

John Hartley School Newsletter



John Hartley
School

Week 4, Term 1, 2024

Acquaintance night

A huge thank you to all of our families who were able to make it to Acquaintance Night last week. It was a wonderful opportunity for parents and caregivers to meet their child's teacher and visit their classroom. Thanks also to all staff who made themselves available for the evening.

Reminders:

Our first Governing Council meeting for the year is this Thursday 22 February at 4:30pm.

The Governing Council is a great way to hear about happenings at the school and participate in decisions relating to financial and resource governance. New members are always welcome, and meetings are twice per term.

The AGM will be held later in the term on Thursday 21st March at 4:30pm.

NAPLAN 2024

The National Literacy and Numeracy (NAPLAN) assessments will occur during weeks 7 and 8 of this term for Year 3 and 5 students.

Please note – in special circumstances a parent/caregiver may withdraw or exempt his/her child from the National Assessment Program – Literacy and Numeracy. This can be for any number of reasons.

If you would like more information about the withdrawal process, please discuss this with your child's teacher or leadership staff.

Prior to the official NAPLAN testing period, all students will take part in the Nationally Coordinated Practice Test which is on Tuesday 27 February

The importance of reading to our children

How can I support my child with reading at home?

Take the time to read to your child on a regular basis, such as at bedtime or after a snack when they come home from school. If possible, provide a quiet place with no distractions so they can focus on the task in hand. Try not to rush this special time with your child, as making reading fun is vital. Reading to your child helps them to hear the language written in books and learn how to take in new information. Stories also introduce them to new and unfamiliar situations. Children who are read to at home—or read at home themselves—even if just for a few minutes every day, can make far greater progress than those who do not. Teachers will choose the books your child brings home each week. Early on, teachers may only send home books for you to read to your child.



Important Dates

Term 1

Week 4- 11

Year 4 Bike Education-
Thursdays

Week 6

Year 6. Aquatics

Week 7

Public Holiday
Monday 11th March

Week 7

Pupil Free Day:
Tuesday 12th March

Governing Counsel

Week 3 Thursday
4:30pm

Uniform Shop

Every Tuesday
8:30am-9:30am



Term 1 requires
students to wear a
hat during outside
learning and play.

We are respectful

We are responsible

We are resilient

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Principal: Mr. Aaron McPherson
Deputy Principal: Ms. Dinah Huddy

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Or they may give your child individual letters, words or sentences to practise reading. Later, they may send readers home for your child to read to you. These readers will contain words that they learning to 'sound out' at school. You may notice that their readers have a limited vocabulary. This is because, in the early stages of learning to read, words need to follow regular sound-symbol patterns, like *dog*, *fan* and *hop*. In the classroom, children are taught to work out the words for themselves: with practice, their reading will get better and they will become faster and more confident. Learning to read can be very hard work for some young readers. Give your child plenty of time to sound out the letters and blend them into words. In the long run this hard work will pay off as they practice and recognise the letter patterns so that this becomes their key way of learning to read.

Some words can't be sounded out because they don't fit with the normal letter-sound patterns: words like *you*, *said*, *could* and *some*. We use many of these 'tricky words' frequently. Teachers may give your child lists of these words to take home to practice and you will find some in your child's readers. Your child's reading will improve the more they practice these tricky words. Rather than guessing words from a picture, be patient if your child stumbles over a tricky word that can't be sounded out. Simply give them the word and ask them to repeat it several times until they can remember it.

Is there anything else I can do at home?

Children's language will develop more quickly if you and your family share stories from an early age. Extend their language by asking them to talk about what they have seen heard or done. When reading books together, talk about what is happening in the story. You could ask them to predict what might happen next. The 'five Ws' can be useful: *who*, *what*, *where*, *when* and *why*.

Even when children do not bring home 'readers', parents and older family members can play a very important role in helping children to see the links between books, stories and what happens in real life. For example, while reading *Cinderella*, you could talk about the similarities between a ball and a birthday party.

Simply talking to children about different or unusual words helps to develop their curiosity about language and the sounds within words. You can encourage this by playing creative word and sound games, or by singing nursery rhymes and songs, and by introducing special names, for example, the names of different dinosaurs.

Join a local library and read to your child. When selecting books to read to your child, choose topics that your child is genuinely interested in. You can find a good selection of reading material on the Premier's Reading Challenge website (www.prc.sa.edu.au) and The Little Big Book Club site (www.thelittlebigbookclub.com.au/).

You may want to access online apps to support your child in learning phonics. There are a number of phonics apps on iTunes. Talk to your teacher to get advice on which ones to use, as many have been developed in the United States.

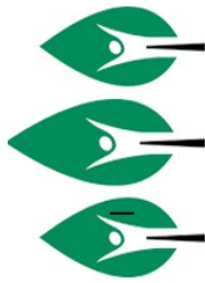
If you want more specific reading and phonics activities, please contact your child's classroom teacher.

We are respectful

We are responsible

We are resilient

As a school, we have broken our school community values: We are Respectful, We are Responsible and We are Resilient down into teachable mini lessons underneath headings: All the time, during learning and during breaks. All reception to year 6 classes will focus on one expectation per week to give our students time to understand, practice and use our school community values.



JHS BEHAVIOUR MATRIX

	ALL THE TIME	DURING LEARNING	DURING BREAKS
WE ARE RESPECTFUL	<p>We use mindful and kind words. We care for country. We follow adult instructions. We keep our hands and feet to ourselves. We are inclusive.</p>	<p>We keep our learning areas organised. We use appropriate noise level. We have a go at learning. We use a signal to gain attention.</p>	<p>We play in our allocated play spaces. We play safely and fairly.</p>
WE ARE RESPONSIBLE	<p>We are kind. We are honest. We take care of shared resources. We listen to and value others. We move safely between spaces. We wear our school uniform.</p>	<p>We work as a team. We ask for permission to leave the classroom. We use technology safely. We ask for help with our learning.</p>	<p>We return to class when break is finished. We help our friends by seeking adult support if things go wrong. We remove ourselves from conflict.</p>
WE ARE RESILIENT	<p>We focus on the things we can control. We use strategies to regulate our emotions. We accept challenges.</p>	<p>We embrace constructive feedback. We use problem solving skills. We give our personal best.</p>	<p>We accept that not everyone wants to play with us. We display good sportsmanship.</p>

Within each fortnightly newsletter, Our PBL team will share with you our weekly focus for the two weeks so that our families can chat with their child/ren about what the expectation is and why it is important. We know that we get the best out of children when we work together on the same goals. We thank you in advance for your support in building a stronger community.





Week 4 focus: We follow adult instructions.



■ Students will develop an understanding of why adult instructions are important for them to be successful with both their learning and wellbeing. This includes in class and in the yard.



■ Have a chat with your child/ren about following adult instructions. Talk about types of instructions adults ask of their child/ren to make sure they are set up for success. e.g, cleaning room, bedtimes, morning routines.

■ Share our message at school: When children follow adult instructions at school, teachers are able to

- Spend more time helping them with understanding the Australian Curriculum.
- Have Classrooms that have an increased feeling of calm.



Week 5 focus: We ask for permission to leave the classroom.



■ Students will develop the understanding that it is important to ask before leaving the learning space so that they are safe because an adult knows where they are.

■ Have a conversation with your child/ren around the importance of staying in their learning space.

- You can let them know that breaks are ok and needed sometimes but it is important they speak with an adult in their room about what type of break they need, with who, where to and for how long.
- You can share our school message that when they leave the room without asking or telling anyone, it can become really unsafe for them. (They could fall over and hurt themselves and no one would know, their class could leave their space together for an activity and they would miss out and possibly come back to an empty room. That they may have to make up their learning time during their classes activity time or play time).

Attendance data

Week 2 attendance class average

Class	% explained attendance	Class	% explained attendance	Room	% explained attendance	Class	% explained attendance
V.1	81	SPOJ	95	9.2	90.9	11.1	89.1
V.2	88.9	P		9.3	82.7	11.2	78.3
V.3	80	SPOJ		9.4	90.5	11.3	92.3
V.4	84.3	P		10.1	93.8	11.4	85.6
V.5	86.7	SPOJ		10.2	92.3	11.DV	87.2
V.6	85.7	ε		10.3	92.5	School attendance: 87.5%	
V.7	90	8.DV	89.3	10.4	93.6		
V.8	88.9	9.1	85.5	10.DV	93.3		

Week 3 attendance class average

Class	% explained attendance	Class	% explained attendance	Room	% explained attendance	Class	% explained attendance
V.1	86.6	SPOJ	95	9.2	94.5	11.1	89.1
V.2	85.6	P		9.3	81.8	11.2	77.5
V.3	89.5	SPOJ		9.4	80	11.3	83.8
V.4	82.6	P		10.1	90.8	11.4	86.9
V.5	88	ε		10.2	88	11.DV	90.4
V.6	76	8.DV	92	10.3	87.5	School attendance: 86%	
V.7	79	9.1	87.6	10.4	88.3		
V.8	87.8	10.DV	85				

Equipment	Ingredients
Measuring cups and spoons Large bowl Fork Rolling pin Clean tea towel Sharp knife Large pot Colander	1 ½ cups of plain flour 1 tsp of salt 2 room temperature eggs



Steps

1. Measure flour and salt out into your large mixing bowl.
2. Make a well in the centre of your flour and crack the eggs into it.
3. Use your fork to slightly beat the eggs and gradually mix with the flour.
4. Once the eggs have mixed into the flour and your dough is beginning to form, tip it out onto a clean work bench. Knead the dough until you have a smooth and elastic ball - this will take a long time, approximately 10-15 minutes. Add a little more flour if dough is too sticky.
5. Cut the dough into 4 even balls.
6. Keep one piece out and keep the others wrapped up in a clean tea towel.
7. Dust your workbench lightly with flour. Roll the dough with your rolling pin into an oval shape.
8. Place a small pile of flour on your work bench and sprinkle some on your pasta sheet.
9. Roll the pasta sheet through the pasta machine 3 times on the thickest setting.
10. Make your pasta machine tighter and roll your dough sheet through another 3 times. Repeat this process until the sheet is thin like fettucine.
11. Sprinkle some more flour onto your pasta sheet. Fold the sheet over once and then fold in half again.
12. Cut the pasta into thin noodles with a sharp knife. Unwrap your pasta and place in another pile of flour on your work bench (the flour will stop the pasta from sticking while you finish preparing all of the dough).
13. Fill your large pot with water and place on the stove to boil.
14. Repeat steps 6 to 12 with the other 3 pieces of dough.
15. Once all pasta is prepared and the water is boiling, carefully place half of the pasta in the pot and cook for 2-3 minutes until al dente.
16. Drain pasta with a colander and serve with your favourite sauce!

Easy Tomato Sauce

Equipment	Ingredients
Measuring cups and spoons Chopping board Sharp knife Grater Medium pot Slotted spoon	2 cups of cherry tomatoes 1 Clove of garlic 1 tbsp olive oil Pinch of sugar Pinch of salt Pinch of pepper 5 fresh basil leaves ripped.

Steps

1. Carefully chop the cherry tomatoes in half using the sharp knife and chopping board
2. Peel and then grate the garlic using the small holes (NOT THE SPIKEY ONES) on the grater.
3. Place your medium pot on a low heat. Add in the olive oil.
4. Once the oil is warm add in the tomatoes, garlic, sugar, salt, and pepper.
5. Cook slowly until the tomatoes are jammy. The longer it cooks for the more flavourful it will become!
6. Once cooked turn off the heat and mix in your ripped basil leaves!
7. Serve with pasta and enjoy!



Remember: Breakfast club is available every morning from
8:30am- 8:50am!

- ✓ Toast
- ✓ Cereal
- ✓ Fruit
- ✓ Friendly student and adult helpers!

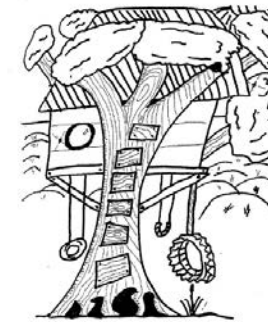
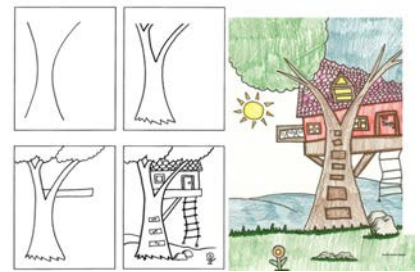
THE RECEPTION TEAM!

In the first few weeks of reception we have been learning about the school values: respect, responsibility and resilience. We watched the Bluey episodes 'Butterfly', 'Library' and 'Bike' and discussed what it means to be respectful, responsible and resilient in relation to this. We then created artwork for each of the episodes and values.



YEAR 6

Students in year 6 were excited to receive their 'Visual Art Diaries' last week. They have begun decorating and exploring visual techniques. Over the coming weeks, students will deep dive into analysing particular artists that influence our culture and environments.



Third Grade Samples

SPORT



John Hartley School

Welcome to HPE for 2024!!!

HPE will supply an abundant number of opportunities for students to be involved in throughout the year. It will develop the awareness of positive virtues and discover the potential within every student through lessons that characterise the ethos of John Hartley School, **'Resilience, Respect and Responsibility'**.

Along with the offered program that involves diverse sporting skills and learning abilities, the subject area offers **SAPSASA** events that are either *'Come and Try'* or *'Try Out'* opportunities open to all Year 4-6 students.

Extra curricula events will also arise throughout the year, R-6. Various sporting clubs and associations will deliver physical and theoretical experiences that will provoke student's understanding and awareness of their own health and well-being and intrigue their interests in alternative areas of physical activity.

The 'Premier's Be Active Challenge' will be offered once again in 2024, with students being encouraged to participate in 60 minutes of activity, 5 days a week, for 10 weeks. School 'Health Hustles' will be conducted throughout the 10 weeks, promoting student enthusiasm and understanding of the importance of physical activity and health in their daily lives.

Further opportunities and events will be advertised as the year progresses.

District Athletics (Try out)	Week 10, 2 nd April
Sports Day R-6	Week 11, 12 th April

If you have any questions or concerns, please feel comfortable in discussing them with the HPE staff.

Tim Rosenberg

HPE Specialist Teacher
John Hartley School



JOIN THE FUN!
GET INVOLVED NOW

play.afl/auskick

NAB AFL Auskick is FREE with the use of the ORSR Sports Voucher or \$100 without.

1) Enter your 11-digit voucher code (medicare number + child's ref number) in the comment box at the payment screen
2) Select apply and the price of your order will reset to \$0