



The January holidays were a special time for two of our staff members

*Congratulations to Mr & Mrs Caire
on the birth of their daughter
Piper Ivy on 6th January 2021*



*Congratulations to Mr & Mrs Tucker
on their marriage
on 23rd January 2021*



*Term 1, Week 4
15th February 2021*

Hello families,

The term has started well with classes quickly settling into their routines. Classes spent the first two weeks building classroom relationships, organising classroom systems, committing to learning expectations and setting goals. It has been wonderful to see students smiling faces as we move around the school. We are looking forward to a positive year ahead.

It was lovely to see so many families at our Acquaintance Night. We thank you for your participation and invite you to make further times with teachers if you would like to discuss your child's progress in week 6 during 3-way interviews.

Students have begun their literacy and numeracy programs, which we call Reading for Learning and Maths for Learning. You will find more information about this '3-wave intervention for all' approach in this newsletter. This is also a discussion topic you can have with your child's classroom teacher.

We look forward to working in partnership with you in education.

Cassie Manton

Principal

Mount Barker South Primary School



OUR STAFF COMMUNITY

Leadership Team

Principal



Hello everyone, my name is Cassie Manton and I am the principal of Mount Barker South Primary School. I hope you have enjoyed a wonderful summer. I also hope you are relaxed, recharged and ready to start a new school year. I am so delighted that you are part of our outstanding learning community. I welcome and value your positive energy and dedication to excellence in education, and I look forward to working with you and your children.

Over the past 12 years, I have worked as a classroom teacher, senior leader and principal at Mount Barker South. I absolutely love this school and am thrilled to be working alongside our staff, students and families in order to continue our growth of student learning and wellbeing outcomes.

I look forward to continue building strong working relationships with you all.

Senior Leader of Inclusion

Hello, my name is Emma Castleton and I am the senior leader for inclusion.

I am a passionate advocate for the inclusion of all students especially those with a disability. My role includes supporting all staff to differentiate the curriculum so that all our students can engage in their learning in a way that is meaningful to them; I assist our staff with using visual prompts and timetables and with their own continued learning. I provide sensory tools for classes or individual students including flexible seating and I liaise with external service providers such as speech therapists or occupational therapists on behalf of our students and their parents. I attend community meetings each term to discuss our local environment and how it can both help and hinder those with a disability with a view to making positive changes to Mount Barker and the surrounding area.



I look forward to a fantastic 2021 continuing building positive relationships with all our established families and welcoming all our new families.



Hello, my name is Theodore Castleton (a.k.a. Teddy) and I am a 5 year old Cavoodle (Cavalier King Charles Spaniel x Poodle). I love working with children because they are always happy to see me and they take me for long walks when they are feeling sad or worried and they tell me all their problems because I am very good at listening. In 2021 I will be in working on Wednesday, Thursday and Friday because I am so popular I didn't always get to all the children in one day.

I run the tier 2 intervention program by letting the children 'train' me. This involves me eating lots of treats and having lots of pats and cuddles.

Wellbeing Coordinator

Hello Everyone,

My name is Todd Manton and I am the wellbeing co-ordinator for Mount Barker South. My role is taking a whole school approach to health and wellbeing within the school community and work in collaboration with students and parents, school staff including principals, teachers, support staff, specialist staff, student support services officers and with broader community agencies. My goal is to enhance the capacity of our school to develop a positive school culture and to support all students to engage socially and academically to maximise outcomes for all.

I have been fortunate to be working at the south for 11 years in several roles. I began by teaching in junior primary from R-2 and since then have worked in a variety of roles. I worked as a part time counsellor and part time specialist subject provider. I was lucky enough to teach music, social skills and Spanish to all students.

Some of the ways and systems I'll work with your students this year is to facilitate programs such as Skills & Strategies Building where I will provide a weekly session for small groups of students to focus on skills such as self-regulation, resilience training and conflict resolution. I will also work 1:1 with identified students to develop a wellbeing profile to build capacity in individuals. I will work with teachers and parents to develop behaviour support plans and structures to maximise classroom and yard engagement. I will continue to develop and implement Positive Behaviour Support to create positive learning environments and outcomes for our community.

I look forward this year to continue to develop relationships with the Mount Barker South School community and play my part in making the school a supportive, inclusive and engaging environment for us all.



ADMINISTRATION TEAM



Michael Hawkey
ICT



Ursula Chapman
Front Office



Steve Wallis
Groundsperson



Jane Jenkins
Finance Officer



Verity Castleton
Front Office and Classroom
SSO in Middle Primary



Tasma Rudeforth
Aboriginal Community
Education Officer (ACEO)

SPECIALIST TEACHING TEAM



Matt Whitford
P.E./Health Teacher across R-7

Senior Learning Teacher



Karen Hill
Information Based Learning
across Early Years and Lower
Primary (Tuesday, Wednesday
& Thursday)



Melissa Fitzsimons
Australian Sign Language
(AUSLAN) Teacher across R-7
(Monday and Tuesday)



Cate Litchfield
Science, Technology,
Engineering, Art and Maths
STE(A)M Teacher across R-7



Chelsea Easton
Music & Drama Teacher,
Monday & Tuesday

SENIOR LEARNING TEAM



Renee Saldahna
Year 5/6,
Senior Learning Teacher



Kate Tucker
Year 6/7,
Senior Learning Teacher



Ra Te Whare
Year 6/7,
Senior Learning Teacher



Aleah Sexton
Year 6/7,



Katarina Baric
SLC Classroom SSO

MIDDLE PRIMARY TEAM



Jess Blehm
Year 3/4,
Middle Primary Teacher



Troy Welfare
Year 4/5,
Middle Primary Teacher



Alexis Mardell
Year 4/5,
Middle Primary Teacher



Nat Tesoriero
Middle Primary Classroom SSO



Maddie McPeake
Middle Primary Classroom SSO



Jessica Kneebone
3-7 Special Options,
Primary Teacher

LOWER PRIMARY TEAM



Steph Hardbottle
Year 1/2,
Lower Primary Teacher



Wendy Branson
Year 2/3,
Lower Primary Teacher



Jessica Leal Moran
Year 2/3,
Lower Primary Teacher



Coralie Mumford
Lower Primary Classroom SSO



Jenna Tolley
Year 2/3,
Lower Primary Teacher



Kylie McLeod
Lower Primary Classroom SSO

EARLY YEARS TEAM



Maddie Cotterell
Reception Teacher,
Early Years Teacher



Kim Scrivener
Reception Teacher,
Early Years Teacher



Tamara Biddle
Rec/Year 1, Early Years
Teacher



Sarah Taylor
Year 1, Early Years Teacher



Jenna Schipper
Year 1, Early Years Teacher



Sue Hyndman
R-2 Special Options,
Early Years Teacher



Zuzana Davies
Early Years Classroom SSO



Hayley Allen
Early Years Classroom SSO



Alana Weir
Early Years Classroom SSO



Logan Dickinson
1:1 Classroom SSO



Laura Bamford
1:1 Classroom SSO



Amy Dudfield
1:1 Classroom Support &
Library



Mount Barker South
Primary School

MBSPS INTERVENTION PROCESS FOR LITERACY AND MATHEMATICS

What is Intervention and how do all our children make progress?

Our Learning Intervention approach is about *ALL* children receiving appropriate support and quality teaching and learning in order to achieve their goals in English and Mathematics.

There are some very good intervention programs that can boost progress and we believe that at our school our approach is making the difference for all children in *succeeding in English, Literacy and Mathematics*.

The 3 Wave Learning Model at our school

Wave 1

All children are entitled to *High Quality, Accelerated teaching* at Wave 1. Within Wave 1 teaching some children may, at times, be taught in small groups or in a one-to-one situation to support their learning.

Our teachers are skilled at adjusting their teaching to suit the differences in learning and to extend each child's skills and knowledge. Where a child has difficulties that cannot be sorted within the wave 1 provision they can be given additional help and support at Wave 2 or 3.

Wave 2

Children in Wave 2 will receive small group work usually delivered by a teacher. Children chosen for Wave 2 support are those who are having slight difficulties in either sound recognition or knowledge, blending of sounds or other Phonological awareness skills and can 'catch up' with the rest of their age group.

Our school makes a decision as to whether your child could benefit from Wave 2 support from an array of data that we collect on their progress. There is a very small number of children who will continue to need support on a long-term basis and have persistent needs. These children may face challenges to reach expected standards in literacy though they can excel in other areas. The decision is based on how well your child is doing and how many skills they need to improve in compared to their age group.

Wave 2 interventions last a specified number of weeks, and by the end of the intervention children in the group should have met their goals and be ready to enter into Wave 1.

The pace of this type of intervention will suit some children who need a quick boost. The child who has greater difficulties in literacy and who has large gaps in their Reading will be provided support in Wave 3. Wave 2 is not to be seen as a stepping stone to Wave 3 intervention.

Wave 3

Wave 3 is a very intensive support program that focusses in on the specific child's Literacy and or Mathematics difficulties. The children are taught in a 1:7 situation each day for 50 minutes.

Wave 3 is based on the needs of the child and their Literacy and Mathematics data that is collected regularly to monitor their progress. It is highly structured so that the steps in learning are small and achievable. It is designed to boost progress and help the child reach their individual goals.

There are a number of interventions at Wave 2 and 3 called the Big 6 and students are placed onto an *Individual Learning Plan (One Plan)* to ensure close monitoring of their learning outcomes.

Jolly Phonics and Foundation Learning

Jolly Phonics is a fun and child centered approach to teaching literacy, with actions for the 42 letter sounds. It is a systematic phonics program aimed at teaching children to read and write.

At our school children enter the Jolly Phonics program between the ages of 4.5-8 to acquire their basic phonics skills. Once achieved they move onto Wave 2 and Jolly Grammar. Many Reception aged children begin their literacy learning experience in Jolly Phonics and Foundation Learning before moving onto take home readers.

How do we monitor how your child is progressing?

Each week teams of teachers and school services officers in the Early Years and Primary Years meet with the Principal to discuss how each child is progressing in each Wave group. Evidence of how well your child is going is collected through formal tests, literacy screenings, work samples, interviews with children, sight word recognition and listening to reading. This evidence is collected regularly to assess and review the wave group your child is in and to set learning goals for the child.

Due to the regular review meetings children can move from one wave group to the next dependent upon how well they are reaching the literacy and numeracy standards set by our school. Your child's progress within their wave group will be discussed in your Three Way Interviews in Term 3 and in their written Student Reports in Term 2 & 4.

Term 1 Pupil Free Day

Friday 19th of February



Join us for waterplay and wheels day on Pupil Free Day!

Your child has the opportunity to bring their wheels (bike, scooter, heelys or balance bike) to OSHC. Please ensure your child also brings a helmet for safety. Children will be riding their wheels on the netball court just outside the OSHC room.

We ask if your child is attending to bring a spare pair of clothes for waterplay (weather permitting).



To register and book, visit www.campaustralia.com.au

Your
OSHC.



ignite

Is Your Student Gifted or Talented?

Applications for ACER *ignite* assessment are now open.

ignite is a specialised learning program for gifted and talented students offered by the Department for Education.

Students are selected for entry into Year 7/8 for the *ignite* program through an

ACER (Australian Council for Educational Research) assessment.

Saturday 20 February 2021 for Year 6 students applying for Year 7 2022

Saturday 27 February 2021 for Year 7 students applying for Year 8 2022

Register for this assessment via the website of your preferred school.

Applications Close Friday 12 February 2021.

Aberfoyle Park High School

8270 4455

www.aphs.sa.edu.au

Glenunga International High School

8379 5629

www.gihs.sa.edu.au

The Heights School

8263 6244

www.theheights.sa.edu.au



Government of South Australia
Department for Education

ACER is a recognised international leader in the development of educational assessment and reporting tools for schools and systems and is the provider of the assessment for entry into the Ignite Program.



PARENT VOLUNTEERS

Parents are encouraged to volunteer their time at school. You can assist students learning by undertaking reading, sight words, flash cards, quick maths, gardening, grounds maintenance, cutting up fruit for platters, attendance on excursions/camps and much more.

To do this you require:

- **A valid DCSI or WWCC clearance**
- **RAN training (Reporting abuse and neglect training)**

DCSI or WWCC CLEARANCE

Mount Barker South Primary School will require ALL volunteers (including parents, grandparents, any family members) to obtain a Working With Children Check. No volunteers are able to be onsite volunteering without a current DHS/DCSI or Working With Children Check (WWCC) clearance.

Do people who already have a check need a new one? Under the new law, people who have a current, valid DHS/DCSI child-related employment screening can keep using it until it expires. Then they will need to get a WWCC. They can apply for a WWCC up to six months before their child-related employment screening expires.

How does someone get a WWCC? Apply online at www.screening.sa.gov.au

How long is a WWCC valid? A WWCC is valid for five years (increase from previously three years).

RAN TRAINING

Current child protection legislation requires a Mandatory Reporting Abuse and Neglect (RAN) training and an Induction. This is an online training module.

What you need before you start

- A current individual email address. A computer or mobile with an internet connection.

Register for a plink volunteer account

- Go to the website: <https://www.plink.sa.edu.au/pages/signup.jsf>
- Fill in your details:
 - in the field "Select Account type" select **Volunteer**
 - enter your email address (this will be your plink username), choose a password, and type in your name
- Select "I accept the terms of use and code of ethics"
- Select "Create Account"

Start the training

- Select the course "Responding to Abuse and Neglect-Education and Care online induction session for volunteers"
- Select "Register"
- Select "Register" again
- Select "Open Module" when you're ready to start

Please email RAN certificate & DCSI or WWCC clearance to the school dl.1539.info@schools.sa.edu.au