

Kiewa Valley Primary School

Newsletter



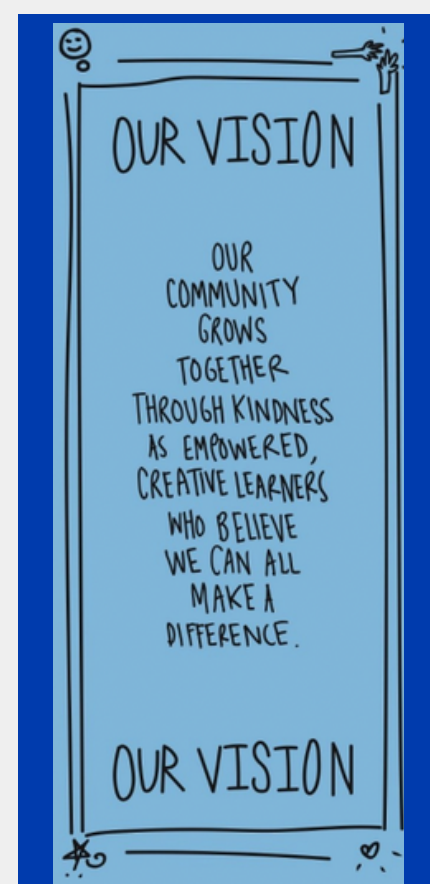
Week 3 Term 3	Mon 24 Lunch Orders	Tues 25	Wed 26	Thurs 27 National Tree Planting Day	Fri 28	SAT/SUN
Week 4	Mon 31 School Council Lunch Orders	Tues 1	Wed 2 Reg. Soccer	Thurs 3	Fri 4 Reg. Footy/Netball	SAT/SUN
Week 5	Mon 7	Tues 8	Wed 9	Thurs 10	Fri 11	SAT/SUN

PRINCIPAL UPDATE:

HOW WE SUPPORT OUR STUDENTS?

Over the school holidays I was reviewing our student data and revising our student support groups. I was extremely proud to discover the amount of support we are able to offer our students for their teaching and learning and wellbeing - **the STATs are astonishing really and should be CELEBRATED:**

- 1. Tutor Learning Initiative** - our schools receives targeted funding for tutoring and we currently have funded our program with additional funds. This results in **72 STUDENTS across F to Year 6** receiving additional learning support with either Mrs Mooney or Ms Grogan, either for strengthening their understanding or assisting learning growth,



I would like to begin by acknowledging the traditional custodians of the lands on which we live, learn and play. We acknowledge and show our respects to elders both past and present and we come together on the lands, the hills, the valleys and rivers to join in community, to share knowledge and culture and contributions of all first nation peoples on this land.

RESPECT



RESPECT

INCLUSION



INCLUSION

KINDNESS



KINDNESS

INTEGRITY



INTEGRITY

2. Wellbeing Support - our school has engaged with external service delivery with Gateway Health and have employed a school based counsellor in Julian Milward. Currently we are partnering with families to meet the wellbeing needs of **15 students**.

For a small school this is OUTSTANDING. We will continue to support our students with identified needs either in the teaching and learning space or wellbeing space and are reviewing a plan for 2024 already.

We are also building the knowledge and capability of our staff to meet the individualised needs of our students within the classroom through professional learning.



APPROPRIATE FOOTWEAR for SCHOOL

Unfortunately **ROLLERSKATES** or **ROLLERSHOES** are not appropriate footwear for school. Please make sure you child/ren bring a change of sneakers if they are wearing these to school. It is an OH and S issue for students to be wearing them from their arrival at school to the end of the school day and we want to keep everyone safe!



IMPORTANT FACT for SCHOOL CROSSING -

Did you know that you MUST stop and give way to pedestrians at a school crossing when the flags are out?

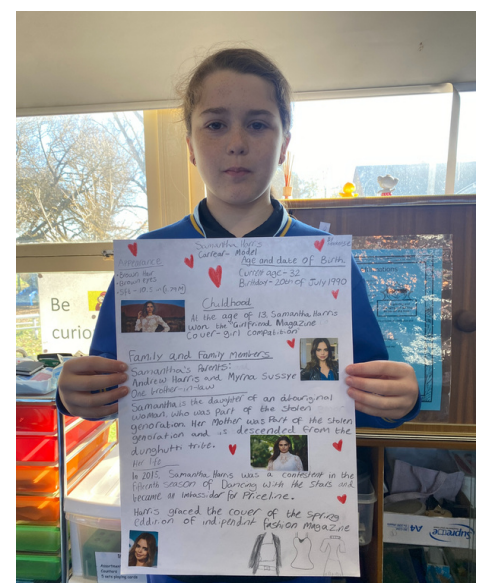
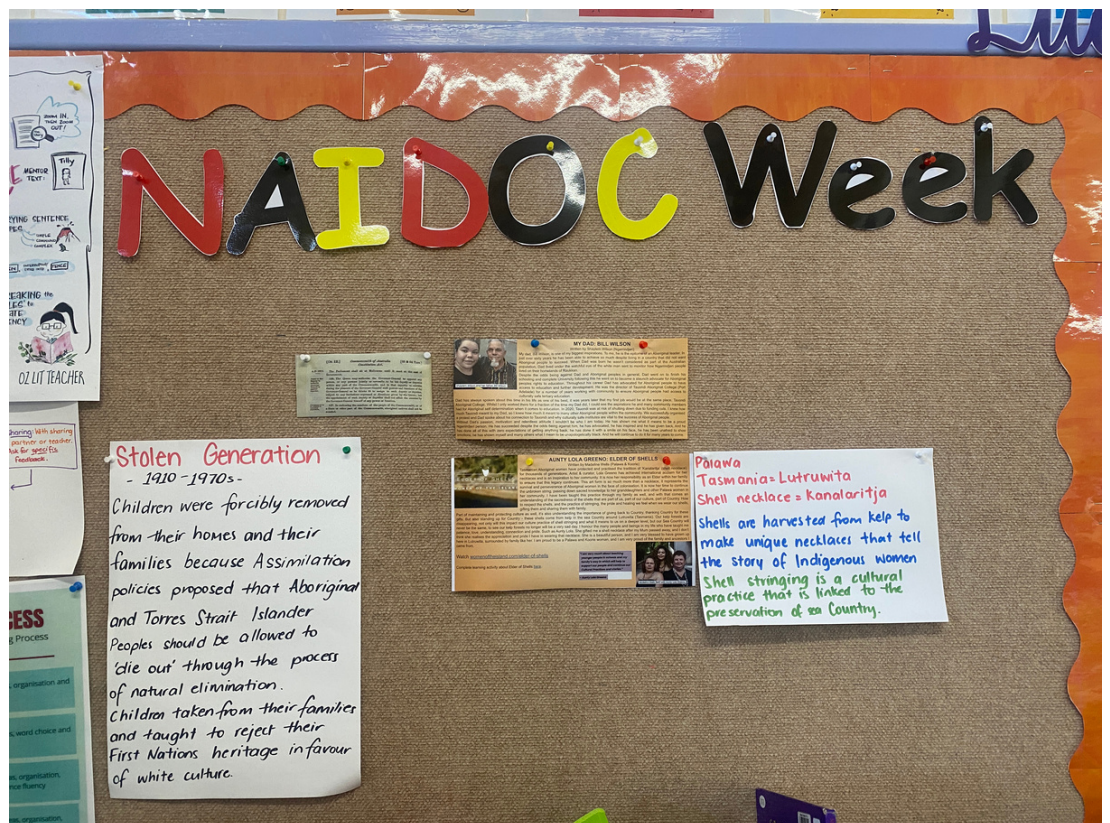
You may not have realised but traffic must come to a stop and give way to all pedestrian traffic when the flags are out. I THANK YOU for helping us to keep our students safe.





NAIDOC Week Learning

The Year 5 and 6 students have been developing a deeper level of understanding about the positive contribution of our First Nations people. Here are the students and their posters - some students choose sport stars such as Adam Goodes, Cathy Freeman and Scott Boland, to Artists, Albert Namatjira and MP Linda Burney



IMPORTANCE of READING at HOME

A common theme that we have been discussing as part of the feedback from Parent Teacher Interviews has been the ongoing challenge parents and carers are facing with hearing their child/ren at home. Even just 5 mins can help as stated in the below articles

SO WHY IS READING with your CHILD so IMPORTANT?

read the full articles here: <https://kidshealth.org/en/parents/reading-schoolage.html> <https://www.highspeedtraining.co.uk/hub/why-is-reading-important-for-children/>

The benefits of reading with children on their education is wide-ranging:

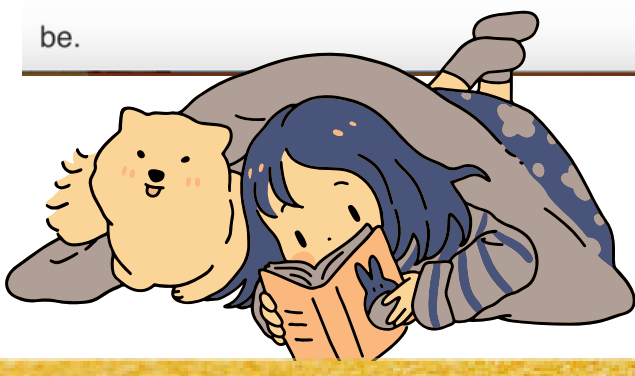
Improved literary skills. Reading with aloud with young children, even if they can't fully understand what you are saying, gives them the skills they need for when they begin to read by themselves. It shows children that reading is something achieved by focusing from left to right and that turning pages is essential for continuing. Reading to children in even the earliest months of their lives can help with language acquisition and stimulating the part of the brain that processes language.

More extensive vocabulary. Hearing words spoken aloud can expose children to a range of new vocabulary and phrases that they may not have heard otherwise. By reading to a child daily, they'll learn new words every single day.

Greater concentration. Regular and consistent reading can help to improve a child's concentration abilities. Furthermore, it will help a child learn to sit still and listen for long periods of time, which will benefit them in their schooling.

Higher levels of creativity and imagination. Reading a book relies on us using our imagination for picturing characters, visualising their settings and environment, and guessing what's coming next. We must use our imagination if we are to learn about other people, places, events, and times. In turn, this developed imagination leads to greater creativity as children use the ideas in their heads to inform their work.

Finally, the more that a child is read to, and the more that they read themselves, the better they will become at it. Practice *really does* make perfect and, the more a child reads, the better their overall academic achievement and social skills, like empathy, will be.



READING GUIDANCE



Your Growing Reader

Here's how reading usually progresses from kindergarten to third grade:

Kindergarten. This is the time when most kids begin learning to read. By the end of the school year they will probably know most letters and their sounds, be able to match words with the same beginning or ending sounds, and read/write several simple words. They might be able to read simple text as well.

First grade. In this year, most kids learn to read many more words. They sound out words with a variety of phonics patterns, recognize a growing list of words by sight, and connect meaning to the words and sentences they read. Most first-graders can read simple books independently by the end of the school year.

Second and third grade. Kids in second and third grade continue to learn more phonics patterns and sight words for reading and spelling, read aloud more expressively and fluently, use reading to discover more about the world around them, and perhaps show a preference for specific authors and types of books. You'll likely start to see a shift as your child begins to focus their energy on learning new information from text. Ideally, kids this age have learned how to read, and are now reading to learn.

If you have concerns about your child's reading level at any time, talk to the teacher, school counselor, and doctor. Kids who are not making good reading progress might have a reading disability, such as dyslexia. With the right educational help, most kids can become readers, but finding and dealing with the problem early will bring the best results.

When and How to Read

The school-age child's schedule can be a busy one. You may be having dinner on the go as you scoot from soccer practice to music lessons. But if you can find 30 minutes a day to read with your child, you will help ensure future reading success. Even if 30 minutes isn't possible, remember that any time you spend reading is better than no time at all.

Use the same strategies you did when your child was younger — talk about what you read before, during, and after the story, asking open-ended questions that encourage your child to have a conversation with you. Read expressively and with enjoyment.

At this age, it's important to let your child read to you. You might choose to take turns reading ("You read a page, then I'll read a page," etc.). To help with less familiar words, you can "practice" them in advance by having your child point to the words you say on a given page, or even in a specific line of text.

If your child is reading and comes to a hard or unfamiliar word, encourage "sounding it out" or breaking the word into smaller parts to read one part at a time. If the word still is too hard, suggest skipping it and reading the rest of the sentence, then thinking about what word would make sense in that context ("What do you think would work in this sentence?").

Be careful not to correct every error your child makes, as this will be frustrating for both of you. If the book is too challenging, offer to change books and let your child choose one that they're comfortable reading to help build confidence.



Top 10 + 1 tips on how to hear your child read at home

1. Try to get in the habit of having your child **read to you every day**. Choose a quiet, undistracted time and snuggle up.
2. **For under-7s, 5 - 10 minutes is usually long enough. Little and often is best.**
3. If it's a new book, always **start by having a look at the book's cover, title, pictures and characters.**
4. When your child tries to 'sound out' words, encourage the use of phonetic letter sounds rather than 'alphabet names'. So for **'cat' you'd say c-a-t; not CAT.**
5. Don't pressurise if he or she's reluctant. If your child loses interest, then do something else and come back to it at a better time.
6. Maintain the flow. If your child mispronounces a word don't interrupt immediately. Instead allow opportunity for self-correction. It's better to tell a child some unknown words or give clues from the pictures to keep things moving rather than insisting on their trying to build them all up from the sounds of the letters.
7. Use the **pause, prompt, praise technique**. If they make a mistake, pause for a few seconds to see if they self-correct, then prompt by asking: "Does that makes sense?" Or give the sound they're struggling with, or help them sound it out. Then praise them for finishing the page or trying hard.
8. **Be positive.** Don't correct every word if what they're reading makes sense. Say they say 'his dad' and it says 'his father' – just carry on.
9. If your child says something nearly right to start with, that's fine. Don't say "No, that's wrong," but "Let's read it together", and point to the words as you say them. Only help if they're really stuck and boost your child's confidence with constant praise for even the smallest achievement.
10. **Make sure the book is the right level to build up your child's confidence.** Struggling with a book with lots of unknown words is pointless for your child. Flow gets lost and words can't be understood. You need to smooth their path because discouraged children can easily become reluctant readers.
11. **Remember, there's more to being a good reader than just being able to read the words accurately. Always talk to your child about the book; about the pictures, the characters and ask them what was their favourite part. You'll then be able to see how well they've understood and help them develop better comprehension skills.**

NAIDOC Week Celebrations

We had a wonderful day on Friday, hosting the final events for our NAIDOC Week celebration. The Great Book Swap ran throughout the day with all classes visiting to swap their books and then students could visit at Fruit Snack time to take home any extra books they would like to add to their collection.

In the afternoon, the Senior SRC ran a short assembly explaining the importance of NAIDOC Week to the whole school. We then moved off into multi-age groups to listen to Indigenous stories and play traditional Indigenous games such as Noongar Wana and Koolchee.



SRC NEWS



\$136
RAISED

THE GREAT BOOK SWAP



Thank you for supporting our Great Book Swap on Friday as part of our NAIDOC Week celebrations. We appreciate the generosity of our school community. We received an overwhelming amount of quality books to swap amongst our students. Paired with our ex-library books we had enough books for students to take home at least 3 books each to add to their home libraries. It was wonderful to see everyone getting so excited about books! Well done to the SRC for their work in organising this special event.



We raised a total of \$136 for the Indigenous Literacy Foundation



Thank you from our Junior and Senior SRC Team

Kiewa Valley Primary School

FUTURE DATES

We invite your child/ren to participate in three visits to school beginning Tuesday 28th of November.

PREPARE YOUR CHILD FOR SCHOOL
PARENT INFORMATION SESSION
28TH OF NOVEMBER 9AM

01 KINDER TRANSITION DAY ONE
28TH NOV
9AM TIL 11AM

02 KINDER TRANSITION DAY TWO
5TH DEC
9AM TO 1PM

03 KINDER TRANSITION DAY THREE
12TH DEC
9AM TIL 3PM

SCHOOL TOURS CAN BE BOOKED ANYTIME VIA THE OFFICE.

Enrolments are due by 28th of July. Early enrolments enable us to organise our classes and allow children to attend the TRANSITION DAYS.



VISION: Our community grows together through kindness as empowered, creative learners who believe we can all make a difference



Expression of Interest for Kinder in 2024

Our Groups

Monday and Wednesday - combined 3 and 4 year olds.
Tuesday and Thursday - 4 - Year olds
Friday - 3 - Year olds
All groups are 9:30-4:00pm



What do we offer?

- A nurturing learning environment is offered where all children are supported to be the best they can.
- A close relationship with Kiewa Valley Primary School which supports a smooth transition to school.



Contact us

If you would like further information please contact the kindergarten on 0492 940 888. Or fill out an expression of interest form on our website - <https://www.kiewavalle kindergarten.com>

LUNCH CLUBS TERM THREE

MON
CHESS CLUB and
CUBE CLUB -
student led

THU
CHOIR
SOCCER Skills
with Mr T

TUE
AFL X with Mr
T
Skipping Club
- student led

FRI
GARDEN CLUB
BOARD GAMES
and LIBRARY
CLUB with Marni

WED
ART AND CRAFT
THERAPY

STUDENTS NEED
TO SIGN UP AT
THE FIRST
SESSION

Our Lunch Clubs are a safe and inclusive space for whoever wants to join.

STUDENT VOICE and AGENCY

At it AGAIN with the votes now in for Term 3 LUNCH CLUBS

Remember to sign in Week 1 - posters will go up later this week