Dear Parents and Caregivers,

Risdon Park Primary School is dedicated to the learning of all our students. I would like to acknowledge and congratulate the majority of our students who are focused on their learning, working towards their goals to be the best that they can be.

Recently, a minority of students displaying inappropriate and unacceptable behaviours have been given consequences to enable other students to learn and teachers to teach without disruption and fear.

Risdon Park Primary School staff are committed to working with students who want to learn and attend our school. Staff and students are entitled to work in a safe learning environment.

Students and staff at Risdon are working collaboratively with other schools in Pirie to recognise and develop new learning dispositions, which will support all of us in a new way of learning with added commitment and responsibility. Most of our students are capable and possess skills which enable them to engage in their learning in a positive way. This means that these students have responsibility of their own learning, by setting goals enabling them to be the best that they can be.

As principal of Risdon Park, I am extremely proud of these students who commit to their own learning even when distractions and disruptions caused by other students take place. The integrity that they are demonstrating in their learning, plus the respect for their teachers and School Service Officers (SSO) that work with them need to be congratulated. Thank you to staff and students for your ongoing commitment to enacting Risdon Park Primary School Virtues every single day!

Regards,
Carolyn Clinton

PUPIL FREE DAY FRIDAY 6TH JUNE
Tuesday Afternoon Staff Meeting

Risdon Park Primary School staff meeting is every Tuesday afternoon starting at 3:30pm. Staff meetings are very valuable times in which staff are able to get together to discuss issues, share practice, make whole school decisions about procedures and participate in professional development. We acknowledge that it is also important for parents to be able to talk with their child’s teacher when the need arises, and often this means catching the teacher after school.

I would like to request that if you need to speak to your child’s teacher on Tuesday afternoon, please drop into the classroom quickly to make a convenient time for you both to catch up as soon as possible.

Thank you for your support.

From the Deputy

Walk Safely to School Day

Last Friday we had a fantastic morning with students celebrating Walk Safely to School Day. Our student leader and house captains had organised flyers, fruit and stickers to give to students as they walked into school. We had parents and students:

- Riding their bikes/scooters
- Dropping off and then walking to school
- Bringing their pets
- Bringing their siblings or grandparents

We encourage our community to do this more often and enjoy getting to school in a variety of ways.

Lunchtime Activities

Friday lunchtime games were launched last week with great success. Our House Captains took on the responsibility to organise, umpire and participate in games for our entire students R-7. These activities included:

- Football on the main oval
- Soccer on the small oval
- Skipping on the turf
- Lego club in the hall
- Computers in computer room
- Chalk drawing in the Junior Primary shelter shed

We will be doing this every Friday and rotating the activities we have.
As simple as it sounds, ten minutes a day of quality time having fun with a book can make the difference between someone who struggles with reading and someone who discovers the love and joy of reading. The ten minutes spent with your child and a book should be the best ten minutes of your child’s day. It is not about reading today but about coming back to read again tomorrow and the day after. Eliminate the stress and anxiety of reading together – try the strategies on this website.

If you always sit in the same place to do home reading, vary the location. Go outside and read under a tree, take the book to the coffee shop, or simply sit on the lounge-room floor.

Children sense your anxiety. Reading is about trust. Readers (especially struggling readers) are vulnerable. Parents’ expectations often get in the way if they experience anxiety and fear around reading. Alleviate the stress by doing shared reading, NiM, or echo reading. Laugh. Lighten up. Children learn when they are having fun.

If your child insists on reading his favourite book for the 55th time, read it with pleasure...and then say “I noticed this book on your shelf, I would like to read that to you when we finish. Reading a book is an invitation and children need to be given the opportunity to choose.

Book Orientation

Before you start reading with your child, take two to three minutes to discuss the book. It is important that the child holds the book. Flip through the pages and talk about the title, illustrations and any unusual words that you notice. You could also read the blurb together. By having this initial conversation, you are setting your child up for success. You are putting into place the necessary support for your child to read with confidence.

It is not necessary to spend a long time doing a book orientation. Two to three minutes is enough. Spending too much time could become boring and discussing every page takes away from the enjoyment of discovering the plot or discovering something new. Enjoy sharing the book and use it as an enticement to discover what happens in the story.

Prompting Unfamiliar Words

When your child comes to a word, he does not know: WAIT. Avoid eye contact. Keep your eyes on the page. Count to 10 if you have to. Your child needs time to piece together the clues. When we read, our eyes look ahead, reread, skip along to the next line to pick up clues, or gather information from the illustrations —this takes time. If he substitutes a word that does not make sense say:

Does that make sense?

Try that again, go back to the beginning of the sentence.

Read on to collect more information

Avoid jumping in to rescue your child. By being the “instant word factory” you are not supporting your child to use the clues that are available. We want independent readers who understand how reading works. You will not be sitting next to your child in the classroom. We want your child to be confident to try different ways to solve the puzzle. Avoid unnecessary interruptions.

The clue is in the book. Do not give a clue that takes the child out of the book.

Give praise after the reading. Remember to praise the reading not the reader. You are reinforcing good reading habits when you respond with:

I liked the way you read ahead.

I like the way you worked out that word by using the clues in the sentence.

I liked how you self corrected when you read the word incorrectly.

I liked how you did not stop and get worried about that word. You kept on reading to gather more clues.
Echo Reading

Negotiate with the child whether you will read a sentence, paragraph or page. The adult then reads the sentence, paragraph or page first. The child rereads (echoes) the sentence, paragraph or page back. Continue in this way to complete the book. Echo reading eliminates the frustration and anxiety that is too often associated with reading aloud.

By “echoing” your reading, the child has an opportunity to sound like a fluent reader. This is important in building a child’s sense of what it feels like and sounds like to be a good reader. Your child can feel confident, relaxed and will enjoy the experience.

There is no loss of comprehension and together you can have fun reading the story.

You are modeling good reading. When you make a mistake, share the experience. This gives the child an opportunity to understand that all readers make errors and self-correct.

Shared Reading

Negotiate with the child to take turns in reading. You could take turns reading a sentence, paragraph or page depending on the book. With shared reading, when the child comes to an unfamiliar word, he/she will hear you read it correctly and will self-corrects next time the word appears.

Shared reading ensures that comprehension is maintained. Any meaning that is lost when the child reads is restored when you read the next sentence, paragraph or page.

Shared reading eliminates the frustration of reading together because you are modeling good reading and filling an misunderstandings or mispronunciations the child may experience.

Neurological Impress Method (NIM)

Read a story out loud while the child reads aloud with you. The child will “mimic” the words behind you. Track the reading with your finger so your child can keep up. The child mimics your reading and by tracking, you are directing the child to where you are reading.

When using NIM, the child has an opportunity to sound like a fluent reader. This is important in building a child’s sense of what it feels like and sounds like to be a good reader. Your child can feel confident and relaxed while enjoying the experience.

Avoid pointing to individual words – instead, move your finger under the line of text in a fluid movement. Read at your normal reading pace.

You are modeling good reading. When you make a mistake, share the experience. This gives the child an opportunity to understand that all readers make errors and self-correct.

If your child looks away from the book, don’t stop reading or give up in despair! Continue to read with enthusiasm and you will find that your child returns to the book.

IN Summary: RULES FOR PROMPTING

When your child comes to a word, he or she does not know, do the following:

- Wait
- Avoid eye contact
- Say:
  - Read on to collect more information
  - Keep reading to see what would make sense…
  - Skip the word…
  - Try that again, go back to the beginning of the sentence
  - Does that make sense?
- Avoid unnecessary interruptions
- Praise the reading not the reader…I liked the way you read ahead…said XX and kept on reading…self-corrected when it did not make sense.
Digital Electronic Devices - User Policy

* Risdon Park Primary School acknowledges that ‘Digital Electronic Devices’ (which includes mobile phones, iPods, iPads, mp3 players, digital cameras and gaming devices) are firmly entrenched in today’s society and, in the right circumstances, are a valuable tool for communication, convenience and entertainment.

* The use of digital devices, such as mobile phones, has also long been recognised as a safety measure outside of school hours for children and teenagers.

* Within school hours, parents/guardians are reminded that important messages (or in cases of emergency), the front office (08 8632 2226) remains the most vital and suitable point of contact that will ensure your communication reaches your child quickly and allows for any assistance to be appropriately provided.

* The decision to provide digital electronic devices to their children should be made by parents/guardians. They should always be aware if their child brings a digital device onto school premises within school hours.

* Students remain responsible for all of their personal effects (including digital devices) while at school.

* Digital electronic devices are brought to school entirely at the owner’s risk.

* Risdon Park Primary School will not be involved in disputes and/or investigations over damage, loss or theft of such equipment.

**Acceptable Use**

* If digital devices are brought onto school grounds during a normal school day, they are to be switched off at all times and kept secure in a student’s bag.

* For added security, electronic devices can be handed in to the class teacher upon arrival in the morning.

* Unless express permission is granted by school leadership to the contrary, digital electronic devices should not be used to make calls, send SMS messages, access the internet, listen to music, take photos or any other application during school hours (8:30 am – 3:30 pm).

* This includes all camps and excursions which are organised by Risdon Park Primary School (unless express permission is granted by school leadership).

* Digital electronic devices belonging to students should only ever display appropriate images.

**Unacceptable Use**

* Students with digital electronic devices may not engage in personal attacks, harass another person or post private information about another person using SMS, social media, the taking/sending/sharing of photos or objectionable images and phone calls.

* Digital electronic devices are not permitted to be taken on school camps, excursions or other functions organised by Risdon Park Primary School unless express permission is granted by school leadership.

* Students using digital electronic devices at school will face disciplinary actions as sanctioned by the Principal.

* Any student who is found to have a personal digital device on them during school hours will have the item confiscated and returned to the parent/guardian upon request.

* It is the responsibility of students who bring digital electronic devices onto school premises during normal school hours to adhere to the guidelines outlined in this document.
RISDON PARK PRIMARY SCHOOL

INFORMING US OF CHILDREN’S ABSENCES

School: 8632 2226
Mobile: 0409 097 059 (text message only)

- Name of your child
- Class teacher or room number
- Day/s he or she will be away
- Reason for his or her absence

A Learning Community that Values: Respect, Responsibility, Cooperation, Honesty, Caring
Helping each other to succeed

CANTEEN ROSTER

Week 6 Monday 2nd June
D Staehr
Tuesday 3rd June
L Pomery
Wednesday 4th June
H Davidson
Thursday 5th June
M Brown
Friday 6th June
Student Free Day

Week 7 Monday 9th June
Public Holiday
Tuesday 10th June
H Davidson
Wednesday 11th June
J Saris
Thursday 12th June
K gray
Friday 13th June
R Giles, A Meaney

CANTEESE SPECIAL

Friday 30th May Only

Crispy Chicken Roll with lettuce and mayo + Fruit Box

$5.50 full serve
$4.50 1/2 serve

No Chicken Wedges or Meatball available Fridays
No slushies during term 2

AIRDALE KIDS CLUB

Will be open on the pupil free day 6th June.
The service provides care for primary school students and the Child Care Benefit and Child Care Rebate are available.
Bookings may be made on 86330066

BOXES

Wanted for Technology
If you have unwanted boxes, they could be any size that would be useful for building, could you please bring them to the front office.

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What’s happening in Room 36?

In Room 36, we have been focusing our English lessons on reading and writing Persuasive Texts. The topic is deciding if you are FOR drinking Coca-Cola, or AGAINST Coca-Cola for health benefits. After a mutual class split, Room 36 came up with following arguments to base their research on:

Sugar makes you happy
Fizzy sensation will give you more energy
Refreshing

Gives you rotten teeth
Gives you diabetes
Sugar high = energy low

Room 36 will spend the rest of the term developing their arguments using quality researching skills to collect evidence to support.

Meanwhile in Art/Design, we are in the initial stages of making our very own vending machines out of cardboard. Our vending machine has to be able to persuade the opposing team, and can only have one convincing function.

Some of our creative ideas so far: