

Macclesfield Primary School

Responsibility • Safety • Respect • Success • Caring

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Government of South Australia
Department for Education

Term 2 Week 7 Friday 12th June

NEWSLETTER NO. 9

Week 8 – Humility and Modesty

Monday 15/6/20

Tuesday 16/6/20

Kerry out
Governing Council

Wednesday 17/6/20

Thursday 18/4/20

Kerry in

Friday 19/6/20

Week 9 – Hope

Monday 22/6/20

Tuesday 23/6/20

Kerry in

Wednesday 24/6/20

Thursday 25/6/20

Kerry in
Newsletter Day

Friday 26/6/20

Student Free Day

Materials and Services Charges

During the period when Job Keeper and Job Seeker payments were still being organised, we were asked to hold off on following up Materials and Services Charges for the 2020 school year.

Now that they are in place, we have been prompted to forward accounts to families about amounts owing. This happened during the week.

If there is any reason why this presents issues for your family, please come in to see us and we will make appropriate arrangements. Please remember that small instalments are perfectly acceptable as a means of payment.

COVID-19 Restrictions

As COVID-19 restrictions lift, we are still limited with regard to excursions, assemblies, school visitors and volunteer programmes, by the rulings of the Department for Education.

They have promised to inform us as soon as they make any decisions. We understand that we will be required to operate in a new 'COVID safe' manner.

Further to this.....

SAPSASA has released planned dates for some competition events later in the year, but until they are given more freedom, they are unable to proceed with trials. Further information will follow as it is released.

Governing Council is able to meet next week (16th June), providing we adhere to strict COVID requirements. (Hand Sanitiser or handwashing and appropriate social distancing.)

Whilst everyone is usually welcome to attend these meetings, we are currently limited to the number of people who can meet at one time, so if you are not a member of the Governing Council, and want an issue raised, we ask that you speak with a Governing Councillor, who will raise it for you. Thanks.

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READING, DYSLEXIA, AND SUPPORTING STUDENTS WHO ARE STRUGGLING

Literacy is essential for students to flourish at school, and to decode the world of books, websites, menus, manuals, and messages that awaits them. But for some children, learning to read can be a complex challenge.

In the early reading phase (around 5 – 7 years old), children are often taught the “alphabetic principle”: the mapping of letter sounds onto written letters. Students will often need help dealing with words with unusual letterings, or which cannot be easily sounded out. It is good practice in this phase to ensure that reading is a regular but fun part of each day.

For many children, synthetic phonics may help; synthetic phonics involve intensively introducing a child only to words that sound as they’re spelt, and which are not part of a sentence. The emphasis is on understanding the link between sounds and letters. There is debate over whether this method is suited to all children.

Every child is different; different paces of learning are normal, and some students will need additional support. Often, targeted assistance from teachers suffices to get a student back on track. But a thorough assessment of capabilities is important for the minority of students who do not progress when provided with excellent teaching closely matched to their needs and interests.

Dr Armstrong emphasises that there is no “one size fits all” approach suited to every student with dyslexia. Insofar as resources allow, teachers should treat each case individually, drawing on a range of methods and theories to find what works best for each student.

In some cases, intensive work on phonemes or the alphabetical principle may help. However, children with dyslexia are at increased risk of wider difficulties with processing language and may require support from a speech and language pathologist. Dyslexia can also involve problems with attention; many children with dyslexia have Attention Difficulty Hyperactivity Disorder (ADHD), requiring additional support to focus and avoid distraction.

Any realistic approach to dyslexia must also address the social and emotional difficulties often posed by learning disabilities. Educators should be sensitive to the maturity of the student, respecting that reading abilities do not always reflect development in other areas. Dyslexia puts a student at risk of a negative education experience. They can feel frustrated at their own lack of progress, isolated from their peers, and an object of adult disapproval.

..... to be continued

Character Strength

Hope

With the strength of hope and optimism, you expect the best and have a plan to achieve it. You act in ways that are likely to make your goals a reality and remain confident that these will be achieved given appropriate effort, flexibility and positive emotions.

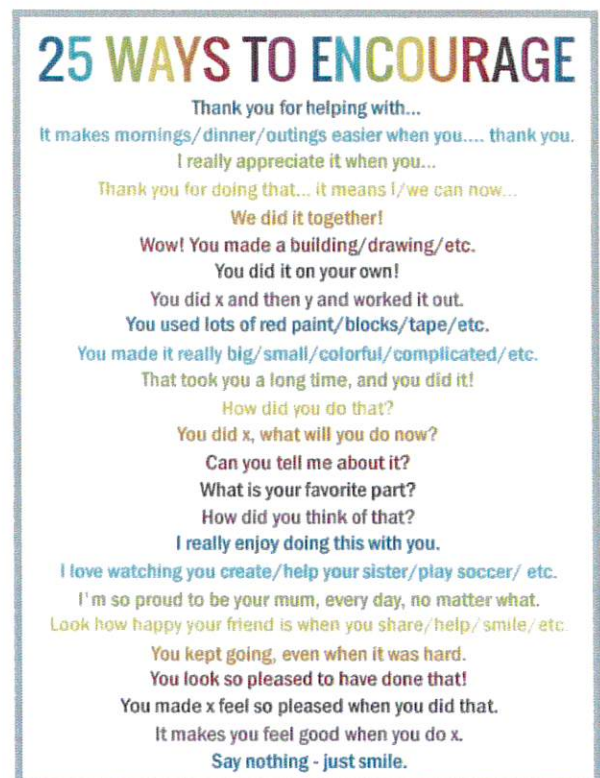
If you have the strengths of hope...

- Despite challenges, you always remain hopeful for the future
- You look on the bright side of life and stay motivated
- You have a clear picture in your mind about what you want to happen in the future
- If you get a bad grade or evaluation, you focus on the next opportunity and plan to do better.

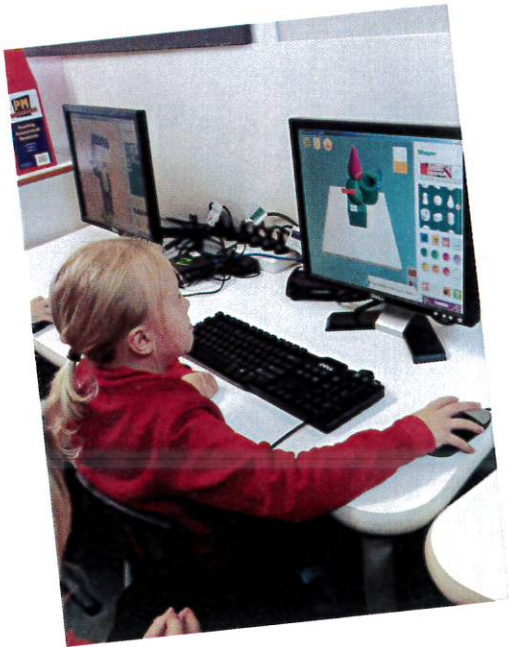
School Reports

School Reports about student progress and achievement will be going home at the start of Week 10, this term.

It is our intention that there be no surprises in the reports, however, if the reports do raise any questions for you, please make sure you talk to your child’s teacher about them.







Year 3/4/5's

The 3/4/5 class have been collaborating with the R/1/2 class in both design and digital technologies.

Our learning intention was to design and produce a small token that could be given to a loved one that we haven't been able to visit due to COVID-19 restrictions. We knew we were successful when we had recorded many different ideas on a piece of paper, specific to the loved one we had in mind.

We came up with some fabulous ideas during the Ideation phase. Some of the ideas included garden markers, pots, flags, trophies, picture frames; items that represented the interests of our loved one.

Next we had to group our ideas according to similar categories. Mrs Spencer and Mrs Ryan collated our ideas for later lessons.

At this stage our class are being the teachers and helping the R/1/2 students either re familiarise themselves with Makers Empire or teach the new students how to use certain tools, such as the joining tool. Last week we were given the challenge of teaching the R/1/2 students to create an avatar in Makers Empire. Our success criteria was to assist the R/1/2 students to use technology safely and responsibility to create a 3D representation of an avatar, using the toy creator menu in Makers Empire.

Henry - Doing Makers Empire with the Reception and Year 1's was sooooo fun. It was a bit tricky but fun.

Ebony - My experience with the little kids was fun but sometimes you just have to persevere. It can be hard but I still go on with it.

Flynn - Working with the R/1/2 class was challenging but quite fun.

Kensi - It has been a wonderful time on Makers Empire with the R/1 class. They have been a big help because when we are helping them they have been helping us too!

Izzy - The R/1/2's and 3/4/5's have been working together to make a gift for a grandparent or special person they have not been allowed to see. We are using Makers Empire to do it all.

Parenting through the Pandemic

Parenting Tool-Box – Tools & Practical Ideas to strengthen Emotional Immunity

This is an extraordinary time for us all. Our thoughts are with all those dealing with the impact that COVID 19 is having on our community and the world at large. The potential for emotional and mental stress to parents, children, and families is not to be taken lightly and Baptist Care SA's Family Mental Health Support Services (FMHSS) offers our full support to best navigate these challenges.

Accessing professional support can help process any ongoing emotional duress, and explore ways to cope by developing a toolbox of helpful ideas, healthy perspectives, coping skills and strategies.

Baptist Care SA's FMHSS is currently offering **no obligation and cost free parent/carer/educator support sessions** to all of the parents and staff that belong to the schools and families in our community. No referrals are needed – you can contact us directly to register your interest via email.

There are no criteria or forms to fill in. Once we receive your email we will contact you to organise your free 1 hour parent/carer/educator support session which will be delivered via either video call (preferable) or over the phone session. Please refer the attached fact sheet for more information on how to register.

At the end of the session you can expect to have some practical skills and tools to support you to have the confidence to have those important and sensitive discussions with your children/students/grandchildren to alleviate any concerns or anxiety that they may be feeling.

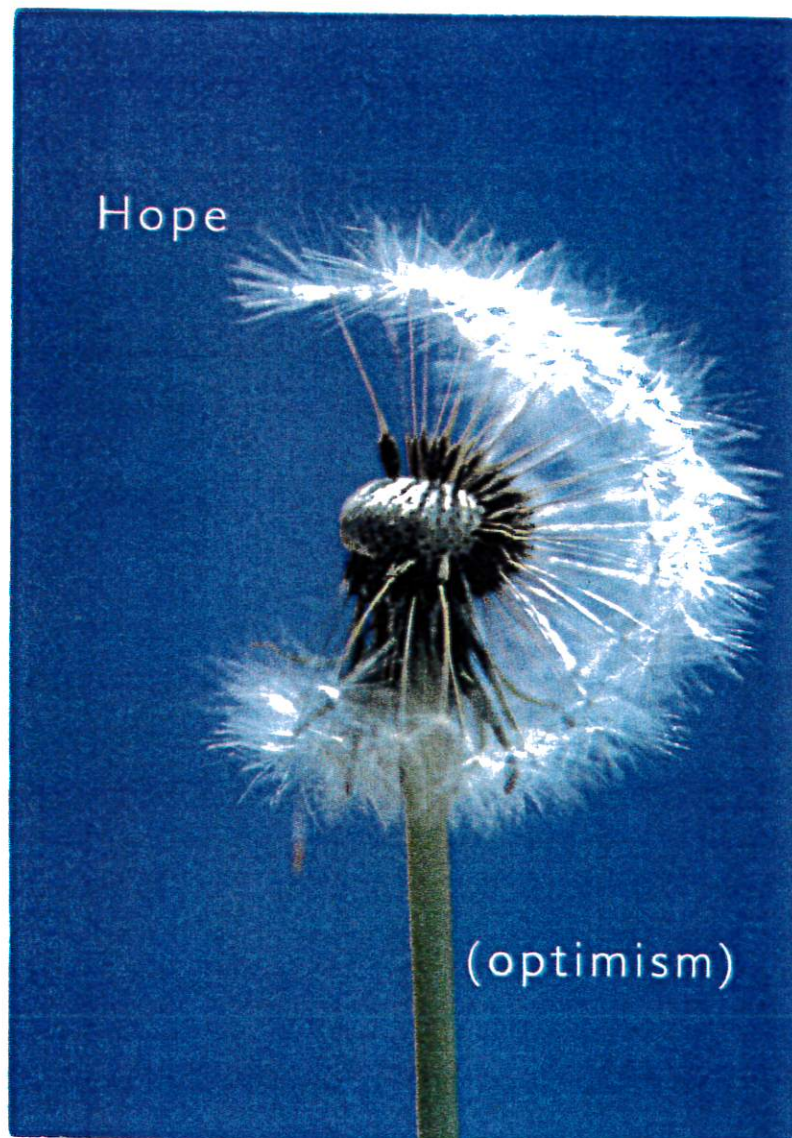
Our early intervention and client focused therapeutic counselling model helps to support children and families to nurture their inner strength and resilience. We welcome and encourage those within our community who would like support to contact us as soon as possible to organise your one hour support session to discuss how we can best help. If after your first hour you feel **you would like further sessions or a session with your child, this is also possible at no charge** and is something we can discuss at the completion of your first session.

FMHSS (across Salisbury and most Adelaide Metropolitan areas)

For further information please email fmhss@baptistcaresa.org.au or if you prefer to talk to someone please call our Salisbury Office on 08 8209 5000 and ask to speak to one of the Leadership team for FMHSS.

Kind Regards,

Family Mental Health Support Services team
Baptist Care SA



Hope

(optimism)