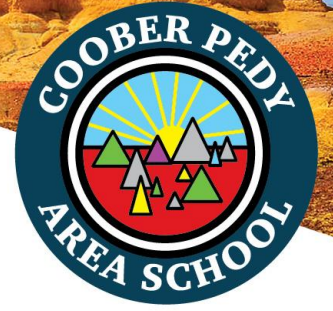


NEWSLETTER

Term: 3 | Issue: 1 | Date: 22.08.2022



FROM THE PRINCIPAL'S DESK



We are grateful for the work of our staff, parents/caregivers and the community in making our school a **centre of quality teaching and learning**.

Our 2022 NAPLAN results has **validated** our work here at the school and also provided **us with an insight** into where we need to **commit more resources** to ensure **Accelerated Achievement growth for each student** at our school. Our Years 11 and 12 students continue to be on track to achieving their SACE in record times. We are projecting a more SACE Completions this year. We will continue to improve on what we do here at the school in terms of student learning.



Our Students in Year 1, will be taking part in the annual Phonic Screening Check (PSC).

See below the link to the PSC factsheet: [2022 Phonic screening check- Information for parents/carers, families and the general community \(education.sa.gov.au\)](https://www.education.sa.gov.au/2022-Phonics-screening-check-Information-for-parents-carers-families-and-the-general-community)



We look forward to your continual support of our school, students and focus.



We have shared our learning moments throughout this newsletter and we hope you enjoy it.

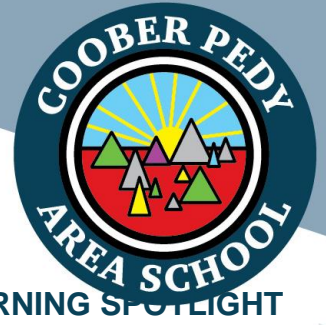
Let us continue to keep the bar very high!

Mr Maurice Saah
Principal



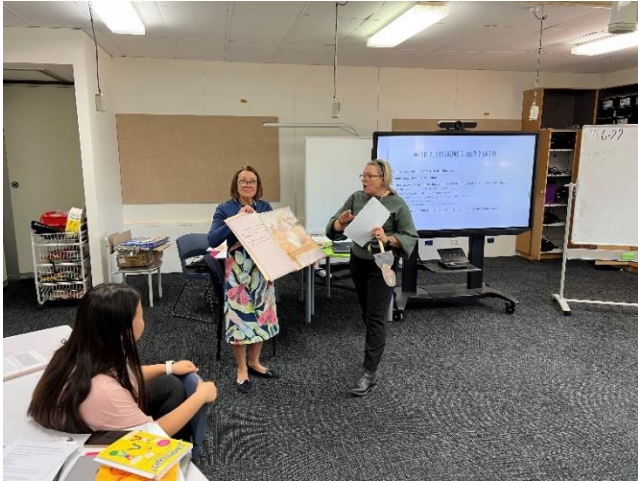
Government of South Australia
Department for Education

RESPECT • RESILIENCE • RESPONSIBILITY



STAFF PROFESSIONAL LEARNING

Our staff continue to receive world-class coaching and mentoring to enable them build their capacity.

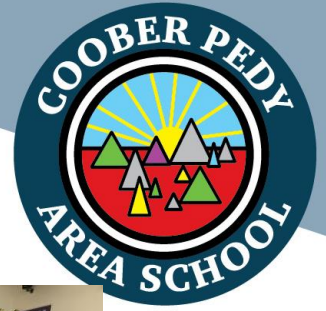


TEACHING AND LEARNING SPOTLIGHT

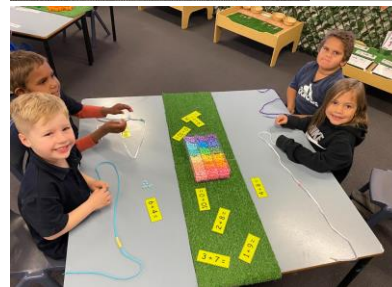
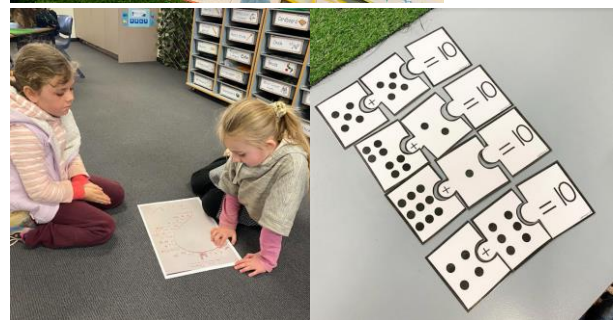
Reception Class – Ms Carly Legg

We are off to a fabulous start to term 3 in Reception! We have returned from holidays focused and ready for the second half of our first year of school! In literacy we have been focusing on a story called 'Little Charlie'. Together we have drawn a story map to help us remember the sequence. Each morning we have been rehearsing together in order to retell this story using our story telling voices and actions. We are extremely proud and confident with this that we have been practicing and retelling this story to a partner. Through this we have explored key connectives (first, next, after that and finally), characters and settings which are vital elements to any story. Moving forward, we will be adapting this story and creating our own version by changing particular elements including the characters and setting so watch this space for our new upcoming story!

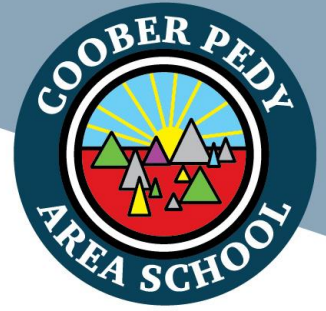




In maths, we have been working hard (as always) focusing on a range of new skills and concepts. We have been learning about number bonds to 10, also known as 'Friends of 10'. This allows us to be able to accurately and fluently identify 2 numbers that equal 10 which will help us with further mathematical concepts. We also explored this concept further by looking at other numbers through the part-part whole strategy allowing us to focus on a number and identify two numbers it can be broken into. In Reception we have also been exploring 2D and 3D shapes through a range of hands on activities. We loved learning about shapes and become very excited when we see these around in our environment!

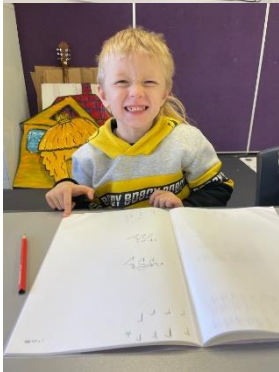


Ms Carly Legg
Reception Class Teacher

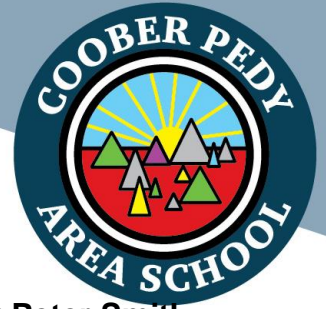


Read Write Inc (RWInC) – Ms Vicki CAI

Read Write Inc. Set One Sound Group is continuing to work hard on learning their phonics, sound-blending, and handwriting. Well done everyone!



Ms Vicki CAI
Preschool/ Reception Teacher



Years 1/2B Class – Ms Viv Subelli

Learning moments in our Technology class.



The Years 1/2B Technology



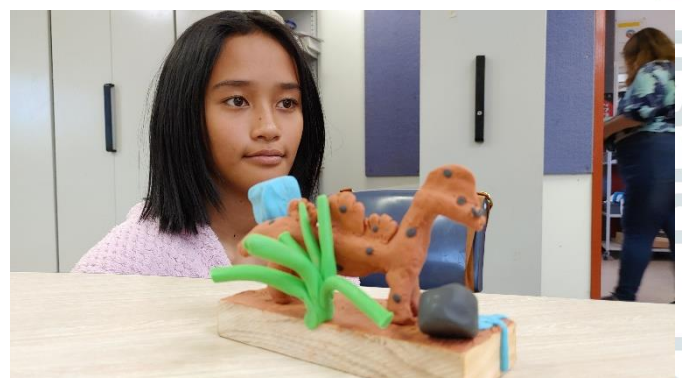
The Years 1/2B Technology

Ms Viv Subelli

Years 1/2B NIT Teacher

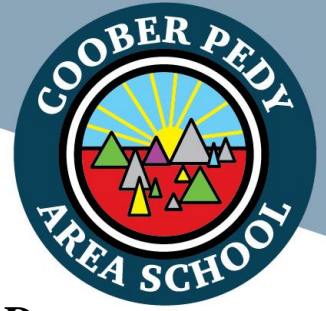
Years 5/6B Class – Mr Peter Smith

Art- sculpture with expression and movement.
Wire skeleton wrapped in Alfoil and masking
tape with a clay skin.



Mr Peter Smith

Years 5/6B NIT Teacher



Years 3/4A Class – Mrs Lai- Salazar LITERACY

Our Years 3/4A students have been following the Talk for Writing (TfW) program (a Pie Corbett model) for our Literacy lessons, with the aim to develop mastery in different forms of writing. Last term, we explored fictional texts with the focus on characterization. Students learnt the model text “Little Red” off by heart including accompanying actions to help with the memorization of the story. Explicit teaching of toolkits (literary devices) such as the rule of three, similes, powerful adjectives and adverbs occurs regularly and students utilise these tools to improve the model text before finally putting together all their writing skills to innovate their own versions of the story. Check out the model text story map below as well as our innovated version of the model text!

Daring Darren

I remembered like it was yesterday, there was a boy named Darren but he was always called Daring Darren because he always dared people to do strange things.

Mid-morning one day, his rock star Auntie Sharon gave him a large box and told him to take it to the Sydney Opera House. His Auntie Sharon warned, “Go straight to the Sydney Opera House and do not dare people on the way there!”

Into the box, Auntie Sharon put a tiny, shiny clarinet, a huge, old cello and a big, wooden guitar.

So, Darren ran and ran and ran until he reached the middle of Sydney. Sydney was always so noisy, crowded and very expensive. Feeling annoyed by the bustling city, Darren looked around the city to find someone he could dare into doing something silly.

Suddenly, a charity collector named Kolie came by. “Why do you have that large box there, young man?” queried Kolie.

“If you accept my dare, I will tell you what is inside my box,” answered Darren.

Kolie accepted the dare and Darren told her all about the box filled with expensive musical instruments.

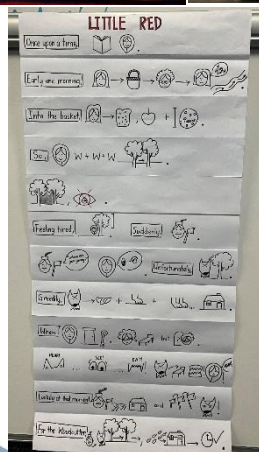
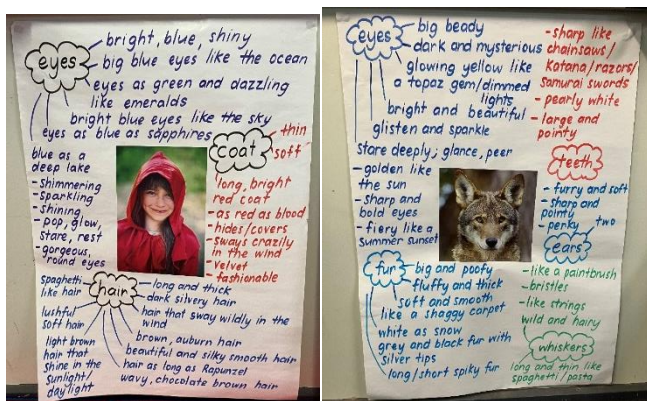
Unfortunately, a most wanted robber by the name of Lackens was listening sneakily behind a stop sign.

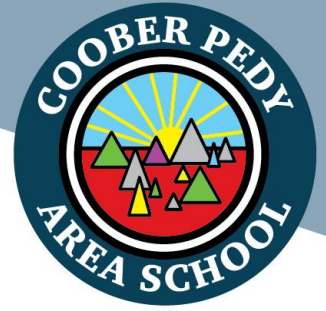
Evilly, Lackens rubbed his hands together, winked strangely and trotted like a race horse all the way to the Sydney Opera House.

When Darren got to the Sydney Opera House, he kicked down the wooden door.

However, he was unlucky because Lackens had arrived first.

The most wanted robber dropped down from the tin roof, violently slapped Darren in the face, grabbed the box of instruments and dashed out of the Opera House.





Luckily at that moment, Kolie was walking nearby. With not one, not two, but three strong slaps, Kolie made Lackens, the most wanted robber cry out loud. WAHHHH! WAHHH!! WAHHH!

Fortunately for Darren, Kolie had been working nearby, heard the commotion, and arrived just in time to help Darren. After that very strange day, Darren did as he was told and never tried to dare people to do silly things again.

By N.J.

Blundering Max

One day, a long time ago, there lived a young boy called Blundering Max because he was known to always make big mistakes. One morning, Max's boss told him to take the large cargo ship to Australia for more containers. His boss warned, "Do not make a mistake and sail the wrong way!"

So, Max set sail for the Gold Coast in Australia but after an hour or so, he thought he should have some fun. He decided to break things on the ship. First, he broke the radar, then the signal, and finally the navigation system. Although, Max knew that he had broken some very important pieces of equipment, he didn't care. He sailed on for three more days before he finally reached land.

When he reached land, he jumped off the ship and went on a journey through the jungle of the enormous island. While Max was joyfully exploring, a scary navy officer popped out from behind some tall bushes.

"What are you doing here on this island?" asked the navy officer.

"I was exploring," replied Max happily.

"Don't you know where you are?" retorted the navy officer furiously.

Max looked puzzled, "Isn't this Australia?" questioned Max.

"No, this is a cannibal island," answered the navy officer.

Suddenly out from the jungle, a group of hungry cannibals came running towards Max and the navy officer.

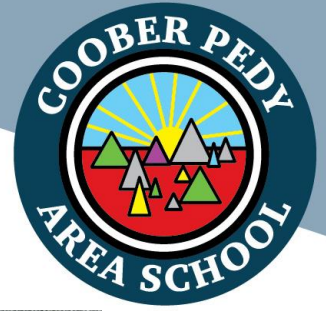
MUNCH! MUNCH! CRUNCH!! The cannibals started eating the navy officer. Frightened, Max started running back towards his beached ship. With the cannibals right on his tail, Max was sweating. He could hear screaming in the distance. When Max got to his beached ship, he saw that the cannibals had already taken over it.

In the meantime, the navy force was scouting the coast after an alert was put out for a missing cargo ship. They spotted Max running with their binoculars and saw that the cannibals were hot on his tail. So, the navy force started quickly sailing towards the shore. Back on the ship, Max was surrounded by bloodthirsty cannibals wondering what he tasted like. Luckily, however, at that moment, the whole navy force arrived on shore and dashed to the beached ship. With not one, not two, but three mighty shots of their electric rifles, the navy force killed off all the ferocious cannibals. Fortunately for Max, the navy force had tracked Max's ship, spied on the cannibals, and arrived just in time to save him.



After that, the navy force escorted Max to the Gold Coast and Max made sure to never muck around and make a mistake ever again as this time it nearly costed his life.

By Dino Venus



Lebron James

About 5 years ago, there lived a tall and handsome man named Lebron James who was a really good basketball player. Late one night, his grandad said, "Go and set up the basketball courts for the championship games tomorrow."

His grandad warned, "Do not talk to strangers."

So, Lebron got on his speedy motorbike and raced and he raced and he raced until he got to the middle of the town.

The town was gigantic, busy and noisy. Feeling hungry, Lebron went into a pizza bar. There was a group of scary bikers eating pizzas shaped-like basketballs.

"What are you up to?" asked one of the bikers who had a ruffled-looking beard.

"I am going to set up the basketball courts for the championship games tomorrow morning," Lebron replied.

Listening from behind the counter, was a short muscly waiter. His muscles were as big as a house. He had heard everything that Lebron and the bikers had said.

When Lebron got to the basketball court, he let himself inside. He looked around and saw bits of pizza all over the floor. The bikers revved their motorbikes and chased Lebron around the court.

Luckily at that moment, the waiter from the pizza bar jumped through the roof and with not one, not two, but with three mighty blows of his pizza tray, he knocked out the bikers.

Fortunately for Lebron, the waiter had followed the bikers through the town and tracked them to the basketball court.

After that, Lebron never spoke to any strange people again.



By Lucas Farkash

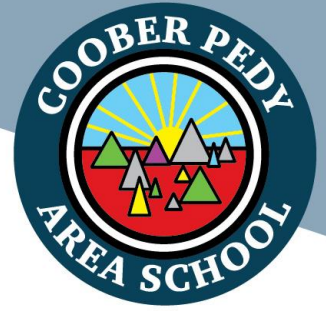
Maxibon Max

A long, long time ago, there was a young boy that people called Maxibon Max because he was the creator of the Maxibon. His real name was Victor Aloysius Andreas von Stuttenberg. One day, Max ran out of ingredients to make more Maxibons. The ingredients were rare and very difficult to find. His mother instructed him to take a basket, go into the dark forest, and search for the rare ingredients. His mother warned, "When you find the ingredients, do not eat them!"

Into the basket, his mother packed him some travel snacks. She put into the basket a chocolate bar, some crackers, and a bottle of milk. She also gave him a small grinder and a wooden sled.

So Max rode and rode and rode until he got to the middle of the dark forest.

Feeling tired, after searching long and hard for the rare ingredients, Max rested underneath a huge tree and put the ingredients he found into the basket.



Now hungry, Max opened up the basket and ate the chocolate bar, the crackers and drank the milk but he was still feeling peckish. He looked at the delicious ingredients inside the basket and decided to eat just one. One soon became two and before he could stop, all the ingredients were gone.

Suddenly, a hunter appeared from behind the tall trees. "What are you doing?" asked the friendly hunter.

Max explained everything to his new friend. The hunter kindly helped Max find some more ingredients and this time told him, "Take very good care of it!"

Unfortunately, a mean nasty witch was listening up upon the tree. The witch grabbed her broom, sat her cat on the broom, and flew off in a hurry.

As Max was walking back towards his house, the mean witch swooped down like an eagle and ripped the basket out of Max's hand. Luckily, the hunter was close by and saw everything. He ran in with his shotgun, and with not one, not two, but three mighty rounds of his shotgun, he knocked the witch off her broom.

Fortunately, the hunter saw the witch hanging suspiciously nearby, followed her through the forest, and arrived just on time to save Max and his ingredients.

Max thanked the hunter, gathered his basket, and rode home to tell his mother everything. After hearing Max's story, his mother grabbed a dirty slipper off the floor and hit Max so hard that he felt like he went to the moon. Max landed with a thud and knew that next time, he would do as he was told.



By Andreas Myatt

The Terrible Prisoner

It was 1907 and there was a prisoner named Roboe locked in a dark and cold prison. His real name was Richard Baxley but he was known as Roboe because he was always robbing something. He was doing time because he had robbed a large bank in the middle of town.

Late one afternoon, a prison guard gave Roboe some lunch and warned him, "This is your meal for the next 3 days. Do not waste it!" Later that evening, Roboe's stomach started to grumble. He was feeling hungry again. He cried out to the guard, "I am hungry!" The guard yelled at Roboe, "I already gave you your meal. Wait for your next meal in 3 days!"

Angrily, Roboe thought in his head to start a riot. Underneath his bed, he found a rotten red apple, a mouldy ham and cheese sandwich, and a half bottle of out of date green milk. EEEE! SHHEEE! BEEEE! Roboe turned to his cellmate and threw the disgusting food hard at his face.

His cellmate got very angry at Roboe and threw the food back.

Suddenly, the prison guard from earlier came patrolling by.

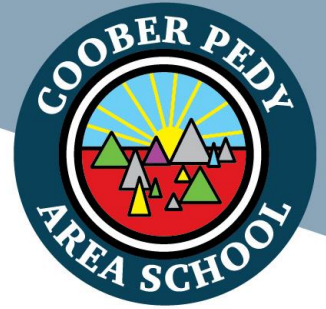
He saw what had happened, reminded Roboe what he said before, and punished Roboe for not following orders.

With not one, not two, but three quick knocks of the baton on Roboe's head, Roboe fell backwards onto the cold, hard floor.

From then on, Roboe learnt his lesson and always did as he was told so that he never got punished again.



By Noah Noble



Marvellous Moony

Once upon a time, there lived a beautiful girl called Moony. People called her Moony because she loved moons and knew everything about the Moon.

Early one morning, her lovely and gentle mother gave her a cotton bag and told her, "Go straight to Aunt's house and give this to her for her birthday."

Into the cotton bag, her mother put some milky opal pieces.

So, Moony skipped and skipped and skipped until she got to the middle of the busy town. Feeling bored, Moony stopped at a park bench and decided to draw moons onto the bag of opals.

Just around the corner, her kind uncle came walking by. "What are you up to?", he asked. Moony told him all about her adventure going to Aunt's house for her birthday and her bag filled with gorgeous opal pieces.

Unfortunately, a mean and creepy hag was listening nearby.

Mischievously, the creepy hag rubbed her old wrinkly hands together, sneered evilly, and rushed off to Aunt's house.

When Moony got to Aunt's house, she let herself in. Aunt was sitting at her wooden desk but she looked very strange. She had a creepy smile, a very long nose, and her hair was a mess.

From under Aunt's clothes came out the creepy old hag. She jumped out of the wobbly chair, snatched the bag of opals from Moony, and tried running away.

Luckily, at that moment, Moony's kind uncle came dashing into the house and with not one, not two, but three mighty bangs of his long stick, he scared off the creepy hag making her drop the bag of opals. The uncle grabbed the bag of opals and gave it back to Moony. Fortunately for Moony, her kind uncle had followed the creepy hag through the town, tracked her to Aunt's house, and arrived just in time.

From then on, Moony always did as she was told.



By Nikita Seekamp

Angry Alex

One day in a blocky world lived Angry Alex. She was known as Angry Alex because she had a short and bad temper. Once she blew up a mine shaft just because she was so angry.

Late one night, she went on an adventure with Steve to find diamond, gold, emerald, iron and coal. Steve warned Alex, "Do not get angry in the mine shaft because it is dangerous."

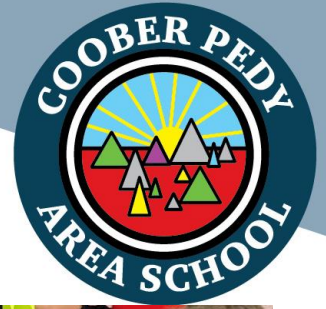
Into their bags, on the donkeys, Steve put two pickaxes, two helmets and some bright red TNTs. Then, they rode the donkeys until they got to the entrance of the dusty mine.

Inside the mine, there was a mine shaft. The mine shaft was big, pitch-black dark and was deep as an ocean.

Feeling tired after hours of mining, Steve sat down for a rest while Angry Alex kept on mining.

Suddenly, a bunch of zombies, creepers and huge green spiders came out from the darkness. Wickedly, a zombie grabbed Angry Alex's pickaxe, broke it and started chasing her. This made her very angry.

CRASH! BANG! BOOM! Alex started throwing TNT all around. Zombies, creepers, and spiders started exploding everywhere.



The mine shaft shifted and then started to collapse. The walls closed in, the ground shook, and the gravel roof crumbled. All of a sudden, a small rumble came racing down the rails. It was some mine carts. Angry Alex and Steve jumped into a mine cart. The mine cart dangerously jumped over some loose rubble and it raced at high speed around the rails. Steve slammed the brakes but it did not work. Suddenly, the mine cart hit a large rock and came to an immediate stop, just at the edge of the mine entrance. Alex and Steve jumped out the mine cart, hopped onto their donkeys and quickly rode home. Never will Angry Alex get angry in the mine shafts again.



By Xavier Wright

NUMERACY

Our class has been consolidating our knowledge of **place value** through engaging with a variety of money contexts including counting, trading, and giving change to the nearest 5 cents. We began our unit of learning by exploring the Australian currency and discovered many interesting facts about the coins and notes used in Australia everyday. For example, did you know that Australian bank notes are identified as the world's first currency to be printed on polymer (plastic)? It was a move to make bank notes more secure, durable, and cost effective! How interesting!



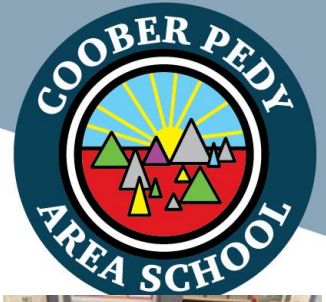
To consolidate our learning, we engaged in various learning activities to help us **practice** our skills.

We played the "Loose Change" board game where we took turns rolling a die and collecting money as we landed on different spots on the game board.

At the end of 5 rounds, we counted our money using our knowledge of place value and traded in small denomination coins and notes for larger ones. We also played "Race to \$10" and versed a partner to reach \$10 before they did. These activities helped us with counting coins and notes and allowed us to practice trading Currency. Our favourite part of learning about money was playing Shop! We took turns



setting up shops in the classroom and served our classmates. It was fun as we got to set our own prices for different items in our shops as well as use calculators to check our working out when giving change back to the customers.

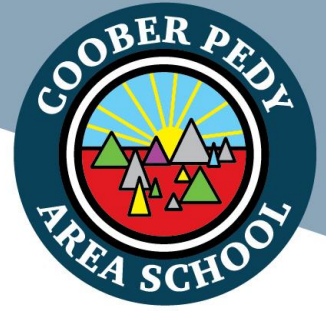


Years 5/6A Class – Ms Nikki Dibell

This term in maths the Years 5/6A students have been working on volume and capacity. Students have been using their problem solving skills and **multiplicative thinking** to measure the volume of shapes, as well as build shapes based on a given length, height and width. Students have enjoyed participating in a range of hands on learning activities to explore this concept and they should all be proud of their progress in maths this term.

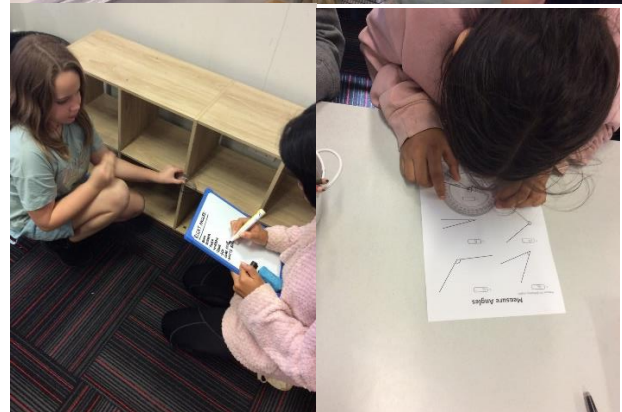
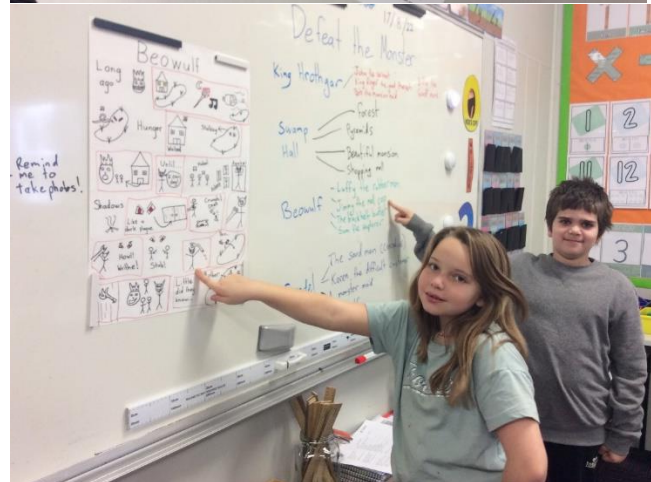
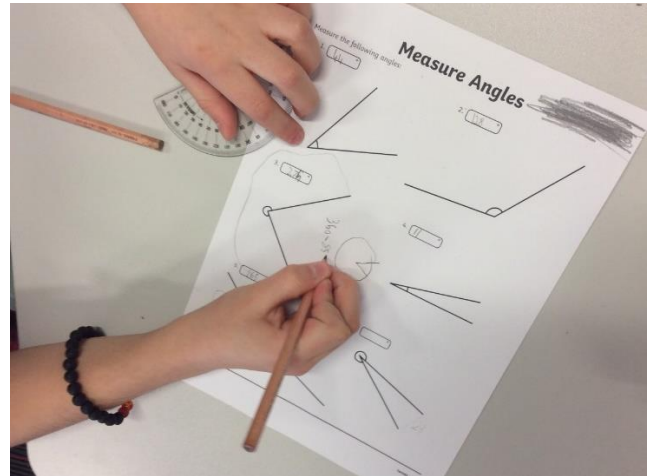
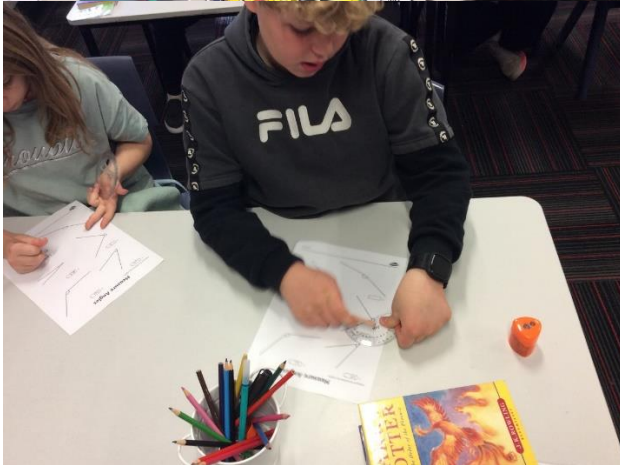
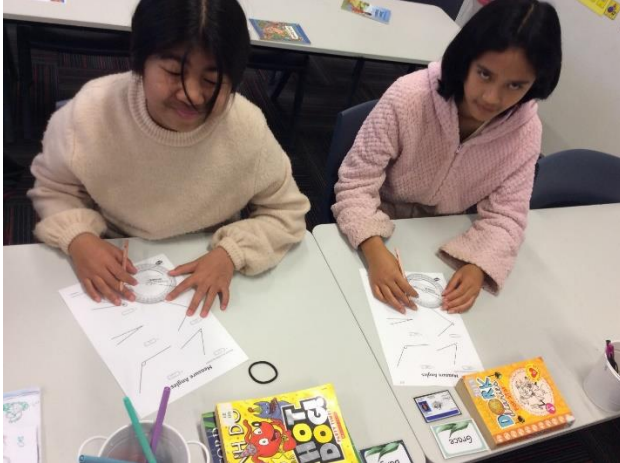


RESPECT • RESILIENCE • RESPONSIBILITY

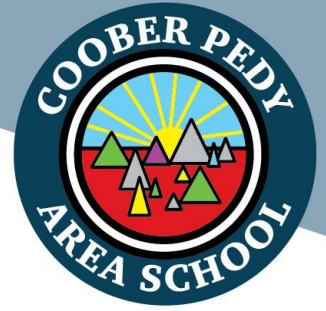


Years 5/6B Class – Mr Matt Wiseman

Our students have been using protractors for finding and measuring angles. Also a little bit of Talk for Writing during our story innovation has been happening in our Literacy lessons.

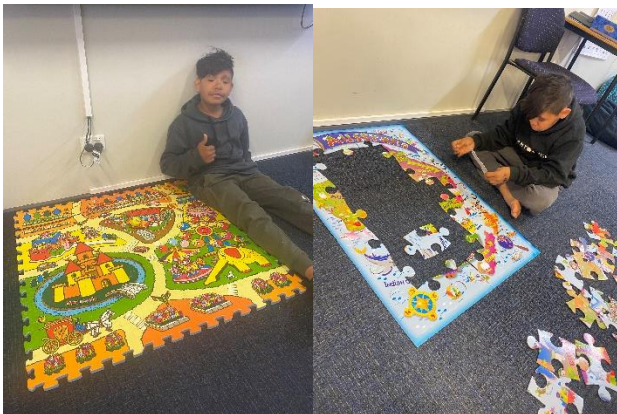
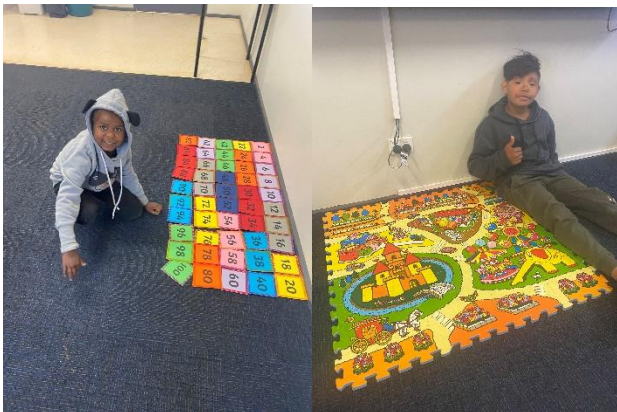


Mr Matt Wiseman
Years 5/6B Teacher



Building Tracks Class– Ms Elsie Adu-Agyei

Shannon has been working on even numbers while Justin has been working on writing and completed a puzzle on geography.



Ms Elsie Adu-Agyei
Learning Hub Teacher

IMPORTANT DATES- Term 3 2022

Term 3 Weeks 3- 6

Monday, 8th August, 2022- Friday, 2nd September, 2022- Phonics Screening Check (PSC) – *All Year 1 Students*

Term 3 Weeks 7- 10

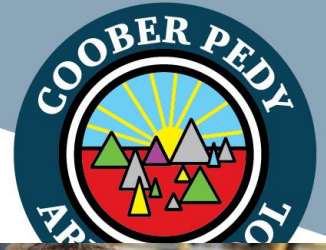
Monday, 5th September, 2022- Friday, 30th September, 2022- Progressive Achievement Test (PAT) - *Years 3-10 Students*

Term 3 Week 9

Friday, 21st September, 2022- Sports Day- *Primary Students (Reception- Years 6)*

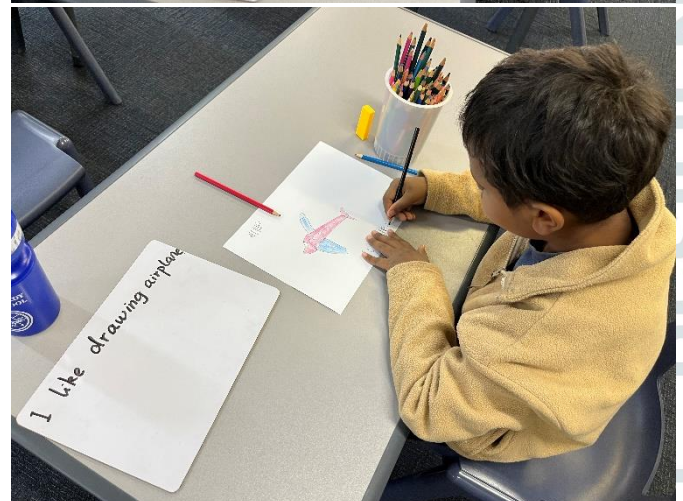
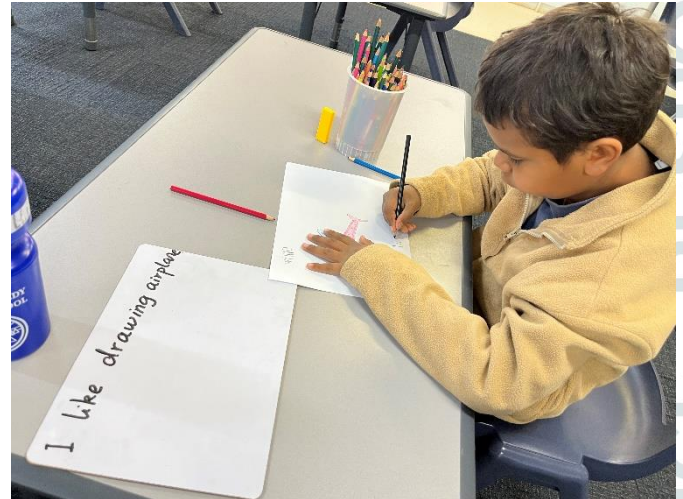
Term 3 Week 10

Friday, 30th September, 2022- Last day Term 3 2022- School closes at **2.00pm**

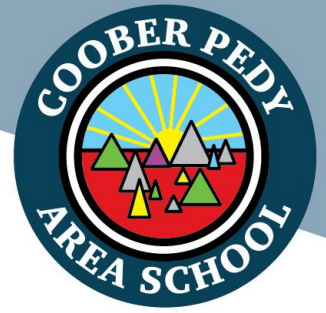


The Learning Hub - Ms Lene Li

In our Numeracy lessons, Charlie has been reviewing matching numbers and Willie has been looking for patterns and exploring money. He has been working really well on 'count by 2s' after a few practices. This term we started using the IXL learning Website to integrate the learning process with interactive techniques, it has improved student interest in learning and established a good feedback system.

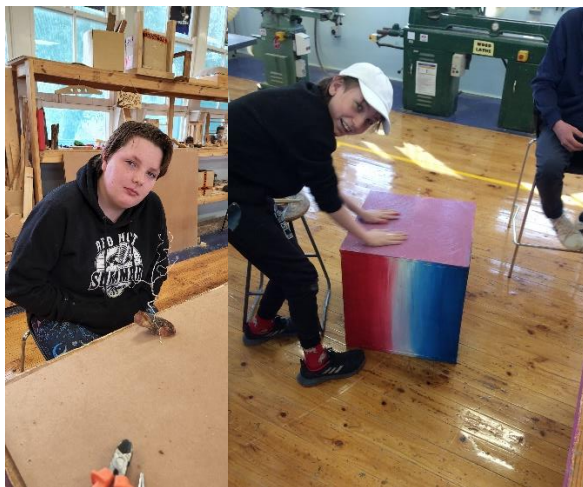


Ms Xiaolin (Lene) Li
Learning Hub Teacher

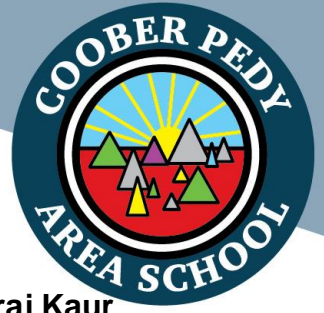


Secondary Technology – Ms Paterson

Learning moments in our secondary Technology lessons (Years 7-12).



Ms Michelle Paterson
Secondary Technology Teacher



Secondary Art – Ms Jess Baxter

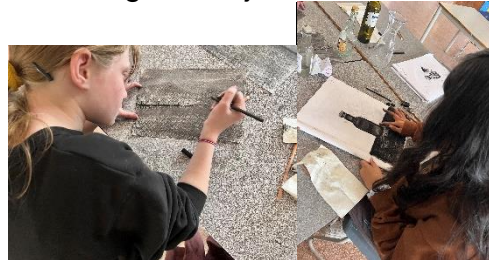


Ms Michelle Paterson
Secondary Technology Teacher

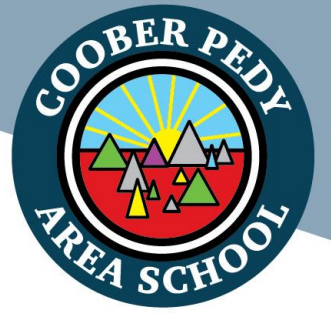
Years 8/9 Art – Ms Dilraj Kaur

Our Years 8/9 students are currently learning about the media Charcoal - specifically focusing on charcoal techniques and then gradually moving on to studying a charcoal artist of their choice in order to create their own artworks inspired by that artist using charcoal as their main media.

These pictures are from a lesson where students created still life observational drawings using charcoal studying especially where the lights, shadows and reflections fell on their given objects.

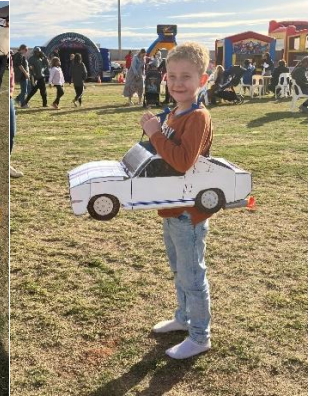


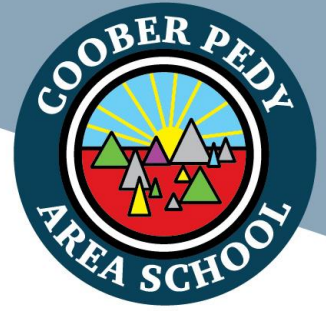
RESPECT • RESILIENCE • RESPONSIBILITY



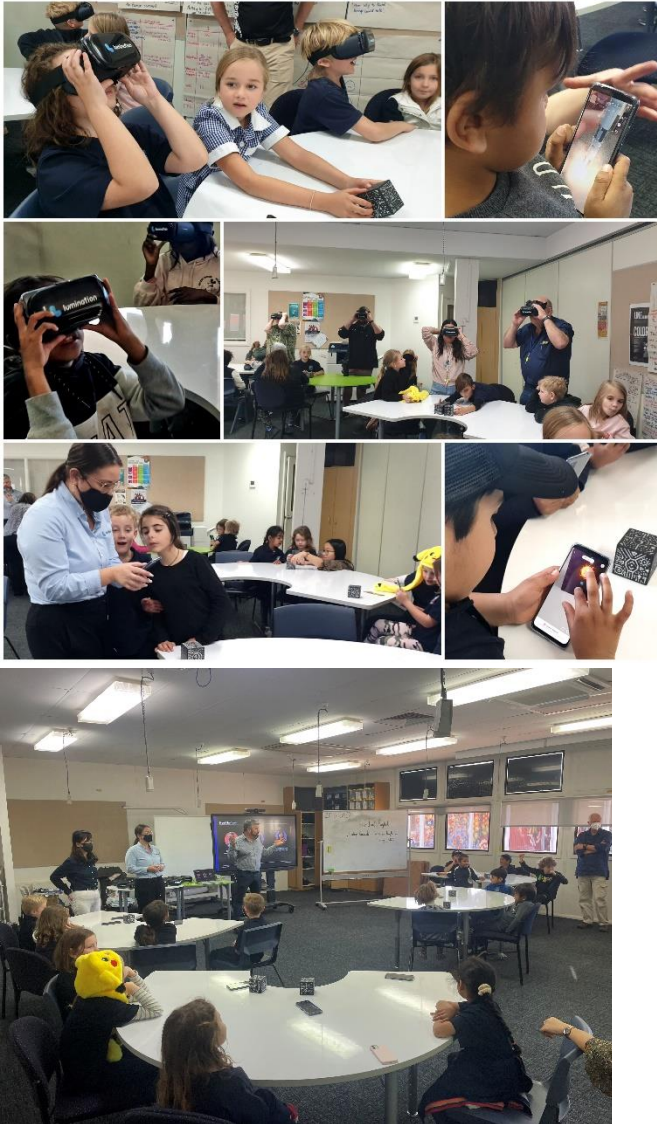
OPAL FESTIVAL- 2022

Well done to our Staff and Students who participated and produced items for sale at the Opal Festival.





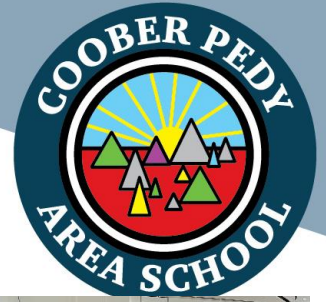
OZ MINERAL VIRTUAL REALITY SESSIONS



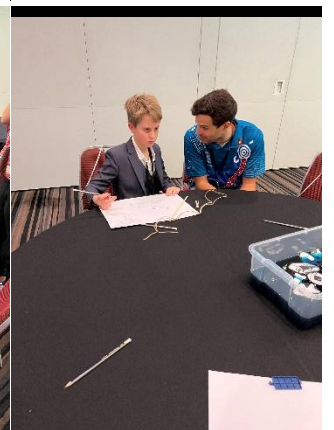
A big Thank you to Sam Hedditch and his team from Oz Minerals for working with Lumination (virtual reality company) to provide this exceptional virtual reality sessions at our school last term.

Our students thoroughly enjoyed and valued this opportunity.

Our school will be looking at purchasing some of these equipment in 2023 to support learning in Science, Technology and HASS.



STEM ABORIGINAL LEARNERS CONGRESS- Adelaide

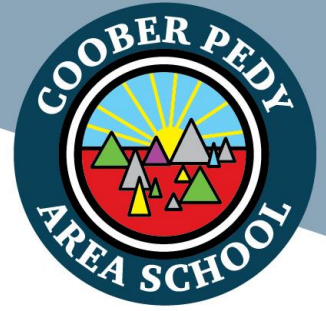


Olivia (Year 10), Navana (Year 9), Lynique (Year 8), Lyndon (Year 5) Jamie (Year 5) and Jashaun (Year 4) attended the STEM Aboriginal Learners Congress in Adelaide last Week (17/8/22 -19/8/22). Our students had an opportunity to meet and interact with other students across the state as well as engage in high quality STEM Learning activities.

It was great to see Lyndon, Jamie and Jashaun ask very intelligent questions during the yarning time with the visiting scientist.

The students were supported and accompanied by Ms Abhi and Mr Saah to the congress.

AUSTRALIAN DEFENCE FORCE (ADF) CAREERS SESSIONS AT CPAS



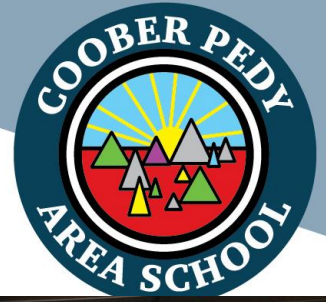
It was great to have the ADF careers team at our school in week 3.

They engaged mainly with our senior students (Years 10-12).

Our students got a lot of information about possible career options available to them.

We look forward to welcoming the ADF team back to our school in the future.

Thanks to the ADF Recruiting Team for a wonderful opportunity.



PEAK IRON MINE VISIT

Some of our students went on a trip to the Peak Iron Mine. It was a wonderful opportunity for them to experience the working of a mine site as they went down into the mining field and climbed up on some *deadly* but safe machinery.

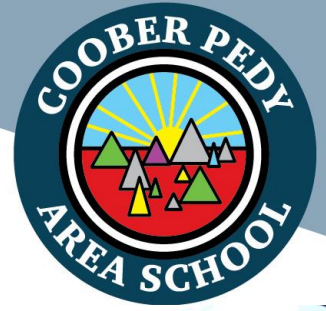


Our students enjoyed dressing up in Hi Vis vests and hard hats like the other miners and asked them some really intriguing questions. The whole team at Peak Iron Mine was very friendly, they showed them around the mine and answered all their questions. Some of our older students also got the chance to explore some career options that they can pursue after school. Everyone came back home with a piece of Hematite mined straight from the site.



Ms Abhi Kaur

Coordinator- Aboriginal Education, Support & Intervention.



RECONCILIATION WEEK

The National Reconciliation week is a significant event for Indigenous and Non-Indigenous people of this Nation. Reconciliation is a journey for all Australians – as individuals, families, communities, organisations and importantly as a nation. At the heart of this journey are relationships between the broader Australian community and Aboriginal and Torres Strait Islander peoples.



This year at Cooper Pedy Area School, we celebrated Reconciliation week on June 3rd. Parents and community members joined us at the school for an afternoon tea. A delicious kangaroo tail stew along with dampers was served which was cooked by the Aboriginal Education team, Clontarf Academy, and some very helpful hands from our community. A live performance by Tommy Crows playing Didgeridoo brought this event to life.



There were some engaging activities like art, sports and team building exercises during this event that targeted to create a school community strengthened by respectful relationships among everyone. This event was organised by the Aboriginal Education Team at CPAS, Clontarf Academy, Aboriginal Family Support Services, and Remote School Attendance Strategy. The community engagement at school during this event and all the services coming together to make this event a success was an incredible sight to behold.



NAIDOC WEEK

NAIDOC celebrations are held around Australia each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. The word NAIDOC is an acronym that originally stood for 'National Aborigines' and Islanders' Day Observance Committee'.



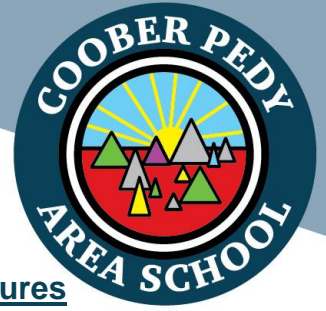
The week is celebrated not just in the Indigenous community, but also in increasing numbers of government agencies, schools, local councils and workplaces. We celebrated NAIDOC week at Cooper Pedy Area School from July 3 to July 8. We had different art activities throughout the week at school where students participated and showed their enthusiasm towards NAIDOC.



Some students went on an excursion to the town oval on Monday where they participated in NAIDOC celebrations organised by the Kanku Breakaways Conservation park land management team. On Tuesday, some students at CPAS put out a delicious morning tea for all the staff and students of the school. On Wednesday, the school along with Aboriginal Family Support Services hosted a bonfire night for the community. On Thursday, some students visited Prominent Hill to celebrate NAIDOC week with the community there. In the end on Friday, students put their handprints up on a wall at school to demonstrate unity and to proudly participate in the culture of Aboriginal and Torres Strait Islander people.



A big credit goes to the Clontarf Academy, the Aboriginal Education Team, Aboriginal Family Support Services and Remote School Attendance Strategy for all their work in making this week a success.



PARENT ENGAGEMENT SURVEY

Parents and caregivers are encouraged to complete the Parent Engagement Survey through either the **link** below or the **QR Code**:

https://survey.education.sa.gov.au/sc/qTz5u3ZkvEn0i3X_XiStJg2



The 2022 parent survey is an annual, voluntary survey that gathers feedback from parents and carers of school-aged children and young people. It aims to measure the level of parent engagement with your school. The survey closes on **Sunday, 28/08/2022**.

Survey results will help us understand:

- what we're doing well
- where we can improve
- what's important to parents and carers.

Covid-19 Safety Measures

Face Masks

Face masks are:

- strongly recommended (but not required) for all adults (including visitors) while indoors, except when teaching or interacting with children
- strongly recommended (but not required) for students in years 3 to 12 while indoors.

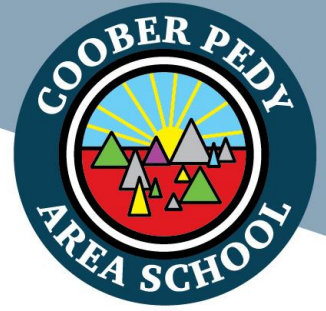
Exemptions will be made for students or staff who have a medical condition, such as problems with their breathing, a serious skin condition on the face, a disability, or a mental health condition.

Face mask use during outbreaks

Face masks will be temporarily required to be worn in education settings when COVID-19 transmission reaches certain outbreak thresholds, based on SA Health advice.

When certain outbreak thresholds are reached, face masks will be required to be worn by students in years 7-12 only, and all staff and visitors in the school, preschool or children's centre for a 14-day period.

The COVID-19 Response Unit will work closely with the site leader and SA Health to determine if masks will be required as part of the department's normal outbreak management process



Our Local safety precautions/measure

Our site-specific safety precautions/measure in response to the COVID-19 pandemic **continues to be in place.**

All **visitors** to our site are required to come Through the **front office/reception and sign in and sign out on departure.**

We have both a school and preschool QR codes, which is clearly displayed at the front office/reception as well as in the preschool.

Sign in sheets are also available at the Front Office/Reception and preschool for manual use.

Parents/Caregivers and community members are required to drop off and pick up their children from the entrance to the JP unit or classrooms/learning areas and **stay out** of these areas.

Parents/caregivers will be contacted to pick up their children (students) who present with symptoms of sickness/illness at school. This is also a safety/precautionary measure. Thanks once again for your co-operation on this in ensuring the health of all students and staff.

Coronavirus update

Below is the link to the current departmental advice/measure/updates:
<https://www.education.sa.gov.au/parents-and-families/covid-19-coronavirus/covid-safe-measures-and-requirements>

Introductory Letter- Years 1/2B Teacher

Dear Parents/Caregivers,

I am excited to introduce myself to you as the interim teacher for Year 1/2B class. My name is Elsie Adu-Agyei and I have been the Building Tracks Class Teacher for this school year.

As Ms Kathleen Woodlock is away, I will be taking over her class for the remainder of the term, effective from **Monday, 22/08/22.**

I have taken relief lessons in both Years 1/2 classes on several occasions and have found the students to be a delight to work with.

I sincerely look forward to working your children on a more regular basis.

Kind Regards,

Elsie Adu-Agyei