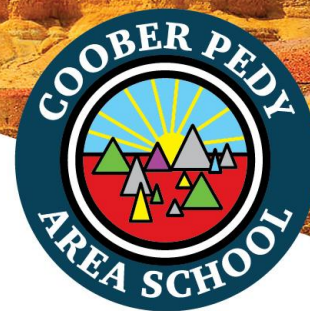


# NEWSLETTER

Term: 1 | Issue: 1 | Date: 04.03.2022



## FROM THE PRINCIPAL'S DESK



I wish to take this opportunity to welcome you all to the 2022 school year. Although we had a unique start to the school year with a staggered return of our students, our staff have continued to ensure that our school remain a **centre of quality teaching and learning**.

We will be aspiring to build on our strong student achievement data (Phonics Screening Check (PSC), NAPLAN, PAT and SACE/VET) from last year (2021)

The great news from our 2021 SACE results was that, in addition to the significant SACE completion outcomes for our Year 12 students, 4 of our Year 11 students completed their SACE as well (Accelerated SACE Completion).

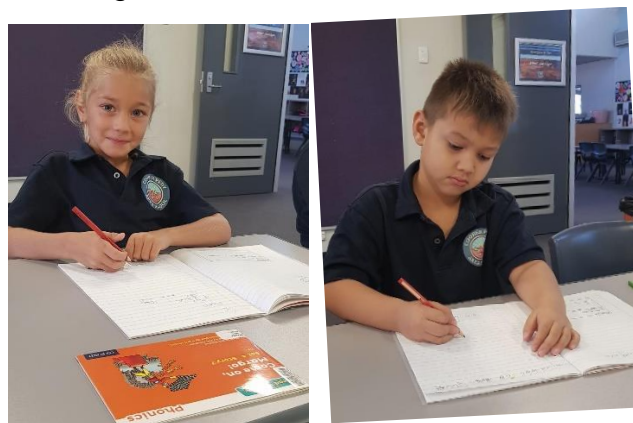
Congratulations to our students, staff, parents/caregivers.

We are looking forward to continually improving on what we do here at the school to ensure **accelerated achievement growth** for every student.

Our teachers will continue to receive coaching and mentoring from our world-class experts in literacy and numeracy.

The evidence and research is conclusive that, the only way to improve student learning outcomes is to improve the quality of teaching (instruction).

We as a school will continue to put resources into continually improving the quality of teaching here.



Our School Improvement Plan (SIP) priorities will be in Literacy- Reading & Writing and Numeracy. The duration of our current plan is from 2022 to 2024.

The SIP will continue to drive our work at the school to align with our department's quest to build a world-class education system in SA. We look forward to your continual support of our school, students and focus during the year.

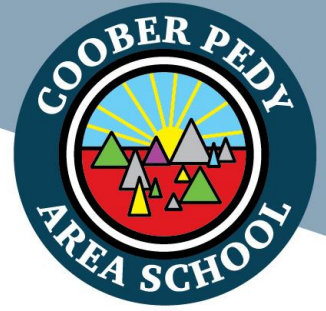
Let us continue to keep the bar very high!

**Mr Maurice Saah**  
Principal



Government of South Australia  
Department for Education

RESPECT • RESILIENCE • RESPONSIBILITY



## HATS ON FOR PLAY DURING HOT WEATHER

Terms 1 & 4 are particularly hot in Cooper Pedy and as a result we have been encouraging our students to wear hats when going out to play. Most of our Reception students have a wide-brim hat from being in the kindy last year and their teacher Miss Carly is reminding them to put their hat on before going outdoors.



We would like to encourage “sun smart” practices for all of our students. At this stage, we have put in an order for wide brim hats for every JP student. If your children are in Year 3 and above please remind them to bring a hat during this hot weather period. If you would like the school to supply a hat for students in Years 3 and above, let us know and we will place another order.

**Ms Veronika Witham**  
Assistant Principal- Primary

## ENERGY DRINKS ON SCHOOL SITE

Parents/caregivers are kindly requested to remind their children that, the **possession and consumption** of energy drinks are **not allowed** on school grounds at anytime during school hours.

Our school takes a very strong position on this for the health and wellbeing of all our students. We look forward to your continual co-operation with this.

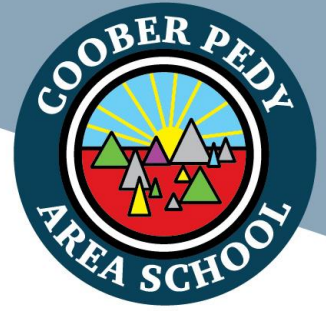
## SCHOOL BUSES- Reminder

Please make sure your child/children are out at the front of your house and ready to board the bus at the designated pick up spot and times in the morning.

At drop off, it is a Department for Education requirement that parents/caregivers are sighted.

The easiest way to manage this is for parents to come out to meet the bus when it arrives. If parents/caregivers are not at home or able to be sighted, we are required to bring the child back to school and parents/caregivers will need to arrange pickup from there.

**Mr Brenton Roy**  
Assistant Principal- SACE/VET



## TEACHING AND LEARNING SPOTLIGHT

### Years 1/2A - Mr Geoff Brady's Class

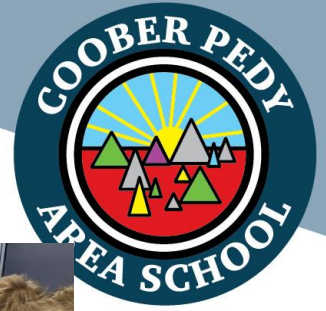
In our Maths lessons, we have been learning to count in multiples (groups) of tens, which are all the numbers that end in zero. We first learnt that whenever a number ends with 'ty', that is short for 'ten', meaning that 'six-ty' is a short way of saying 'six-tens'. We began making groups of tens with items like pop sticks, beads, blocks and counters. Then we practiced counting in tens using money notes, playing a game called "Bankers", where we traded ten \$10 notes for a \$100 note. Once we were experts at counting in tens, we learnt to place all the multiples of ten on a number line to 100. We started by making a number line out of blocks to help us, but soon we only needed a piece of string!

The Years 1/2A students have been working so hard in their Maths lessons this year, and are well on their way to becoming expert mathematicians!!



**Mr Geoff Brady**  
Years 1/2A Teacher





## Years 1/2B – Ms Woodlock’s Class

Both Year 1/2 classes have been working hard in literacy. After our Read Write Inc lessons, we work on our Phonological Awareness. Each class is focusing on manipulating phonemes. To start with, the class match rhyme in words for example the rime is –ad, students say had, mad, glad etc then we identify if two words have the same start sound, so the teacher says ‘form’ student then choose from ‘wood or feel’ and repeat ‘feel’ because form and feel both start with ‘f’ sound.

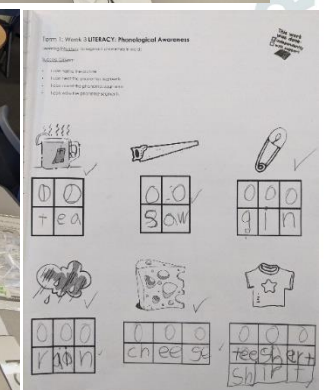
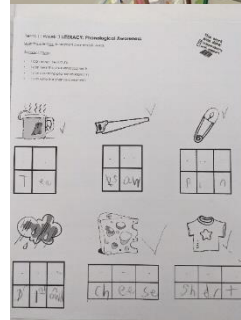
Afterwards, we segment and chop words up into sounds and blend them together for example ‘bay’ is chopped into ‘b-ay’. We also use Elkonin Boxes to show our thinking and build on our spelling of phonemes and special friends we learn in Read Write Inc.

We then isolate the middle sound using our rollercoaster arm. Students repeat the word and raise their arm when they say the middle sound. For example, teacher says ‘dig’ student repeats d-i-g while raising their arm like a rollercoaster.

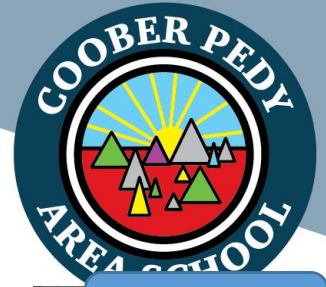
Lastly for phonological awareness we add and delete phonemes. The teacher gives the rime and ask students to either add a sound or delete a sound and repeat what is left of the word. For example Teacher says ‘im’ add an ‘r’ at the beginning and the word is, student says ‘rim’.

To further practice Phonological Awareness phoneme manipulation, students play games in small groups naming pictures, segmenting the sounds and adding or deleting phonemes.

We also practice handwriting one letter a day using the Read Write Inc mnemonics and sequence of letters.



**Ms Kathleen Woodlock**  
Years 1/2B Teacher



## Years 3/4 A- Mrs Jeannie Lai-Salazar' Class

In Mathematics, we have been learning about Time through **explicit direct instruction** and the use of manipulatives and real-life materials.

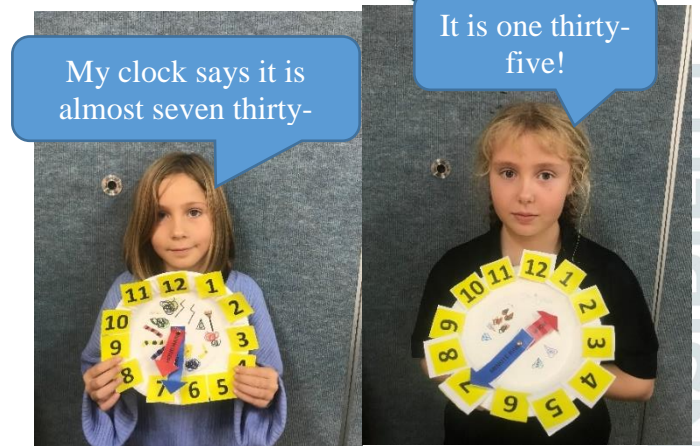
We began looking at features of digital and analogue clocks and discovered that the hands on a clock are used to tell time. We learnt many facts about time and clocks such as there are 60 seconds in a minute, 60 minutes in an hour, 12 hours on a clock, and 24 hours in a day.

We expanded our mathematical language by adding the terms 'clockwise, anti-clockwise, o'clock, half-past, quarter-past, and quarter-to' to our vocabulary.

We use these terms regularly to tell the time and have learnt how to confidently tell time to the minute. We do this every day! In fact, we all love to tell Mrs. Salazar what time it is!



To show what we have learnt about time and clocks, we created our very own clocks. We accurately measured the 12, 3, 6, and 9 hours on the clock by dividing our circle into quadrants to represent the quarters of the clock. By evenly spacing apart the rest of the hours, we created the hours of the clock.



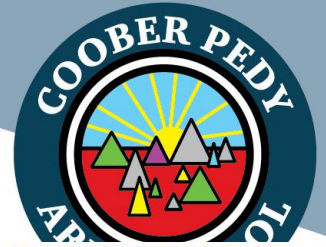
We cut and made our own hour and minute hands to add to our clocks. We then used our clocks in a variety of activities to help reinforce our knowledge of time and clocks.



Check out our amazing work!

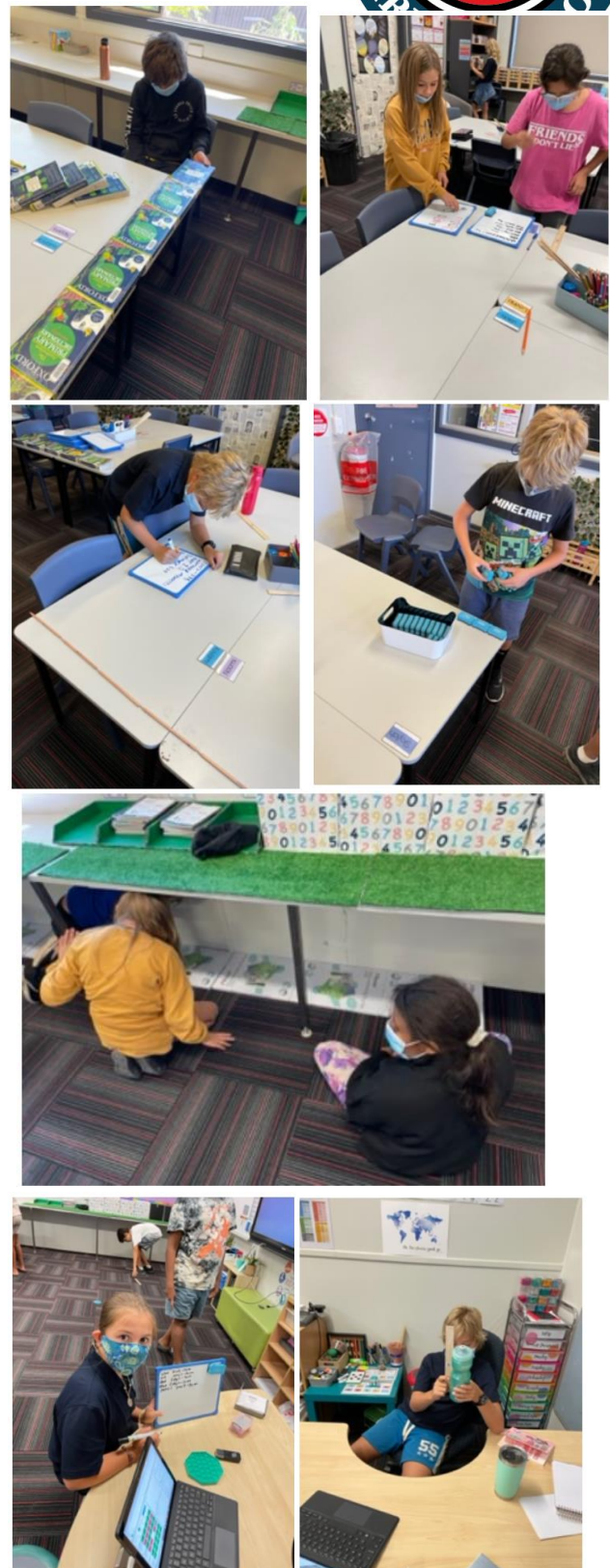
From the Year 3/4A!

**Mrs Jeannie Lai-Salazar**  
Years 3/4A Teacher

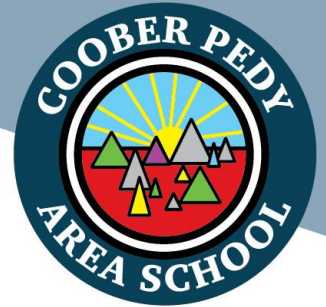


## Years 5/6A- Ms Nikki Dibell's Class

Over the past two weeks in Maths, the Years 5/6 classes have been focusing on developing skills in measuring length using formal and informal units. They have been using their understanding of place value to assist them in efficiently determining the best ways to measure and compare length and perimeter. Students have also begun to use their knowledge of place value to convert between formal units of measurement, specifically millimetres, centimetres, metres and kilometres. Students have really engaged in this unit and have enjoyed the explicit hands-on learning that this unit has provided. All of the Years 5/6 students should be proud of their learning throughout this measurement unit.



**Ms Nikki Dibell**  
Years 5/6A Teacher



## Secondary English- Ms Robyn Ravenna

Both the Years 7/8 and 8/9 classes have been working hard on analysing and composing short stories. Each week, we read a different short story which we break down into its structural components by using Explicit Direction Instructional techniques such as teacher modelling, teacher using “think aloud” strategies and “I do, we do, you do”. We also look at unknown vocabulary and this forms the basis of students’ spelling homework and weekly class spelling test. I encourage all parents to support our students by checking that weekly homework is being completed.



We also use the weekly short story to examine punctuation features, as well as sentence and paragraph structure. After some characterisation activities, students attempt their own narrative under NAPLAN conditions. This involves writing a complete narrative in 40 minutes with a previously unseen prompt. The students of both classes, *without exception*, have risen to this challenge and written well structured stories of 2-3 pages. I am extremely proud they have risen to this challenge and every week their stories improve.

I encourage every student to continue to improve their literacy levels through home reading. Educational research has revealed that twenty minutes of home reading per night exposes students to 1.8 million words per year. As well as increasing student vocabulary, comprehension and background knowledge, home reading has a positive impact on students’ writing skills and overall academic performance.

**THE NEED TO READ**  
Encouraging children to read independently at home is one of the best ways parents and carers can support students in their education.

**Educational Experts Say:**  
20 min = 1 800 000 words per year!!!!  
20 minutes of home reading per day

**Vocabulary:** Wide independent reading is crucial for vocabulary growth.

**Comprehension:** Reading increases comprehension across all subjects.

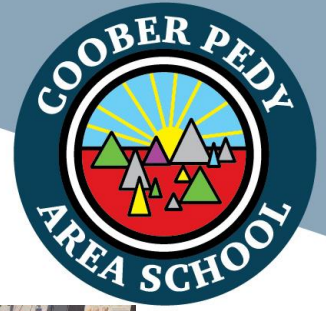
**Background Knowledge:** Reading increases background knowledge which is essential for further learning.

**Academic Performance and Writing Ability:** Wide reading increases student writing ability and academic performance.

**(Take the challenge and see the growth!)**  
**20 for 1.8 million**  
Books available at CPAS

References:  
- Paula H. Robinson, MEd and Karen L. Gordon bringing words to life, The Guildford Press, New York  
- Department for Education, DfE 2017, 2021  
- Robert D. Fryer et al and Thomas J. Grunwald Learning for literacy: implementing the practices that work best to accelerate students learning, Corwin

**Ms Robyn Ravenna**  
Years 7/8 & 8/9 English Teacher



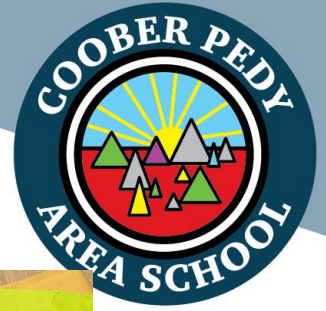
## Years 8/9 Technology- Ms Paterson

Our Years 8/9 students have had a fantastic start to the New Year. They have learnt how to safely and responsibly make food in the kitchen, use hand tools to create a stylish place to hang their valuables and how to work co-operatively with their classmates and peers in difficult situations. I look forward to seeing the amazing projects that they are going to continue to produce throughout the rest of the term



**Ms Michelle Paterson**  
Secondary Technology Teacher





## NatureHouse School in Japan

Last year, NatureHouse students wrote letters to some of the students at Coober Pedy Area school inquiring about school life in Outback South Australia.

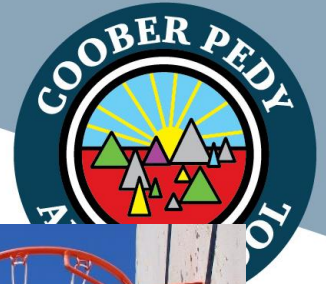
We received the responses and our students at NatureHouse school were very happy to be part of such a collaboration.

We are looking forward to the next student letter exchange. We hope to visit Coober Pedy Area School in the future.

A big thank you to the teachers and students for their time and all the interesting information they shared with us.



**Mr Otuo Acheampong**  
Principal- NatureHouse Japan



## FROM THE CLONTARF FOUNDATION

The 2022 school year has certainly got off to an interesting start in spite of all the initial challenges. Students returned to a newly refurbished Clontarf Academy room, and it was uplifting to see the look on their faces when they walked into the Academy space for the very first time in Week 1. We were lucky to inherit a larger fridge and some rather comfortable couches from our friends at the Whyalla Clontarf Academy.



With Department for Education safety restrictions currently in place to minimise potential risk to returning students, CPCA staff have been working hard to deliver a vibrant and engaging programme for returning students. While we are looking forward to an easing of restrictions over the coming weeks, with an aim to head back out for an overnight camp towards the end of term, students and staff are all doing their part to keep everyone safe through good personal hygiene, masks on the bus and physical distancing.

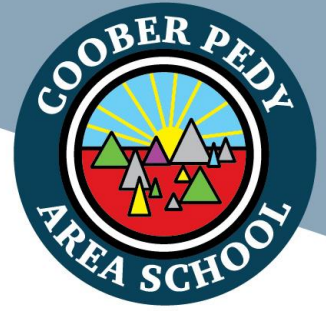


Students have recommenced the recycling program started in Term 4, 2021, collecting items at school and encouraging their peers to drop recyclables in the crates outside the Academy room. CPCA members have been in deep discussion about how funds raised might be used, opting to install new basketball nets at the local community courts with their first refund this past week. After installing the 4 new nets, students took turns christening them with their first SWISH. We hope that these nets will be enjoyed by both CPCA students and the broader community on many occasions to come!



CPCA would like to thank everyone for their efforts over the past month, especially teaching staff, volunteers, and service providers, for all the support provided to others in the community during this challenging time. We are all looking forward to the year ahead and the exciting opportunities we have ahead of us. Our Academy room door is always open, so please feel free to pop in and visit us!

**Mr Michael Hall**  
Academy Director



## FROM THE ABORIGINAL EDUCATION TEAM

Dear Parents/ Carers,

The Aboriginal Education Team at Cooper Pedy Area School is proudly announcing the beginning of a Yarning Circle to be built at the School Site in the space between the Pre-School and Primary Classrooms.

The intention of the Yarning Circle is to improve the engagement, attendance and learning outcomes of our Aboriginal female students from Year 5 onwards as well as to promote Cultural Awareness.

Some of the activities that will be incorporated into the program are:

1. Basket weaving
2. Paintings
3. Attending festivals
4. Creating bush/native garden
5. Sports
6. Cultural excursions/ bush tucker trips
7. Teaching household management
8. Message stick- sharing experiences
9. Reconciliation week and NAIDOC week activities.

We would like all our Aboriginal families to be a part of this program and have an input. We would love some suggestions around what you would like to see happening during this program.

If you have any suggestions and/or need further information, please call the Aboriginal Education Team at school on 86725077 or you can come visit us for a chat. We are very keen to hear what you have to say.

The timetable of the program is yet to be finalised.

Abhi, Janice, Pearl & Sandra  
(The Aboriginal Education Team)

## IMPORTANT DATES- Term 1 2022

### Term 1 Week 6

**Tuesday, 8<sup>th</sup> March, 2022- Thursday, 10<sup>th</sup> March, 2022-** Doorways to Construction-VET Block in Cooper Pedy- **Years 11/12 Students**

### Term 1 Week 7

**Monday, 14<sup>th</sup> March, 2022-** Adelaide Cup Day-Public Holiday- **No School**

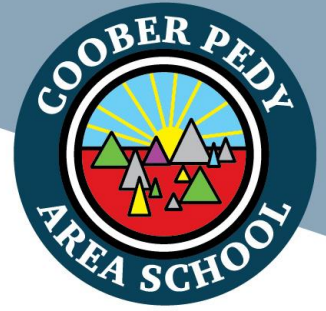
### Term 1 Weeks 9/10

**Friday, 1<sup>st</sup> April, 2022- Friday, 8<sup>th</sup> April, 2022-** SACE/VET Trip to Adelaide- **Years 9-12 Students**

### Term 1 Week 11

**Monday, 11<sup>th</sup> April, 2022- Friday, 15<sup>th</sup> April, 2022-** SACE Trip to Adelaide- **Years 10-12**

**Thursday, 14<sup>th</sup> April, 2022-** Last day Term 1 2022- School closes at **2.00pm**



## Covid-19 Safety Measures

### Face Masks

- Face masks continue to be required (when indoors) for:
  - all adults, except when it impedes ability to teach
  - students in years 7 to 12.
- Face masks are strongly encouraged for students in years 3 to 6 (when indoors).
- Testing, isolating and quarantine requirements remain unchanged, including classroom contacts.

Parents and caregivers must wear a face mask when indoors. This includes when they are:

- attending children's centres, preschools or schools for events – for example playgroups, sports days or information evenings
- volunteering – for example excursions or for student support.

All adult visitors must wear a face mask when indoors, practise physical distancing, and not attend the site if they are unwell.

### Our Local safety precautions/measures

Our site-specific safety precautions/measures 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.