Week 4 Term 3 Always Our Best

Rule of the week:

Week 4 Learner: Follow Teacher’s Directions

Week 5 Responsible: Let others learn as much as they can

Value of the Week

Co-operation

Fairness

*****All notes sent home and newsletters are available on our website http://www.kentlyn-schools.nsw.edu.au/****

Dear Parents and Caregivers,

Education Week 2014

...and what a great week it was!

We started off with Constable Louise Michell and her team visiting our school to do their “Safe is Happy” program. This is where students were reminded of the importance of reporting to an adult that they trust anything that makes them unhappy, sad or scared. This was also a great opportunity for the police officers to remind our students that they are always here to help and support them as well.
On Wednesday we had our Open Day. It was nice to see the parents come into the classrooms and see the great work that we are doing. It was nice to see, Mums and Dads as well as grandmothers and grandfathers. 😊

For our combined scripture service we did have a special guest, "Steve the Puppet Man" and then...
All parents were invited to have a picnic lunch with the students and our great P&C had lots of food on offer.

Stage 3 students also ran a cake stall where parents and visitors were invited to purchase a cake and a cup of tea to help support their fundraising event. It was great to see how many yummy cakes there were and also to see how 4/5S and 5/6C took that responsibility on and did a great job with it. 😊 Well done.

After that we had our very informative and well presented ‘parent forums’. All parents who attended received a ‘goodies bag’ containing many hands on and practical strategies, activities and games to assist their child/ren at home. A very big thank to Mrs Neal and Miss Chisholm for not only delivering this session but also organising the ‘goodies bag’. This was also a very special day for Miss Chisholm as she was celebrating a very special birthday, but of course it would be very inappropriate of me to mention her age. 😊😊😊

In the afternoon we had the lovely 5/6C and Miss Chisholm hold a Zumba Dance class. A big thank you to the parents that let their inhibitions go and had fun in the class 😊
To our fantastic P&C and all the special parent volunteers who ensured that there was enough food and drinks to get us through those very busy days.

To all the parent helpers who helped on both the Thursday and the Friday. Without your help and support these days could not possibly succeed and run as smoothly as they did 😊

Finally a very big thank you to Mr Saunders and all the staff for once again another great carnival 😊😊😊

**Important Term 3 Dates for your Diary:**

**Friday 8 August** - P&C meeting in the library at 1:00pm
**Tuesday 12 August** - ICAS Maths Test & Commonwealth Bank Smart Lessons 1-6
**Friday 15 August** - 1/2H's K-6 Assembly
**Monday 18 August** - Premier Spelling Bee School Final and special K-6 assembly for athletics carnival ribbons to be given out. The assembly will begin at 9:20am
**Thursday 21 August** - Snake Tails visit
**Friday 22 August** - Premier’s Reading Challenge getting close to finishing :)
**Monday 25 August** - Friday 5 September - Swimming School begins - all money due in by Wednesday 20 August 2014.
**Wednesday 27 August** - Campbelltown Zone Athletics
**Thursday 28 August** - Campbelltown Zone Athletics
**Friday 29 August** - K/1R’s K-6 Assembly
**Thursday 4 September** - Book Parade
**Wednesday 10 September** - Sydney South West Primary Athletics and P&C Meeting 5:30pm in the staffroom.
**Thursday 11 September** - PHOTO DAY
**Friday 12 September** - KG’s K-6 Assembly (TBC)
**Monday 15 September** - Premiers Reading Challenge ends this week
**Friday 19 September** - Last school day for Term 3
Our school will once again be participating in the School Swimming and Safety Program for 2014. The total cost for the School Swimming and Water Safety Program is $26.00 which is the total cost for pool entry. This money is due in by Wednesday 20 August 2014.

**K-6 1/2H’S Assembly**
On Friday 15 August 1/2H will be running the K-6 Assembly and performing their item. The assembly will begin at 1:00pm in the hall. We would love to see you there 😊

**Special K-6 Assembly**
On Monday 18 August we will be having a very special K-6 assembly to have the Premier’s Spelling Bee Final as well as hand out the athletics carnival ribbons. Please save this day in your diaries. 😊

**FAMILY CONTRIBUTION FEE FOR 2014**

*Family Contribution Fees* help enhance the learning programs for all students at our school.

It seems this year we have not received as many parents paying this fee as in previous years. The *Family Contribution Fees*, although entirely voluntary, will make a difference to our school finances.

Payment may be made in cash or by cheque. Money collected will be used to purchase resources that all students will use this year and in some cases, for years to come.

The total cost of the *Family Contribution Fee* is $25.00 per family.

Money or cheques can be enclosed in an envelope with your child’s class, total amount enclosed and clearly stated that it is for “*Family Contribution Fee*”. Students can hand the envelope in to the office. Thank you in advance for your support in this matter.

We have commenced taking Kindergarten enrolments for 2015. It is important that parents intending to enrol their child in 2015 complete the necessary paperwork so all appropriate communication regarding support or transition programs can occur prior to enrolment. Early notification of enrolments also assists the school in planning staffing and resource needs. Parents who wish to make enquiries regarding enrolment should contact the school office on 46282455

Children born between 1st August 2009 and 31st July 2010 are eligible to enrol. Please bring with you - child’s birth certificate for proof of age, passports and visas for families born overseas and proof of residence (current council rate notice or lease agreement and 2 (two) utility bills e.g. gas or electricity account, plus mobile or landline telephone account). You will also need to bring your child’s up to date immunisation certificate.

**Important – Updating of student records – Kind Reminder**

Our school is in the process of updating our student records. All families would have received a note last week in regards to this matter. In order for the school to receive the appropriate amount of Government funding all details must be accurate and complete. This is particularly regarding parent educational background and current Australian occupation, if employed. Missing or inaccurate information can affect the school’s funding outcome. The information is required for both parents where applicable. The information is confidential and, when required, no person is identified.

I am requesting that you fill in or update the information on the forms and return to Mrs Thompson by Friday 8 August 2014. If you need assistance completing the forms, please see Mrs Thompson or myself, we are very happy to help.

**Lost Property**

There are two tubs of school jumpers in lost property at the moment. If your child is missing a school jumper please ask them to go to the school hall to have a look. Hall is open in the morning while Mrs Price is there or while the canteen is open.
Rescuing a Baby Bird in Kentlyn.

On the 24th July 2014 a beautiful baby rainbow lorikeet found a disposable, biodegradable plastic bag and thought it would be good for a nest. It came to my house to get some food (nectar) from the flowering hedge and the plastic bag got caught on the hedge and on its foot, it tried to fly away but the bag got tighter and tighter around its foot. When my mum came into the house she asked me to come out side to help a baby lorikeet that got stuck in the hedge. As we came out the parents flew off to the tree above us so my mum put her gloves on to get the baby bird from the hedge. Then we cut the bag so it was easier to hold them. I slowly cut the feathers near the bag to see. Then I slowly cut the bag to get its foot free but I could not get close enough so we took it inside and my mum had a go and she managed to free the bird’s leg. The foot was cold, a dark colour and was not responding when we touched it. So my mum called her friend who is a vet and he said to put betadine (weak iodine) on its foot and give it a light rub then let it go to its parents. So that’s what we did and the warmth came back then we let it go on the grass. Then it called its parents and flew off. It was a great relief to see it flying free with both its parents singing to their baby.

The injuries of the beautiful bird could have been worse so I hope you would not leave your rubbish around for birds because it will hurt them and possibly kill them.

By Jo Corbet
2014 Premier's Reading Challenge

Again this year, Kentlyn have been participating in Premier's Reading Challenge. The Challenge aims to encourage a love of reading for leisure and pleasure in students, and to enable them to experience quality literature. It is not a competition but a challenge to each student to read, to read more and to read more widely.

Countdown to end of Challenge

ONLY 17 READING DAYS TO GO!!!!

Challenge closes for students on 22 August

For further information regarding the challenge please view https://online.det.nsw.edu.au/prc/home.html

Reciprocal Teaching / Reading

This has been a professional learning focus for both the staff and students of Kentlyn PS this year and you may have heard your child/children talking about it. You may even like to come in and watch a session in action! Please see Mrs Neal if you are interested.

What is Reciprocal Teaching?

Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarising, question generating, monitoring, and predicting. These are four of the Super Six comprehension strategies good readers' use. The teacher and students take turns assuming the role of teacher in leading this dialogue.

Summarising: provides the opportunity to identify and integrate the most important information in the text. Text can be summarised across sentences, across paragraphs, and across the passage as a whole. When the students first begin the reciprocal teaching procedure, their efforts are generally focused at the sentence and paragraph levels. As they become more proficient, they are able to integrate at the paragraph and passage levels.

What does the author want me to remember/learn from this passage?

• What is the most important information in this passage?
• What kind of “teacher” question can I ask about the main idea?
• In my own words, this is about...
• The main point was...

When summarising a story, use the setting, characters, problem, events, and resolution to guide your summary. Use words such as The story takes place..., The main characters are..., A problem occurs when..., Think of a story map.

When summarising a non-fiction text, determine the important points and arrange them in a logical order. Use words such as The most important ideas in the text are..., In closing, In summary, First, Next, Last, or Finally to help recall key information.
Question Generating: reinforces the summarising strategy and carries the learner one more step along in the comprehension activity. When students generate questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their own question. Question generating is a flexible strategy to the extent that students can be taught and encouraged to generate questions at many levels. For example, some school situations require that students master supporting detail information; others require that the students be able to infer or apply new information from text.

Why...? When...? Which...? Where...? Who...? How...?

- One question I had about what I read was....
- What were you thinking about as you were reading?
- What question(s) can you ask about what you read?
- I am curious about...

Identify key information in the text and frame that information in the form of a question. Use question words such as who, what, where, when, why, how, and what if?

Be the teacher and think about what you would like the students to learn.

Monitoring: is an activity that is particularly important when working with students who have a history of comprehension difficulty. These students may believe that the purpose of reading is saying the words correctly; they may not be particularly uncomfortable that the words, and in fact the passage, are not making sense. When the students are asked to clarify, their attention is called to the fact that there may be many reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts). They are taught to be alert to the effects of such impediments to comprehension and to take the necessary measures to restore meaning (e.g., reread, ask for help).

One of the words I wasn't sure about was...
- I didn't understand the part where...
- This (sentence, paragraph, page, is not clear
- This doesn't make sense.
- I can't figure out...
- This is a tricky word because...

Monitoring strategies for an idea include: reread confusing parts, read on to look for clues, and think about what you already know.

Monitoring strategies for a word include: look for word parts I know, blend sounds together, think of another word that makes sense.

Predicting: occurs when students hypothesise what the author will discuss next in the text. In order to do this successfully, students must activate the relevant background knowledge that they already possess regarding the topic. The students have a purpose for reading: to confirm or disprove their hypotheses. Furthermore, the opportunity has been created for the students to link the new knowledge they will encounter in the text with the knowledge they already possess. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.

In summary, each of these strategies have been selected as a means of aiding students to construct meaning from text as well as a means of monitoring their reading to ensure that they are in fact understanding what they read.

Look at the title and all the visual clues on the page. What do I think we will be reading about?

- Use words such as I think, I bet,
I wonder if..., I imagine, I predict

- What do I think might happen next? (think about what has already been read)

In non-fiction, look for text's headings, illustrations, captions, charts, maps, tables, or other features that will clue you into what you will be learning.

In fiction, look for book's covers, titles, illustrations, setting, characters, problems, and key events that appear in the text.

Feel free to talk to your children about these strategies or even use some of them as discussion starters during home reading!

SCHOOL SPELLING BEE FINAL
The school Spelling Bee final will be held on Monday 18 August in the school hall. This will commence at 9:20am. From this school final, the 6 school finalists from years 3 & 4 and years 5 & 6 will compete for the 2 junior places (years 3 & 4) and senior places (years 5 & 6) to represent our school at the Regional Spelling Bee.
Example lists can be accessed online [here](http://www.artsunit.nsw.edu.au/speaking-competitions/2014-premiers-spelling-bee)

Yours in Education
Tanya Burge Neal
Foster Care Support
We are a not for profit organisation that runs a Foster Care program for children that are not able to live within their family home. We are holding an information night to discuss Foster Care in Campbelltown on the 20th August at the Campbelltown Library at 6.30pm. The night holds no obligation just simply a time to get together with potential carers to explore the need for Foster Carers and the Foster Care Journey. For more information contact amera.eid@lifestylesolutions.org.au or (02) 8801 3200