



-Achieving Excellence-

# Seaford K-7 NEWS



Government of South Australia  
Department for Education

Wednesday 20<sup>th</sup> May 2020 - Term 2, Week 4, 2020

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## MAY

Wk 5 Reconciliation Week

## JUNE

1<sup>st</sup> Footsteps Starts

3<sup>rd</sup> Newsletter

5<sup>th</sup> Assembly - TBC

Wk 7 8<sup>th</sup> Queen's Birthday Public Holiday

9<sup>th</sup> Pupil Free Day – No School

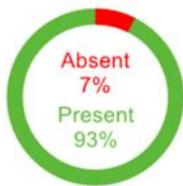
17<sup>th</sup> Newsletter

## From the Principal - Belinda

### Pupil Free Days

Pupil Free Days are an important part of our staff's professional learning and we appreciate your support of them. Our next one is on **Tuesday 9<sup>th</sup> June** after the Queen's Birthday Public Holiday. We thank you and appreciate your understanding that we have the day for our professional learning.

## COVID 19 Update – Welcome Back!



### Previous Week

Attendance rate derived from student attendance data sourced from the school systems as at 14/05/2020

It's so good to see most of our students back at school, as seen by the icon on the left. While we have been supporting parent choice during this pandemic, we now expect all public school students who are well and not considered vulnerable to COVID-19 to attend school or preschool.

Students are required to attend school unless they are:

- Feeling unwell
- Have a chronic medical condition or compromised immune system and are not able to attend school on advice from their medical practitioner
- Live in a household with others that are deemed vulnerable to COVID-19 and are not able to attend school on advice of their medical practitioner
- Have been diagnosed with COVID-19 or have been required to self-isolate by SA Health

A number of students are getting red, sore hands from the handwashing. We are happy for parents to provide their own soap that is named if there is an issue. Please let teachers know.

## SSC 2021 - Year 7 Enrolment Packs

Year 6 students who will be attending Seaford Secondary College in 2021 have received their Year 7 Enrolment Packs. Parents/carers are requested to return the completed enrolment form **back to school as soon as possible** to support this process.

## Reading

Thank you to all our families who support their children with their reading and ensure they remember their reading books and folders every day. Please hear your children read at home as much as you can, as if your child finds reading difficult then the classroom can be a very challenging place the older they get. Even the older children need to ensure they are heard read and read to; practice is the key!

The Department reading level expectations are:

Level Band	By September
5	Reception
13	Year 1
21	Year 2

At Seaford K- 7 teachers regularly assess reading for decoding (the ability to read the words) and comprehension. If your child finds it hard to understand what they have read, then spend time talking to them about the book. You could ask them to predict what happens next, summarise, talk about the characters and make links with other books they have read.

Children need to read lots of different types of books so encourage the reading of poems, information, newspapers, comics etc. The library is a great place to visit not only for books but also for free events.

The yearly **Premier's Reading Challenge** is underway and most children are doing this in class. However, parents can support this by reading books at home and adding them to their child's list if they want. See your child's teacher if you want to do this. **Happy reading!**

**Nikki Garner- Deputy Principal**

## Reconciliation Week 2020

**The theme this year is 'In this Together'**

Reconciliation Week is held every year from 27<sup>th</sup> May to 3<sup>rd</sup> June. It is a time when Aboriginal and non-Aboriginal people learn about our shared history. We acknowledge the history and achievements of First Nations people and find ways to right the wrongs that were done in the past and are still being done today. The Year 3/4 classes are learning about Aboriginal Culture and History, and some Kaurna greetings, with Ms Bladon on Wednesdays. The Year 1/2 classes have a special Persona Doll that has been helping them learn some Kaurna language **Nakkota, Elaine Bladon (Aboriginal Education Teacher)**



## Footsteps Dance Program

During Weeks 6-10 all students will participate in dance lessons as part of their PE program. These sessions will be run by Footsteps and go for 40 minute lessons once a week. COVID 19 restrictions will be in place to ensure our students are participating safely. There will be a cost of \$5 and a letter will go home soon with more information.

**Reception-Yr 2 10:40 -11:20am**

**Yr 3-4 12:10 -12:50pm**

**Yr 5-6 12:50 -1:30pm**

Monday Week 6, Thursday Week 7, Monday Week 8, Thursday Week 9, Monday Week 10.

## Wellbeing Matters

Part of our social learning program at Seaford K-7 follows the *You Can Do It* model, complemented by the *Keys to Success*. The 5 Keys are **Persistence, Resilience, Organisation, Getting Along** and **Confidence**. By showing strength in each of these areas, children are more likely to be successful, forming positive relationships and having a positive approach to tasks. At school assemblies, we give out certificates to students who display the attributes of the keys and teach them about what they mean. This week in the newsletter, our focus will be confidence. Please feel free to use this language and discuss with your child at home what they mean.

Confidence requires that young people not be overly concerned with what others think if they make a mistake. Confidence is revealed when young people are not afraid to fail and are happy to try something new. There is little question that the most direct road to developing increasing confidence is through experiencing success. However, no matter how positive a student's approach to schoolwork, positive attitudes, including self-belief, can be ground down by repeated failure experiences. We can assist children to develop their confidence by giving them tasks that are challenging but also allow them to be successful. Confidence, like any skill, needs to be taught. We can help by providing behaviour-specific feedback. If you see your child behaving confidently, let them know by saying something that contains specific feedback about their behaviour. For example:

"That wasn't easy to do but you did it"

"I like that you are not afraid to try things differently"

Some traits of a confident person are:

**Accepting Myself** – accepting yourself even when you make a mistake or someone is mean to you.

**Taking Risks** – knowing that it is good to try new activities even when you might not be able to do them at first.

**Being Independent** – thinking that it's important to try new activities and to speak up and not worry what other people think.

**I can do it** – thinking that when you are having difficulty with your work, it is more likely that you will be successful than not.

Over the coming weeks, take the time to celebrate the successes your children have and help them to build up their confidence.

## Assembly Awards – Well Done

<b>Kristy</b>	<p><b>Chaise</b> YCDI Award for <b>Getting Along</b> for using his words to solve problems</p> <p><b>I-Shar</b> YCDI Award for <b>Confidence</b> for trying hard in your reading and maths learning</p>
<b>Jenny, Jess &amp; Mrs Jolly</b>	<p><b>Xavier</b> For demonstrating <b>Responsibility</b> for always trying his best with his learning and being a responsible class member</p> <p><b>Ruby</b> YCDI Award for <b>Getting Along</b> for working well with others, being a caring friend and always following our class rules</p> <p><b>Nate</b> For demonstrating <b>Success</b> for contributing great ideas and having a positive attitude toward learning</p> <p><b>Emily</b> YCDI Award for <b>Confidence</b> for being a kind and friendly classmate</p>
<b>Ms Wright &amp; Ms Mowat</b>	<p><b>Ethan</b> For demonstrating <b>Responsibility</b> for having a go with his work – improving because of the effort he is putting in</p> <p><b>Brax</b> For demonstrating <b>Success</b> by trying hard in handwriting lessons and trying to form his letters correctly and neatly</p>
<b>Miss Ray</b>	<p><b>Beth</b> YCDI Award for <b>Confidence</b> for showing great confidence to come into school by herself</p> <p><b>Ysabella</b> For demonstrating <b>Success</b> for producing beautiful art works and pictures</p>
<b>Mrs Moro</b>	<p><b>Maddie</b> YCDI Award for <b>Getting Along</b> for always welcoming others to play</p> <p><b>Ava</b> For demonstrating <b>Success</b> for always doing 5 star work!</p>
<b>Mrs Bracken</b>	<p><b>Edward</b> For demonstrating the school value of <b>Success</b> in improving his handwriting</p> <p><b>Hudson</b> YCDI Award for <b>Getting Along</b> for being welcoming towards a new student</p>
<b>Mrs Laxton</b>	<p><b>Evan</b> For demonstrating <b>Respect</b> towards others and having success in his learning</p> <p><b>Aurora</b> YCDI Award for <b>Persistence</b> for continuing to practice her writing</p> <p><b>Scott</b> YCDI Award for <b>Confidence</b> for presenting and sharing his project</p>
<b>Mrs Burton &amp; Mr Quirke</b>	<p><b>Hannah</b> For demonstrating the school values of <b>Respect, Responsibility &amp; Success</b> in all areas</p> <p><b>Aidan</b> For demonstrating the school values of <b>Success</b> by working hard to improve his learning</p>
<b>Ms Hildebrand</b>	<p><b>Ashlee</b> For demonstrating the value of <b>Respect</b></p> <p><b>Daniel</b> YCDI Award for <b>Resilience</b> for walking away and talking to adults when others were not kind</p>
<b>Mr Ratcliff</b>	<p><b>Jaryn</b> For demonstrating the value of <b>Resilience</b></p> <p><b>Matthew</b> YCDI Award for <b>Persistence &amp; Resilience</b></p>
<b>Mrs Haddy</b>	<p><b>Mitchell</b> For demonstrating the value of <b>Success</b> for being more independent in the mornings – coming in and organising himself</p>
<b>Tania Sensei Japanese</b>	<p><b>Ava</b> For demonstrating the school values in Japanese by</p>

	<p>showing an excellent attitude towards her Japanese learning and having a go at all tasks <b>Asher</b></p> <p>For demonstrating the school values in Japanese by showing improvement in following instructions and having a go at his Japanese learning tasks</p>
<p><b>Mr Thimm The Arts</b></p>	<p><b>Mrs Moro's class</b></p> <p>For demonstrating the school value of <b>Success</b> in The Arts by making great progress with 'on stage' performances <b>Aurora</b></p> <p>For demonstrating the school value of <b>Persistence</b> in The Arts by making great 'A' choices</p>
<p><b>Mr Paulovich PE</b></p>	<p><b>Ms Wright &amp; Beth's class</b></p> <p>For persisting with new learning and trying their best <b>Bec &amp; Mr Quirke's class</b></p> <p>For persisting with new learning and trying their best</p>

## Interoception

At our school, we have been learning about interoception, which is our 8th sense. It can broadly be defined as our conscious perception of our internal body signals which let us know how to respond to human needs or relate to our emotional experiences. Interoception is the pre-requisite for self-regulation.

Interoception activities take less than 2 minutes to complete and they help your child to identify their body signals, recognise when their body signals change and act or respond to these body signals for their self-regulation.

At school and recently as can be seen on Class Dojo, we provide a range of activities that you can complete with your child and the whole family too. You can complete these activities throughout the day, some examples could be:

- Starting their day with an interoception activity
- Break time between online lessons/activities
- Going for a walk or a bike ride
- Shooting some hoops or kicking a ball
- Playing on a swing set
- Jumping on a trampoline

The great thing about interoception activities is that you can create your own with your child. It can be any activity that changes your child's body state and while encouraging them to notice how their body feels.

To find out more information about interoception, please visit the Department for Education's Interoception web page, which can be found at: <https://www.education.sa.gov.au/supporting-students/health-e-safety-and-wellbeing/health-support-planning/managing-health-education-and-care/neurodiversity/interoception>

In the coming weeks, we will also be providing online videos which will demonstrate interoception activities and allow your child to follow along with these online activities.

If you have any further questions or need further support with implementing interoception activities with your child, please contact the school.

## Dogs NOT allowed on site

We recently had new signs put up on the fences at the entrance of the school oval to remind people that we don't allow dogs on site and this includes the oval. When coming to pick up your child and walking your dog please arrange a meeting spot that isn't on our oval as well.

## Raffle Draw for School Credit

At our Finance Meeting the names of families who had paid their school fees or have approved school card by the due date went into a raffle draw to win a \$150 school credit! Congratulations to Britney Malik whose name was drawn.

## The Smith Family



Introducing Ashley and Marnie,

### Ashley & Marnie

the new representatives for The Smith Family at Seaford K-7 School!

#### What do we do?

The Smith Family is an independent children's charity helping Australian children to get the most out of their education so they can create better futures for themselves. We do this by providing scholarships and access to wrap around educational programs. The Smith family *Learning for Life* educational scholarships give families and students the opportunity to access everyday needs for education by reducing financial difficulty and supporting the whole family to achieve. The scholarship includes a payment of \$450 per year to go towards educational costs. *We have limited spaces available, so please get in touch ASAP!*

#### Are you eligible for The Smith Family scholarship?

- Do you hold a current pension, concession or health care card?
- Are you committed to your child's education and school attendance?

If this is you get in touch with your wellbeing leader Michelle Dohnt to complete a referral!

We are here to support you, so please don't hesitate to reach out.

**Marnie Bennett**  
Family Partnership Coordinator

**Ashley Crow**  
Program Coordinator

*Helping young Australians in need to build better futures through education*  
[TheSmithFamily.com.au](http://TheSmithFamily.com.au)



