



# HAPPY VALLEY PRIMARY SCHOOL

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## Week 2 - Term 3

Dear Families,

### **Orienteering**

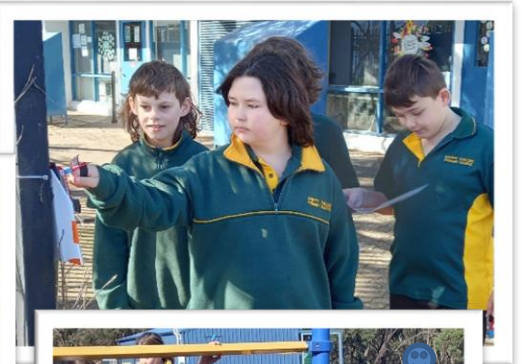
Yesterday the 3 to 6 classes had a visit from Orienteering SA.

During this experience the class practised the sport of orienteering. The exercise to get us started was a practise maze with a partner, to help us remember to always keep our maps facing north. Once we all finished, we did another orienteering practise this time finding controls (stations that are on our maps) in two groups. To keep record of which stations we visited we used an electronic device to record our progress.

Written by Emma and Hilary

### **First Aid**

Next week staff will be completing their First Aid in an Educational Setting certificate on contextualised first aid management as it applies to infants, children and workers or individuals who deal with these age groups (childcare and education workers). The course covers the signs, symptoms and management of the most frequent first aid conditions and injuries but also includes conditions more prevalent in children such as febrile convulsion, fever, vomiting, diarrhoea and dehydration.



### **DATES FOR YOUR DIARY**

- Governing Council – Monday 8<sup>th</sup> August @ 7pm
- Year 6 Assembly – Friday 12<sup>th</sup> August
- 2023 Reception Enrolment Interviews start in Week 4
- Book Week Parade – Friday 26<sup>th</sup> August
- Pupil Free Day – Friday 2<sup>nd</sup> September
- School Closure Day – Monday 5<sup>th</sup> September
- Sports Day – Friday 30<sup>th</sup> September
- Last day of Term 3 - 30<sup>th</sup> September

### **Scaffolding Literacy- Navigating the literacies of life and learning**

Steph Lane is back with us in Weeks 2 and 6 to continue our targeted coaching in Literacy. Teachers are supported to apprentice students into the ways of thinking, talking, reading, viewing and writing that are a part of literate discourse in western culture thus providing them with the best opportunity to navigate and shape their futures.

Teachers are supported in this core business through the provision of a rigorous support model that:

- **assists** them to understand the model of language that underpins the Australian Curriculum;
- **supports** them in their core business of explicitly teaching academic literacies through its Learning Areas;
- **provides** them with professional development in how language and texts of all kinds



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work;

- **provides** them with professional development in how to explicitly teach students to read, comprehend and write complex texts and develop more sophisticated reading, writing and language skills in literate students;
- **develops** a rigorous and self-reflective program that makes a difference to learning outcomes;
- **build** school capacity in curriculum leadership and sustainability and
- **provides** sufficient support to achievable sustainable and long-term change.

### **Learning Conversations**

The last of our Learning Conversations will continue next week and we all look forward to celebrating student achievements and setting learning goals for the upcoming semester. The conversations so far have been very productive and we thank all the families for coming out in the cold weather.

### **2023 Reception Enrolment Interviews**

Our 2023 Reception enrolment process is fast approaching and will begin in Week 4, Term 3. As part of the round one enrolment process, we invite our new Receptions and their families to attend an interview with a member of Leadership. This 20 minute interview is intended to offer an opportunity for the school to find out specific information about your child and how we can best support their transition and learning in their first year of school. Letters will be sent out early next week that outlines the booking process and any information that is needed as part of enrolment.

### **NCCD**

Over the last 4 weeks we have been collating all of the data for the Nationally Consistent Collection of Data. The NCCD collects data about school students with disability who are receiving adjustments across Australia in a consistent, reliable and systematic way. It enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school.

Data from the NCCD is used:

- as an evidence base, to give teachers, schools and sectors information about students with disability and the level of educational adjustment being provided
- to inform policy development and future planning to better equip schools and education authorities to support students with disability
- to improve understanding of the requirements and responsibilities of school teams and the broader community under the DDA and the Standards
- to capture the work of schools under the obligations of the DDA and the Standards, allowing students with disability to access and participate in education on the same basis as other students
- to highlight the individual needs of each student with disability by focusing on the level of educational support provided to them at school.

Kind regards,

Paul, Jackie and Katharine