

John Hartley School Newsletter



John Hartley
School

Week 4, Term 3, 2024

Hi everyone,

How nice has this warmer weather been? I always find it amazing how much impact the weather can have on our moods and energy levels not to mention our health. Unfortunately over the last few weeks we have experienced high rates of both staff and student absences due to illness, myself included.



I appreciate the disruption that occurs when staff away so just wanted to thank everyone for their ongoing support and understanding.

Hopefully we have seen the worst of it and we can get back to some form of 'normal'.

School Dress code

Hi everyone, I would like to remind our community that all students are expected to follow the school dress code. It is important that our students are wearing our school uniform for a number of reasons including; safety, particularly when they are on the oval. We need to be able to identify our students wherever they are in the school. The uniform also creates a sense of belonging, which we know has a positive impact on our wellbeing.

If you are in a situation where your child/ren's school jumpers are in the wash or lost, we do have a number of second hand jumpers that people have donated in the office, or they can wear a school colour jumper (green or black) – no hoodies, underneath their school top.

It is our collective responsibility to support our whole school agreements and policies.

Year 1 Phonics Screening Check

The phonics screening check is a short assessment that tells teachers how year 1 students are progressing in phonics. Phonics is the relationship between letters and sounds. It is vital in learning to read.

What the phonics screening check involves

Classroom teachers ask year 1 students to read up to 40 real and made-up words aloud. This happens individually in a quiet room and takes 5 to 7 minutes.

The phonics screening check is done in term 3 and updated each year. This means that students are checked with a different set of words to those used in the previous year.

Teachers analyse the results and, if necessary, plan for any additional support students might need.

Important Dates

Term 3

**National Science Week
(week 4)**
10-18 August

Book Week (week 5)
17-23 August
Parade Friday 23rd

**Choir Excursion (Week
5)** Thursday 29th Aug

School Photos (week 8)
Thursday 12th
September

**School Photo Catchup
(week 9)**
Wednesday 18th
September

**Governing Council
Meetings**
Monday 12th August
(week 4)
Monday 9th September
4:30 (week 7)

Term 4

School Clouse Day
Monday, November
11th

We are respectful

We are responsible

We are resilient

199 Peachey Road, Smithfield Plains SA 5114
Phone: 82091800 Fax: 82091850
dl.1901_info@schools.sa.edu.au

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



John Hartley
School

Supporting phonics and reading at home

Reading to your children frequently has a positive effect on how well they do at school. Reading a wide range of books adds to your child's knowledge of the world and helps them develop a deeper understanding of words and language, particularly if you talk together about what you are reading.

Most children start school with some understanding of reading. Some can already read. Some children struggle with learning to read. It is important these children are quickly identified so teachers can plan for any specific support they may need. When this is done early, children have the best possible chance in life and learning.

Families can access a modified phonics check similar to the South Australian year 1 phonics screening check. The check includes real and made-up words. Reading the made-up words shows that children can use phonics skills rather than just their memory or guessing strategies.

If you undertake the [phonics check for families](#) at home, you should discuss the check and results with your classroom teacher.

Please see the factsheet below, titled, 'Learning to read at school and home' for further information on our approach to the explicit teaching of reading. Currently in reception, we are using Initialit to support our systematic synthetic phonics teaching. Our year one and two classes are using the Department for Education's scope and sequence. Later this year, our year one teachers will be trained in Initialit and in 2025, our year two teachers will be trained.

Learning to read at school and home



Learning to read is an essential skill for success in school and beyond.

We are deeply committed to teaching every child to read and experience the joy that reading brings.

How we teach reading

You will notice some changes in how we teach reading at school. Our reading instruction is based on research called the 'science of reading'; how children learn to read and the most effective teaching methods. The research shows reading processes must be explicitly and systematically taught to ensure success for every child.

Developing letter-sound knowledge (phonics)

Phonics instruction teaches the relationship between letters and sounds. We focus on students learning the skills to 'crack the code' of the alphabet and the speech sounds of English. To crack the code, children must first learn to decode and blend the sounds in words before they can understand the meaning of text. Our phonics teaching follows a sequence from simple to complex sounds.

Reading using decodable texts

Following advice from the research, your child will read using decodable texts rather than levelled predictable texts. This means they will practise reading the letters, words, phrases, and sentences that only use the code (letters and sounds) they have learnt.

As your child learns more of the code, they will bring home short decodable texts that contain the letter combinations they know. Your child may not need to change their book every day. They will often practise with the same book for several days. This repeated practise helps your child to read accurately, fluently and with expression.

Helping your child to read

You can help your child to decode and blend the sounds in new words.

Put your finger under the words in your child's decodable text and ask them to say each sound the letter or letter string represents, blending the sounds as they go.

For example:

- /l/ /igh/ /t/ (light)
- /b/ /oa/ /t/ (boat).

Once your child has blended the sounds together and says the word, ask them to read it again. If they cannot blend the word, tell them the whole word.

You can also help your child to develop fluency by:

- echo reading – read small phrases and sentences and ask your child to read the sentence or phrase back
- choral reading – you and your child read together at the same time.

Read lots of books with your child

It is important to share regular reading experiences with your child. Reading a range of stories and books supports them to build a wide vocabulary, general knowledge and awareness of language patterns that are not part of everyday speech.

Find out more

Speak to your child's teacher if you need more tips on how you can support your child's reading.





John Hartley
School

Dear Students, Parents, and Guardians,

I hope this message finds you well. As we continue to prioritize the safety and well-being of our school community, I would like to remind everyone about the importance of safe practices when crossing the road and navigating the school grounds.

Road safety

Street Safety:

- **Use Designated crossing areas:** Always use the school crossing when crossing Davoren Road and the traffic lights when crossing Peachey Road, making sure we follow the instructions of the adults on duty and the signals of the traffic lights. This ensures that drivers are aware of pedestrians and can stop safely.
- **Look Both Ways:** Before crossing the street, remember to stop, look both ways and listen to ensure that no vehicles are approaching.
- **Avoid Distractions:** Please refrain from using mobile devices or wearing headphones while crossing the street. Staying alert is crucial for your safety.

Footpath Usage:

- **Stay on Footpaths:** Students should always use the footpaths when walking to and from school. This helps to keep everyone safe from vehicular traffic.
- **Be Mindful of Others:** Walking, being patient and respecting that everyone has a right to be safe.

Carpark Etiquette:

- **No Loitering:** Students are reminded not to hang around the carpark area. This is for the safety of everyone, as the carpark is a space for vehicles and can be hazardous, particularly during drop off and pick up times.
- **Follow Directions:** Always follow the directions of school staff and any posted signs when in the carpark area. This helps to maintain an orderly and safe environment for all.

Your cooperation in reinforcing these safety measures with your children is greatly appreciated. Together, we can ensure a safe and secure environment for our students, staff, and families.

The school will also remind students to ensure they are receiving the same information from multiple trusted adults.

Thank you for your attention to this important matter. Let's continue to work together to keep our school community safe.

Warm regards,

Aaron McPherson
Principal
John Hartley School



#CBCA2024
Children's Book week®

Reading
is
Magic

John Hartley School

Book Week Parade

Friday, 23 August
at 9.30am



THE CHILDREN'S
BOOK COUNCIL
OF AUSTRALIA

JHCC- Term 3, Week 3

In the last two weeks, we continued to support our new students' transitions into the Kindy environment. They have begun to form new friendships with educators and peers through relationships and play.

The children have explored their sense of self and identity by creating their self-portraits, they have also explored their creative skills through face and body paintings. The children have been involved in a number of mathematical skills like noticing, sorting, matching and counting.

In week 3, we were pleased to be a part of the school's Aboriginal day celebration as well as the Eddie Peters performance; we brought small groups of children including our Aboriginal and Torres Strait Islander students who enjoyed being a part of the experience.

In week 4, we will continue developing children's thinking skills by extending their learning through play.

Areas of interest:

- Painting with cars
- Book Making
- Restuarant play
- Making rivers in the Sandpit
- Puzzles
- Big body movements
- Small world play



Term 3: Week 3 & 4

Week 3

WE ARE



RESPONSIBLE

Week 3 focus: We play in our allocated play spaces.

Teaching children to play in their allocated play spaces at school can help promote order, safety, and respect for shared spaces.

Some ideas for home:

- **Family Discussions:** Have regular discussions about the importance of playing in designated areas. Ask children to share their thoughts and feelings about the rules.
- **Reflective Questions:** Ask children reflective questions like, "Why do you think it's important to play in our designated area?" or "How does it feel when everyone uses their space correctly?"
- **Designated Play Areas:** Establish specific play areas at home and explain their purpose. Use visual cues like rugs or taped boundaries to mark these areas.

Week 4

WE ARE



RESPONSIBLE

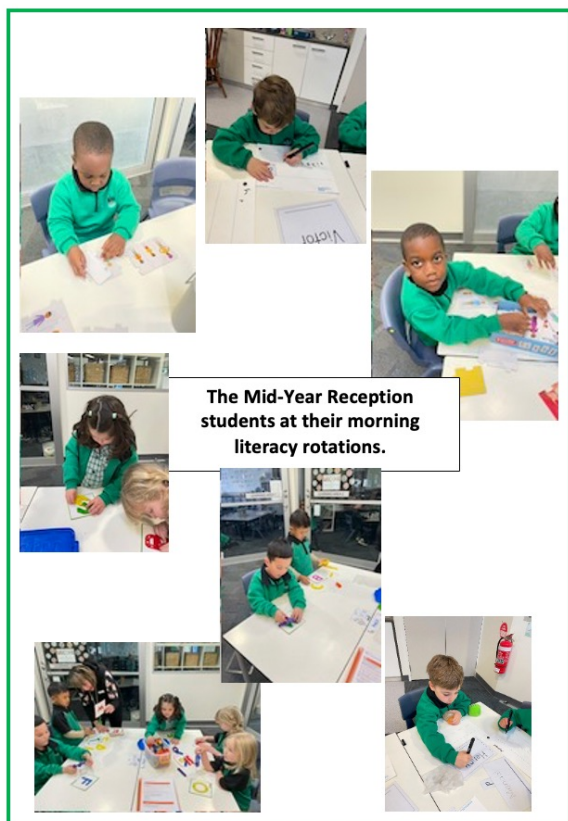
Week 4 focus: We ask for help with our learning.

Teaching children how to ask for help with their learning at school is an essential skill that promotes independence, confidence, and a proactive attitude toward learning.

Some ideas for home:

- **Scenario Practice:** Role-play different scenarios where a child might need help, such as not understanding a math problem or needing clarification on a homework assignment. Practice how to ask for help politely and clearly.
- **Teacher-Student Role Reversal:** Let the child play the role of the teacher while you play the student who needs help. This can help them understand the importance of clear communication and empathy.

During the first few weeks of this term we have been welcoming some new reception students in the mid-year intake. These students have been learning lots about school life as well as developing some foundational fine motor, math and literacy skills. This has been happening in shared rotations with a range of different activities!

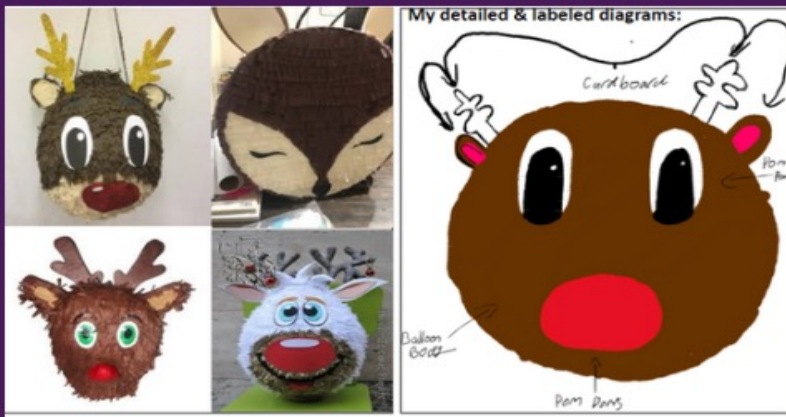
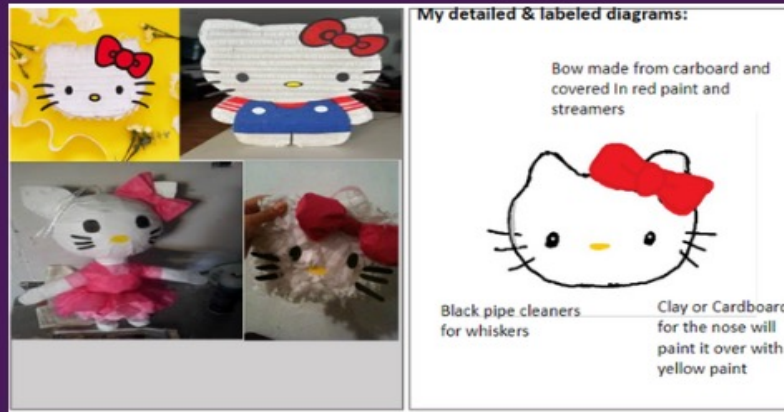


Year 6 Pinata Creation

Our Year 6 cohort are channelling their creativity and teamwork into an exciting project for our end-of-year celebration: creating a piñata! We're guiding this project using a design process with the steps: Ask, Imagine, Plan, Create, and Improve. So far, we've completed the first two steps. In the Ask phase, students posed important questions about the project.



In the **Imagine** phase, students researched and gathered inspiration for their designs and starting to personalise it.



Currently, we're in the **Plan** phase. Students are working on their first draft using planning sheets, sketching out their ideas and organising their thoughts. Moving forward, students will refine their plans on A3 paper, labelling all the materials needed for the Create step.

Materials I need:	My detailed & labeled diagrams:	
glue		
balloon		
bowl		
News Paper		
Crayz Paper		
Paint and brushes		
String		
Cardboard		
♡		

Materials I need:	My detailed & labeled diagrams:		Kiwi Pinata BY: Kiara
Cardboard			
glue			
bowl			
Paper: black white, brown, green			
Paint: green, white, black			
Paint brushes			
Tape			
Glitter: green, black, white			

We will keep you updated with the final results!



NAIDOC Week

ABOUT NAIDOC WEEK

NAIDOC Week is an opportunity for all Australians to learn about First Nations cultures and histories and participate in celebrations of the oldest, continuous living cultures on earth.



UNCLE EDDIE PETERS

Uncle Eddie Peters, a Torres Strait Islander musician came to our school and did two performances. Students and staff enjoyed learning about the Torres Strait Islands and joining in traditional songs and dances.



NAIDOC Week in Rotation Groups and in Class

Our whole school took part in Rotation groups (mixed year level groups) to celebrate NAIDOC Week. In our groups and in class, we learnt about aspects of Aboriginal culture including music, art, language and stories. Students also learnt about the Torres Strait Islands to get ready for Eddie Peters performance.



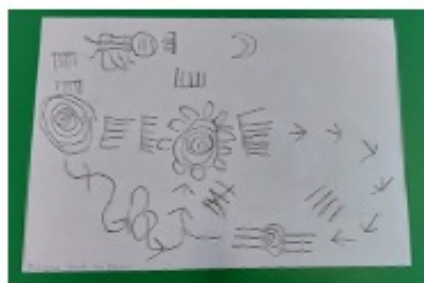
Miss Smith's group explored what the colours represent in the Aboriginal flag, then they made flag biscuits!



Mr Harris and Mr Watson's year 6 students designed Indigenous football guernseys.

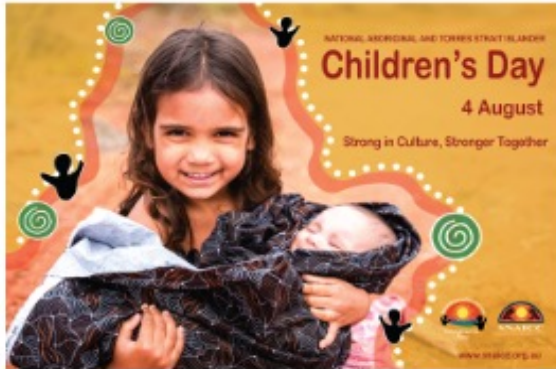


Nature hunt and art creations with Mrs Elliot and Mr Batra's groups.



Telling stories using Aboriginal symbols.

National Aboriginal and Torres Strait Islander Children's Day



Children's Day was celebrated at John Hartley on Monday August 5th.

Year 6 Kurna student, Kaydence Staples, did a Welcome to Country in Kurna language.

Students and staff enjoyed games and activities including:

- Parndo (Kurna ball game) with Uncle Phil
- Music and clapping sticks with Ms Carissa
- Handprint flag painting with year 6 students
- Making and throwing cross boomerangs
- Koolchee (Arabana Holey Game)
- Throwing balls at a target with a launcher, a Woomera
- Setting up Australian animal habitats
- Tracks in the Sand
- Gorri (hunting) - hitting a moving target
- Making paint from chalk
- Stick Jump Fly Game
- Dot and symbol painting with Aunty Kira
- SA Aboriginal language songs
- Face painting by Kira and Phil



Newsletter

HPE Learning

Students have been busy working on health and PE throughout the term.

Health

Year 1's and 2's are focusing on Identity and personal qualities, reflecting on who they are, their likes and dislikes, friendships and their own characteristics.

Year 3's are focusing on 'Sustainable Futures', writing about the ways to help the planet and look after the environment.

Year 4's are researching health information delivered through media and internet, analysing the impact of health messages and how they are delivered.

Year 5's are exploring 'Preventive Health', identifying healthy habits and developing a program that promotes health and wellbeing for students, and presenting it orally in class.

Year 6's are studying their own and community physical activity for health and wellbeing, recognizing new vocabulary and terminology and evaluating their health through research tasks, interviews and written projects.

PE

All students are developing their cricket skills through PE lessons at a range of different levels. Each student is progressing through their competence in the sport as they recognise the game rules, develop their skills through class activities to engage in whole class gameplay.

School Sport

Hartley Cup

With the success of the 'Hartley Soccer Cup' in Term 2, the 'Hartley Cup – European Handball' has once again returned in 2024. The program provides engagement for year 5/6 students during break times and promotes their wellbeing through sport and teamwork. Huge successes with student relationships and resilience have been observed along with improved yard behaviours and student interactions.

SAPSASA

The 'Bulldogs Cup Football Competition' will engage year 5/6 boys and girls in an interschool competition in week 7. Parents are encouraged to return student forms as soon as possible and are welcome to attend and observe the event.

For any further information on any of the mentioned events, please contact Tim Rosenberg, HPE Specialist teacher.



Tune Into Pop Culture Parenting!

Dear Parents and caregivers,

Looking for parenting tips with a nostalgic twist? Check out *Pop Culture Parenting*, a podcast that blends expert advice with a look back at classic 80's and 90's films like *The Matrix* and *Forrest Gump*.

Why You'll Love It:

- **Nostalgic Insights:** Learn parenting tips through the lens of your favourite classic movies.
- **Expert Advice:** Get practical, research-backed advice on child development.
- **Fun and Engaging:** Enjoy a fresh and entertaining approach to parenting.

Find Pop Culture Parenting on Apple Podcasts, Spotify, or Google Podcasts. Subscribe today and enjoy a fun, insightful take on parenting!

Happy listening!

Miss Victory
Teacher
John Hartley



John Hartley School B-6

We are looking for volunteers!

Do you want to know more about how you can help at our school?

You are invited to a Volunteer Morning Tea

We will share with you the many opportunities here at John Hartley to make a difference followed by a morning tea.

WHEN: WEDNESDAY SEPTEMBER 18TH
TIME: 9:00 AM TO 10:00 AM
WHERE: JOHN HARTLEY SCHOOL



RSVP: Please send a message via Seesaw to let us know you are interested in attending or drop by the front office.

Book Week
17 - 23 August

Reading is Magic



Misty's Magical Book of Discovery Show

Thursday 22 August
5.30 - 6.30pm

\$5.00 per child
(supervising adult free)

All ages

Shedley Theatre

10 Playford Boulevard, Elizabeth

*A heartwarming and spellbinding
tale that reminds us all the enchantment
awaiting within the pages of a good book.*

BOOK NOW

playfordlibrary.eventbrite.com



Take control of your finances

For every **dollar** you save, you
will receive **another dollar**
from **ANZ** to spend towards
educational costs, up to \$500


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BECOME A FACILITATOR

WHAT IS DAUGHTERS & DADS CRICKET?

Daughters & Dads Cricket is a 9-week, award winning, evidence based program that:

- Improves girls' cricket skills and social-emotional wellbeing
- Promotes gender equity to help daughters reach their potential
- Enhances the bond between daughters and their fathers

WHAT ARE WE LOOKING FOR?

- Passionate & enthusiastic
- Relevant experience (e.g., coaching, teaching, presenting experience)
- A current Australian Working With Children's Check

WHAT'S REQUIRED?

- Attend half a day training (online)
- Complete 3 x 45 min online modules
- Deliver programs outside of school hours



Get paid for each
program you
deliver



Upskill with evidence-
based pedagogy, coaching
skills & gender equity tools



Make a difference
in girls' lives

REGISTER YOUR INTEREST!



Contact: Taryn Williams
✉ twilliams@saca.com.au
☎ 08 8300 3215

www.daughtersanddads.cricket.com.au