible, as well as providing support with their future endeavours.

I would also like to expand the knowledge the school has of the Kaurna language and how we get involved in community events. We have already started doing this by sourcing the latest and most up to date dictionary of the Kaurna language as well as participating in the ‘Kid on Country – Kaurna Activity Day’ in the Adelaide Park Lands. This event had weaving workshops, bush tours, dreaming stories, Yidaki (didgeridoo) playing, Aboriginal artefacts on display and much more.

Looking forward to a successful year, I am based in the Aboriginal Education office if you would like to meet me.

Dom Stuart,
ACEO
National Assessment Program (NAPLAN)

This term Christie Downs Primary School will participate in the annual assessment for students in year 3, 5 and 7 in week 4 of term 2. All students in these year levels will participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. Consistent with last year, CDPS has applied for adjustments for students with a DECD verified disability as well as students with non-verified disabilities (learning difficulties and/or students with trauma). Here the objective is to provide all students with the opportunity to participate in this national assessment program. Adjustments are in the form of a Support Person and/or Rest Break ‘card’. The Intervention Team will work through the testing period as a “one to one” Support Person for twelve students and Rest Break cards will be offered to five students. Staff feedback from last year on the use of a Support Person was positive with many commenting that the child’s true abilities were reflected in their tests due to the provision of this supportive environment.

Christie Downs Primary School is the only school within the Beach Road Partnership to apply for this type of support for students without a DECD verified disability. The logistics in organising this type of intervention is a challenge to all staff members involved. However this commitment to meet the diverse needs of all learners reflects the strong collegial relationships amongst staff at CDPS. The NAPLAN test results provide parents and the school with an understanding of how individual students are performing at the time of the tests. They also provide staff at Christie Downs Primary School with information about how our education programs are working and what areas need to be prioritised for improvement. The 2017 NAPLAN test results for the Year 3 students were returned in early November. The feedback from the test results has contributed to shaping the sites Structured Literacy initiative launched this year.

The STRUCTURED LITERACY initiative 2018

In Reception to Year 4 (Sea Lions and Sea Urchins) the Structured Literacy initiative utilises the CDPS Intervention Team to support small group teaching for all students. Shaped by targeted teaching and framed by collaborative planning, teaching and assessment of learning, this initiative takes the form of timetabled literacy lessons including: Structured Literacy (Guided Reading), Read Write Inc., Student Support Officer (SSO) reading support and Music with Elizabeth. This strategy builds on a traditional ‘Guided Reading’ format and includes two additional Intervention teachers in the classroom. Therefore twice per week (40 minutes in total) all students receive small group reading support. In reception and year 1, groups are formed based on the child’s Phonological Awareness Skill Mapping assessment.

In Term 2, groups are formed based on the child’s Phonological Awareness Skill Mapping assessment. This term Christie Downs Primary School will participate in the annual assessment for students in year 3, 5 and 7 in week 4 of term 2. All students in these year levels will participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. Consistent with last year, CDPS has applied for adjustments for students with a DECD verified disability as well as students with non-verified disabilities (learning difficulties and/or students with trauma). Here the objective is to provide all students with the opportunity to participate in this national assessment program.

These targeted small group lessons and programs are intended to achieve better reading outcomes for all our students; however we need your help. The following extract is taken from the Government of South Australia’s Parenting SA brochure and is titled ‘Why read with children?’

Reading and story time can be a special time for parents and children to spend together. If it’s relaxed and happy it builds your relationship and helps children build their sense of security and self-esteem. Language helps us understand ourselves and make sense of the world. Books and stories help children develop language and thinking. Children who enjoy reading are likely to become confident learners. It can become a favourite hobby they go on to enjoy all of their lives. Stories can help children deal with problems and fears in everyday life.

If you don’t enjoy reading or find it a struggle, you still need to show children that reading is important. You could tell stories, have books around the house and tell children you wish you had the chance to learn to like reading. (Why stories are important, Parenting SA, Government of South Australia)

Arran Steirman
Senior Leader 1, Curriculum

GOVERNING COUNCIL REPORT: CURRICULUM

ENGAGEMENT FOR LEARNING AND WELLBEING

Welcome Jason

The students and staff at Christie Downs Primary welcome Jason Braidwood to site. He has won the position of GSE (groundsman) and will be on site Mondays, Thursdays and Fridays.

More of our new playground

Professional experience students

For the first six weeks of term 2 Christie Downs Primary School are catering for 9 Flinders education final year students. They will be working alongside classroom teachers and SSO’s learning from our highly skilled teaching staff.

No access from back gate

The gate that opens onto Justin Crescent is no longer accessible for parents and caretakers to enter the school grounds. This is to provide further safety to the students at Christie Downs Primary, both during outdoor learning times and traveling to and from school.

Todd McGrath
Senior Leader 1, Engagement for Learning and Well Being
NATIONALY CONSISTENT COLLECTION OF DATA

Nationally Consistent Collection of Data on School Students with a Disability

We have commenced the annual Nationally Consistent Collection of Data on school students with disability for 2018. This is an annual requirement for schools and from 2018 this data will be used as the basis for national funding.

The Nationally Consistent Collection of Data will involve 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
- Where known, the students type of disability

Under the Nationally Consistent Collection of Data model the definition of disability is broad and includes learning difficulties, health and mental health conditions. This means that it is not only students who have Negotiated Education Plans who are included in the Nationally Consistent Collection of Data. It includes a wider group of students who receive additional support within the school environment.

If your child is identified by the school for inclusion in the Nationally Consistent Collection of Data process, the required information about your child will be included in this year’s data collection.

Once the data has been collated, it will be de-identified before being provided to the Australian Government Department of Education. This ensures that no student’s identity can be reasonably ascertained.

The data will be used by our school to inform and improve practice for students with disability.

If you have any questions about the data collection, please contact Leanne Jacobs or Arran Stierman on 8382 3266.

Further information about the Collection can be found at: http://www.education.gov.au/nationally-consistent-collection-data-school-students-disability

Leanne Jacobs
Senior Leader 1, Disability Unit.

A MESSAGE FROM OUR SCHOOL CAPTAIN

Hello!

My name is Dakota and I am the 2018 School Captain representing all the students of Christie Downs Primary School. I feel very proud to be elected School Captain. I hope that everyone is enjoying the new school buildings and brilliant playground.

In a couple of weeks we are going to introduce a POP-UP BOOTH where students can come and talk to a member of the Student Executive Committee about any suggestions they may have or to discuss any problems that may have.

Students can also nominate other students for School Values Awards and Random Act of Kindness Awards.

We will also be asking students a different question each week at the pop-up-booth. I look forward to working towards making our school the best it can be.

Thank You

Dakota

Welcome to Term 2 and cooler weather!!

Breakfast Club is now open Monday, Wednesday and Thursday morning from 8am. Every-one is welcome!

Come in and enjoy some scrambled eggs and toast!

Preparations are under way for our Hopgood Theatre School Production. We are very excited to be heading back to the Hopgood Theatre and presenting a fabulous night of entertainment starring the superstars of Christie Downs Primary School. Our Hopgood Performance will be in term 3. Stay tuned for more information as we get closer to our performance date.

The best way to keep children safe is to talk with them and be involved in their online world. You will be building your own technology skills, as well as a trusting relationship with your child. They will be more likely to come to you if something worries them.

Having friends and connecting with others is very important to children. They spend a lot of time using social networking sites to do this. Children use Facebook, Instagram and Snapchat to keep in touch with family members and friends. Most sites require users to be over 13 years of age. However, operators don’t have to ask for proof of age. If a parent provides access for a child under 13 years of age, it is important to supervise as there can be many risks.

Make sure children:
- Know that most messages and photos shared can be accessed by others.
- Set privacy settings to ensure their profile is only seen by people they intend, and check settings often.
- Let you view their profile and ‘friend’ you or accept you as a follower on sites/apps they use.
- Know the risks of ‘friending’ people, accepting ‘followers’ or ‘chatting’ with people online if they don’t know them.
- Get permission from others before putting photos of them online and ‘tagging’ them. Encourage them to ask their friends to do the same for them. ‘Tagging’ provides information about a person’s activities and creates a link to their profile they may not want.
- Know how to report abuse or inappropriate content to the social networking service or other agency.

Cyber Bullying is when technology is used to harm others. It usually happens more than once and can involve abusive or threatening emails or texts, making fun of someone, or posting embarrassing or damaging information or photos. It is a big concern because it causes harm, can escalate quickly and involve a lot more people face-to-face bullying. It can happen anytime day or night, and parents may not know it’s happening.

If there is cyber bullying:
- Talk with your child and show you understand what it means for them. Reassure them that it can be dealt with and you will support them.
- Use the report/block function
- Report it to school if the bullying is by another student
- Report serious reports to the Police
- Keep a record of bullying messages eg: screenshots
- Help your child get the support if they are upset.

(Kids Helpline phone:1800551800)

Remember to keep your eyes and ears open around our school crossing!

Jo Swift
Student Wellbeing Leader 1