



School Newsletter No 03  
23rd March 2023



Our School Captains with our  
Student Voice Leaders for Term 1 & 2

## ***From the Principal***

### **Site Improvement Plan**

As mentioned in the Week 3 newsletter, Reading continues to be our site focus. Today I thought I would share with you the Literacy Programs/frameworks/assessments we use at Kapunda Primary School to support our site goals and your child's learning journey.

### **Initialit (R-Year 2)**

Initialit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. Initialit is a three-year program, covering the first three years of school (Foundation to Year 2). The focus in the first two years is on explicitly teaching students the phonics code. Phonics is the understanding that there is a predictable relationship between the individual sounds (the phonemes) of spoken language and the letters (graphemes) that represent those sounds in written language. Phonics instruction is most effective when it begins in the first or second year of formal schooling (NICHD, 2000) and, for most students, most letter-sound relationships can be taught within two years. Our explicit phonics instruction begins in Reception and we use a systematic synthetic phonics framework (Initialit) to underpin our practice. The sounds are taught in a specific order (not alphabetically). This enables children to begin building words as early as possible, children are taught the 44 main letter

sounds. This includes alphabet sounds as well as digraphs such as sh, th, ai and ue. They are not taught in alphabetical order. The first group (s, a, t, l, p, n) has been chosen because they make more simple three-letter words than any other six letters.

### **Spelling Mastery (Year 3-6)**

Spelling Mastery provides structured lessons to effectively and efficiently teach the spelling skills students need to become proficient readers and writers using the following approaches:

- Phonemic approach - helps beginning spellers learn the relationships between spoken sounds and written letters and then apply them to spelling
- Morphemic approach - exposes advanced spellers to prefixes, bases, and suffixes
- Whole-word approach - gives spellers at all levels the meaning and root of a word and shows how the word's spelling is influenced.

### **Heggerty**

The Heggerty Curriculum includes explicit instruction in the following phonological and phonemic awareness skills:

- Rhyming
- Initial Phoneme Isolation
- Blending
- Isolating final and medial phonemes (sounds)
- Segmenting
- Adding Phonemes
- Deleting Phonemes
- Substituting Phonemes

### *Principal Comments Continued*

Phonological awareness is the understanding of different ways that oral language can be divided into smaller components and manipulated.” (Chard and Dickson, 1999) Phonological awareness refers to the bigger “chunks” or “parts” of language. When we ask students to rhyme, blend small words to make a compound word, break words apart into syllables or onset-rime, we are working at the phonological awareness level.

Phonemic awareness is the understanding that spoken words are made of individual sounds called phonemes. A phoneme is the smallest unit of sound we hear in a word. Phonemic awareness falls underneath the umbrella as a sub-category of phonological awareness.

### **2023 AGM**

Our AGM was held on Monday, 6<sup>th</sup> March. The 2022 Annual Report was presented, which included a summary of results and outline of plans for 2023. The KOSHC report was tabled presenting an overview of 2023. Following our AGM a Governing Council meeting took place, where nominations and elections of office bearer positions and sub-committees occurred. I am pleased to announce the following 2023 Governing Council members, Office Bearers and members of Sub-Committees:

**Chairperson:** Megan McWaters

**Deputy Chairperson:** Jarred Tilley

**Secretary:** Hani Molles

**Treasurer:** Ali Hughes

**Other Governing Council Members:** Irena O'Reilley, Skye Jarman, Josh Gates and Shaun Munzer

**Staff representative:** Carla Brady

Congratulations to continuing members and a warm welcome to those who are newly elected.

Angela Mickan will not be continuing on Governing Council. Angela has always put the students first in her decision making. We thank her for her time and contributions and wish her all the best for the future.

## upcoming events

### TERM 1

**Starting Monday 27<sup>th</sup> March**

Parent/Teacher Interviews

**Friday 31<sup>st</sup> March**

Rotary Achiever Award Assembly

**Starting Monday 3<sup>rd</sup> April**

Middle/Upper Primary Swimming Lessons

**Friday 7<sup>th</sup> April**

Good Friday

**Monday 10<sup>th</sup> April**

Easter Monday

**Friday 14<sup>th</sup> April**

Sports Day

Last day of Term 1 – Early dismissal @ 2.10pm

### TERM 2

**Monday 15<sup>th</sup> May to Wednesday 17<sup>th</sup> May**

Upper Primary Camp

(Woodhouse Activity Centre)

**Wednesday 17<sup>th</sup> May**

SAPSASA Cross Country

**Monday 12<sup>th</sup> June**

Public Holiday

**Tuesday 13<sup>th</sup> June**

Pupil Free Day

**Monday 19<sup>th</sup> June**

School Photo Day

*Please note that these dates are subject to change*

## PARENTS & FRIENDS AGM

**FRIDAY, 24 MARCH  
9AM @ ACTIVITY ROOM**

*All interested people are welcome to attend.  
We would love to see some new faces to assist  
with our fundraising efforts for 2023.*

*Contact Jess on 0439 340 381 if you have questions.*

### *Principal Comments Continued*

#### **Sub - Committees and members:**

**Grounds:** Jarred Tilley, Joshua Gates, Brett Cummins (Groundsman) and David Pitt (Principal).

**Finance:** Ali Hughes, Anne Crowhurst (Finance Officer) and David Pitt (Principal)

**Parents & Friends:** Tess Vogt, Hanni Molles, Jess Ruciack, Jessie Trowse, Rebecca Wild and Josh Gates

**Uniform:** Megan McWaters, Tess Vogt, Irena O'Reilley, Georgia Tonkin, Anne Crowhurst (Finance Officer) and David Pitt (Principal)

**KOSHC:** Louise Jenner (KOSHC Director), Skye Jarman, Anne Crowhurst (Finance Officer) and Kerry Giles (Deputy Principal)

#### **Parent Interviews - Week 9**

This year we are returning to face to face Parent Interviews. These will occur in Week 9. Information has been sent home and via Skoolbag regarding the process to book an interview.

Whilst many parents may have had conversations with their child's teacher throughout the term, Parent interviews are a formal assessment process as per DfE Assessment and Reporting guidelines. Every parent/carer is entitled to participate in an interview. Parent interviews are an opportunity to connect and share information, concerns, highlights and particular strengths to support improvements in planning for individual learning. We look forward to further 'stretching' children's learning and providing a challenging and engaging curriculum for the remainder of the year.

#### **NAPLAN**

Well done to our Year 3 and 5 students over the past two weeks as they participated in the 2023 NAPLAN assessment. They displayed persistence and confidence to have a go. We have had close to 100% participation across the two year levels. I'd like to thank Kerry Giles for the time she spent preparing for the tests and coordination of the

test period, which ensured the process went smoothly for students. Many thanks also to our Regional Support ICT staff for the preparation of devices and resolving of technical issues. We expect to receive the results of the tests later in the year, which we will analyse and look to where the next steps are in the improvement journey.

#### **2023 Leaders' Day and Portfolio Day**

On Monday, 6<sup>th</sup> March I attended Leaders' Day, a yearly event to provide a unique professional learning program to support Department for Education leaders accelerate learning growth for all children and young people in our public education system. It was an opportunity for leaders to come together to focus on statewide work and share effective leadership practices and the transfer of knowledge and experience, which can be adapted in each schools context. We also looked at how to maintain excellence in our system whilst also ensuring equity was at the core of all that we do.

This week Kapunda Primary School hosted Gawler Portfolio Day, where site leaders and the Local Education Team from the Gawler Portfolio gathered for a day of professional learning. This included looking at how effectively we are monitoring planned actions of our SIP and the documentation of progress. Leaders also heard from Student Support Services and Support and Inclusion Division. It was great to hear comments from the visiting leaders of the wonderful culture and feel they had when walking through the school.

Kind regards,  
David Pitt - Principal

**"If you can dream it, you can do it. Always remember that this whole thing was started by a mouse."**

~ Walt Disney

## Student Wellbeing News – Term 1 Week 8

### Positive Wellbeing at KPS

A word from  
MR RYAN...



We are very lucky at Kapunda Primary to have a wonderful school of kids! Often we may forget how inclusive and understanding that they are on a daily basis. This year we are trying to focus on these positive more and recognise the small actions that the kids make each day to make the school a better place. Below are some of the ways that we are trying to celebrate these positive behaviours this year.

#### Student Shout Outs

Every fortnight, on even weeks, at wellbeing assembly we read out all of the student shout outs. We get these students to stand up and acknowledge them for the things that they have done to make the school a better place. This can be anything from picking up rubbish to noticing someone alone in the yard and asking them if they would like to play.

After celebrating the students who have all had a shout out two of their names get randomly selected to win a prize.

Students can get shout outs by being recognised by a teacher or another student in the yard or class, this is then recorded in the yard book (it's not just for negative behaviour anymore). Each shout out also earns 5 house points to their team.

#### SMART Goals

Every student at KPS has individual goals in class that they are working towards. These goals are Literacy and Numeracy based and set by the class teacher. These goals allow the students to know what they need to do to improve their work and take the next step in their learning.

These goals are a great way to celebrate all students' success in the classroom, regardless of ability level, and allow them to know what they need to do to improve.

This year we are celebrating these goals further as a whole school by awarding 5 house points for every goal that each student achieves. They will also be displayed in the front office so that everyone can be proud of their hard work.

It would be great if everyone could ask their children what their goals in class are and join us in celebrating them when they are achieved!

Also celebrate with the teachers as they are setting up a huge amount of goals weekly to ensure the students keep improving.

#### Attendance Awards

Twice a term, midway and at the end, we will be awarding attendance awards at assembly. These awards are either for improved attendance or for 100% attendance. This is part of our push to improve our school attendance as we come out of the isolation restrictions surrounding COVID-19.

We understand that sometimes there are things that are out of our control which affect attendance, like sickness and appointments, but we wanted to find a way to celebrate the students that work hard to come to school each day.

During the Week 5 Wellbeing Assembly we awarded over 70 awards for 100% attendance and over 10 for improved attendance which was great to see. We hope that this doesn't make students upset when they are genuinely sick, but instead helps to motivate students to come to school when they are healthy enough to.

The students who win these awards also will get 5 points to their house teams.

**Give your child every chance to succeed**  
**Everyday counts**



If you would like to join in the celebration of these positive behaviours and the great kids at Kapunda Primary then come along to a Wellbeing Assembly. They are on Fridays of even weeks at 2:45pm in the gym.



## What have we been up to in Room 19a?

In English, we have read the short narrative "Nails" by Paul Jennings. We then studied how Paul Jennings used a variety of language features in this text, to create tension. We have been writing our own narratives, using some of these techniques to interest our readers.

See if you can spot some of the writing techniques we've been learning about in the writing samples below...

*Johnny's heart froze. He could feel his hair flowing from the fan. A shiver crept up his spine. His small, messy room suddenly felt full of kids laughing at him.* By Rubi

*The house was dark, cold and Emma was all alone. As she looked out the window she saw a big, green monster. Staring. Looking like it was looking right through Emma's eyes. Emma froze. Everything went black.* By Emeliia

*As Josh was walking down the long, winding road, he finally saw a building. It was a white and cube shaped, with solar panels and antennas on the roof. He slowly wandered to the building and knocked on the door, out came a man with a white coat on.* By Sam

*Sharp talons glistened. Her feet scratched the pretty marble stair case, in a run-fly movement, her wings flapping. "Mum, Dad!" Phoebe screamed a loud cry for help. Her wings spread out like carpet; flapping, uncontrollable, new.* By Fiona

When I woke up the next morning to brush my teeth something was off. My teeth were sharp, too sharp, they were unnatural. I froze. I ran to Jordan (my bunk buddie as the camp calls it) "Jordan!" I yelled shaking him awake. "What do you want now?" Jordan asked. I didn't say anything I just showed him my teeth. Everybody froze. My cabinmates were staring, mouths open. Behind Jordan out of the window was a tall, dark, sinister looking shadow. My heart pounded heavily, my breaths gradually sped up, my head felt light. By Nash

## Students as Teachers!

In 19a, we find opportunities to share learning with others. When we explain our thinking, we are helping our classmates with their learning. At the same time, we are deepening our own understandings.

Here we are in action....



*It all started when Tasha and her caretaker Lizzy moved to a tropical island. When Tasha first laid eyes on the island she knew it was made for her. The sand was golden, the palm trees were like sky scrapers, and there was a waterfall. The waterfall looked like magic.* By Ava

*More blue patches started to appear. Sam screamed in horror. He noticed that the room wasn't as bright as it was before, he felt like he sank in a deep, dark hole. He was scared. He felt like he was going to throw up. All of a sudden his parents his parents quickly ran in the room. Sam had a shiver up his spine.* By Skylar

# Class Awards

Up to Monday 20<sup>th</sup> March

## Mrs Schultz

Ruby Willoughby  
Oliver Stromer-Graham

## Mrs Kearns

Ryder Rowsell  
Wyatt Jones  
Scarlett David

## Mrs Ryan/ Mrs Travers

Evelyn Crook  
Aaliyah Gates

## Miss Amalie

Sadie MacKenzie  
Liam Matthews

## Mr Horne

Darcy Van Houten  
Elliette Pfeiffer

## Mr Applebee

Willow David  
Eva Smith

## Mrs Mickan/ Mrs Valentine

Riley Shone  
Abby Stromer

## Ms Conway/ Mrs Brady

Billy Leslie  
Eddie Valentine

## Ms Haywood

Amalie Doran  
Talon Mind

## Mrs Wells/ Mrs Brady

Ruby MacKenzie  
Joel McWaters

## Junior Boys and Girls 2023 Footy Training Starts next week

Under 9's: Thursdays 4.15pm to 5.15pm  
Under 11's: Wednesdays 4.30pm to 5.30pm  
@ Dutton Park, Kapunda

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## KAPUNDA FOOTBALL CLUB



Hello Under 9 and Under 11 Families

Footy training for 2023 starts next week.

Under 9 training will be on Thursday nights 4.15pm to 5.15pm at Dutton Park (Starting 30/3/23)

Under 11 training will be on Wednesday nights 4.30pm to 5.30pm at Dutton Park. (Starting 29/3/23)

To register, head  
to: <https://www.playhq.com/afl/register/b334ee>

For more information please contact Kapunda Football Club Junior Coordinator, Jack Mickan on 0409 663 123