

DIARY DATES 2020

- ◆ 20.03.20 Friday Sports Day **POSTPONED**
- ◆ 24.03.20 Tuesday Volunteer Training 6:30pm
- ◆ 09.04.20 Thursday Last Day Term 1
- ◆ 27.04.20 Monday First Day Term 2
- ◆ 09.06.20 Tuesday **PUPIL FREE DAY**
- ◆ 20.07.20 Monday **PUPIL FREE DAY**
- ◆ 18.09.20 Friday **PUPIL FREE DAY**
- ◆ 30.11.20 Monday **SCHOOL CLOSURE**

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Welcome to Milly (Y3) and Gracie (Y2) and their family to Seacliff Primary School. We all hope you love being part of our school community.

Core Values Art Works



It has been great to hear the feedback on the two large art works, RESILIENCE & INTEGRITY as they have come to life before our eyes. It was excellent to have the artist

working on site and engaging with our students (your children) while this work evolved. (Please see part of Azzy's letter to the Values Committee below on completion of this project.)

The development of 6 major art pieces are to be rolled out over two years and will complement the Values Curriculum that we are working on with all classes. COMMUNITY & RESPECT art the next pieces planned and will be literally a hands on experience for many of our



students.

Many thanks to the Values Committee and to Kate Hubl and Sofia Calmark in particular for the drive and passion you lend to this whole project!

LETTER FROM AZZY

Hi all,

Just wanted to say a massive thank you for getting me involved on this project. I finished and varnished the paintings.

I enjoyed painting these two pieces and delighted in chatting to the students who were adorable, respectful and very kind and I could tell they enjoyed

watching the piece go from lines on a wall to a finished piece over the week. Students tend to get a sense of ownership over the paintings when they follow its whole production and you may find they are the best guardians for the artworks. I have to commend them to you for their willingness to come up

and talk and tell me they love the paintings, which is something that I see strangers often struggling to do when I'm painting in public on the street. The colour palette was a pleasure to work with daily.

Enjoy and many thanks again,

Azzy Batic

COVID-19

I will endeavour to keep families as up to date as possible with all Department directives and

local decisions that impact on our school community. Thank you for your understanding as we work

through this challenging period.

Steven Wallis

Seacliff Primary School - Volunteer Induction Training Session

Seacliff Primary School - Volunteer Induction Training

Yes, we believe we can still safely offer this training next week.

At Seacliff, we are lucky to have so many parents and caregivers willing to volunteer their time. To help ensure that they meet all of the volunteering requirements when working with children, this evening session is offered.

Date:

Tuesday 24/3/20

Time:

6:30 – 6:45pm: Introduction and requirement overview

6:45 – 7:15pm: Protective practices

7:15 – 7:30pm: WWCC Online application

7:30 – 8:30pm: RAN-EC induction and online training

Location:

Seacliff Primary School

Library

Refreshments: Tea/coffee and a light supper will be provided.

To register for this session please email dl.0913.info@schools.sa.edu.au or phone the Front Office on 8296 1950 and thank you for volunteering!

School Governance 2020

We held our AGM on March 16 with 110 families submitting a vote for their preferred nominees; a very pleasing response to this 'new' process. It was closely contested and I would again like to thank all nominees for their willingness to contribute their time, energy and skills towards the governance of our school.

Throughout the year I will again look to profile our GC members through the newsletter so that you can put a face to a name.

Governing Council Members with Continuing Tenure:

Kevin Gardner
Poppy Cumiskey

Luke Sandery
Corey Treleaven
Sarah Davie

Newly elected members of Governing Council:

Clare Couper
Sam Parkin
Larissa Leese
Kerryn Berry
Sofia Calmark
Milos Milutinovic

Governing Council Office bearers for 2020

Chairperson: Luke Sandery

Deputy Chairperson:

Clare Couper

Finance: Sam Parkin

Secretary: Kevin Gardner

Sub-committee

Conveners

Finance Committee:
Sam Parkin

Fundraising Committee:
Kerryn Berry

OSHC Committee:
Larissa Leese

Canteen Committee:
Poppy Cumiskey

Values Committee:
Sofia Calmark

Strategic Planning Committee: TBA

Acknowledgment to Retiring Governing Council Members

Thank you to Kate Hubl for her valuable input to Governing Council and for her work convening the Values Committee over the last two years. Steven

A very pleasing response to this 'new' process



**Australian
Childhood Anxiety
Treatment Study**



**Australian
Childhood Anxiety
TREATMENT STUDY**

**Free home-based
assessment and treatment for
7 to 12 year old children with
fear and anxiety disorders.**

Does your child become very afraid of certain situations or objects, worry about a lot of things, get very distressed, or try to avoid things they fear?

About the study

Our team at Griffith University may be able to assist you. We are conducting a nationwide study that includes the following services at no cost to families:

- A thorough assessment of your child's anxiety with a trained psychologist via the telephone;
- Your child receiving one of two kinds of home-based treatments delivered on a PC, laptop or tablet; and
- Two follow-up telephone assessments with a trained psychologist 6- and 12-months after treatment to track your child's progress.

The study aims to find out if these two treatments are as effective as each other, and which children have the best response to each kind of treatment. This will mean that there are more evidence-based treatments available for helping anxious children.

About the treatments

Each treatment involves your child completing treatment sessions at home on a PC, laptop or tablet.

Each treatment involves your child learning practical strategies to better manage anxiety.

- One treatment helps children learn to control the focus of their attention on helpful things around them.
- The other treatment helps children learn to think differently and approach things they fear.

Each treatment includes information, telephone or email support for parents in assisting their child to better manage anxiety.

Prior studies have shown that children who complete each treatment experience significant reductions in anxiety.

Contact us

This study is being funded by the National Health and Medical Research Council and is led by Professor Allison Waters and a team of experts in childhood anxiety disorders.

For more information about our study and our team, or if you would like your child to participate, please contact us:

 (07) 3735 3351

 cadrp@griffith.edu.au

 griffith.edu.au/childhood-anxiety-treatment-study



Australian Government
National Health and
Medical Research Council



GU Ref No: 2019/146

2020 Literacy Summit

“The skill, will and thrill of reading comprehension”

A child’s first two years is when they develop a mindset towards reading.

On Friday 28th February Jess Nagel and Murray Porter joined our Principal Steven Wallis at the 2020 Literacy Summit. Approximately 1600 school leaders and teachers attended the conference at the Adelaide Convention Centre. The Opening keynote address, titled “The skill, will and thrill of reading comprehension” was presented by Professor Nancy Frey from the San Diego State University.

The session began with the premise that Reading is an unnatural act and that three key areas of the brain need to be recruited to learn words. Reading is also more than word recognition and at it’s core, reading is making sense of text by negotiating the linguistic and conceptual affordances and the barriers to meaning. How well our students handle this negotiation determines how successful they will be with reading.

Nancy spoke about the skill, will and thrill of reading. The skill relates to how well a student is able to decode and to understand what the text says. The constrained skills at play here involve phonemic awareness, phonics, and fluency. The unconstrained skills include comprehension and vocabulary.

The will of reading comprehension, refers to the disposition that students have towards reading. Teachers and parents must promote motivation to students, this includes choosing literature that is relevant and interesting. Reading and comprehension go hand in hand. It is not fun for students to read trickier words/books if they are not understanding what the book is about.

Finally, Professor Frey spoke about the thrill of reading. She suggested teachers take a critical stance and provide a purpose for reading. She argues that purpose is the fuel that drives any kind of human behaviour. She described a school in California that enters each year with three or four essential questions devised by the students. These questions become focus questions for all year levels across the school. An example of an essential question is “What is race?” These questions provide a platform for purposeful literature explorations that can lead to inspired young readers who indeed find reading a thrill.

We also attended a session titled ‘Reading instruction and cognitive load theory’. This was presented by Professor Pamela Snow,

from the LaTrobe University in Victoria. This engaging workshop described language and literacy as similar to building a house. A child’s first two years is when they develop a mindset towards reading. The next three years are of critical importance where children begin with song, rhyme and oral language and then cross a metaphorical bridge once at school and develop their ‘unnatural’ efforts towards reading, writing and spelling skills.

If learning to read could be expressed as an equation, it would be Word Recognition (Decoding Ability) x Language Comprehension (Oral Language) = Reading. The conference was self-affirming to us in respect to the teaching of reading trajectory that Seacliff Primary School is on. Implementation of ‘The Big Six’ of reading framework is embedded in all classrooms across the school. As parents and care providers you can continue to support your children by making reading and literature, fun and exciting. Have discussions around books like you would a movie, and remember that comprehension is the purpose of reading! Murray Porter and Jess Nagel.