

# central.





CENTRAL YORKE SCHOOL

**PRINCIPAL**

Grant Keleher

**HEAD OF POINT PEARCE**

Kath Magarey

**HEAD OF EARLY YEARS**

Mel Richards

**ASSISTANT PRINCIPALS**

Chelsea Schmidt

Scott Moore

**COORDINATORS**

Shayla Vince

Anna Allen

**WELLBEING LEADERS**

Jaynelle LeFeuvre

Will Baker

**BUSINESS MANAGER**

Fiona-Lee Buttfield

**STUDENT SERVICES**

Deb Briggs

Skye Barlow

Kelly Whittaker

Andrea vander Westhuizen

**CONTACT**

Junction Road, Maitland SA 5573

P (08) 8832 2613

F (08) 8832 2336

E dl.0761.info@schools.sa.edu.au



**PRINCIPAL'S REPORT**



# Welcome back

Welcome back to a busy and challenging Term 2. I hope that you all had a restful and relaxing break.

## NEW STAFF

This term we welcome new staff Phillip Wiley and David Buckley who will replace Merridy Rokobaro and Jason Clifford. Phillip and David bring great energy to their positions, so please join me in wishing them all the best in their roles for Term 2.

We also welcome Bella Congdon who joins our staff in Term 2 as a Pre-Service Teacher. She will be shadowing Luke Trenorden and teaching Maths and Physical Education.

## LEST WE FORGET- ANZAC DAY

There have been many times in our countries history when as a nation we have sent young people to war. Anzac Day is one occasion when we formally remember those who have volunteered or been conscripted to serve our nation.

My thoughts in the sobering dawn of an ANZAC Day service are often drawn to those young people, given that their age would match those of our current senior students.



## ON THE COVER

CYS Concert Band staff and students stand by the Maitland war memorial after playing with the YP Concert Band for the 2021 Anzac Dawn Service.



07 CENTRAL YORKE SCHOOL NEWSLETTER  
APRIL 2021



*"We acknowledge the  
Narungga People as the  
Traditional Owners of this land and  
we pay our respects to their Elders  
past, present and emerging."*

We are fortunate to live in relatively peaceful times and even though there is turmoil in the world at the moment, I pray for peace to continue.

I was very proud of our students who supported Anzac Day activities in the holidays. Our students were involved in the ANZAC activities on the 25th by presenting donated books and laying a wreath. Our school band was also involved in performing at the dawn service. Thanks to students and staff who have put many hours of time in preparing for this event. Special thanks to Deb Schwartz, Tim Tuck, Jaynelle Le Feuvre, Laura Kotz, Sarah Townsend and Kelly Whittaker for the support of the students.

Two students I would like to personally like to acknowledge are Kira Davies and Sophie Baker. Kira did an amazing job in performing the last post in front of the community for the service and Sophie was one of the guest speakers at the breakfast. In the true spirit of ANZAC day, both students pushed themselves outside of their comfort zone for the greater good. Well done girls, we are truly proud of what you both achieved.

## **NAPLAN**

This term sees the carrying out of the National Assessment Program for Literacy and Numeracy (NAPLAN) in Weeks 2 and 3 of this term. All students in years 3, 5, 7, & 9 are sitting this year's test.

So what are they, and why do we do them?

It is an obvious goal that every child should be numerate and be able to read, write and spell at an appropriate level. The National Assessment Program is an ongoing program of assessments to monitor progress towards the National Goals for Schooling.

The data from these test results gives schools and systems the ability to compare their students' achievements with national benchmarks and with student achievement in other States and Territories.

Standards described by the benchmarks for Years 3, 5 and 7 represent increasingly demanding levels of proficiency against which progress of students through school can be followed. They form important markers along a continuum of increasing competence.

Our site has shown considerable improvement in NAPLAN in the past 6 years, but we will continue to spend considerable time analysing the results of these tests, to support us in improving the literacy and numeracy of both individuals and groups of students.

Until next time

**Grant Keleher | Principal**





**MEL RICHARDS**  
Head of ELC



# Learning to Read

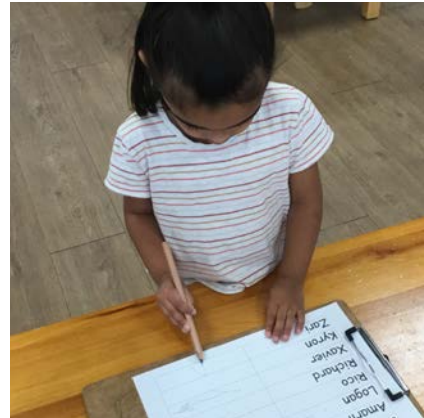
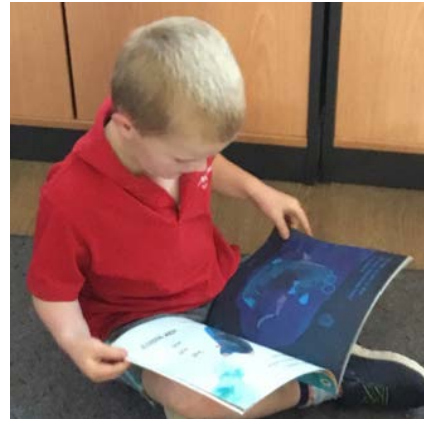
Learning to read is one of the most fundamental skills children need to develop to ensure their success in learning. Reading is a complex process which is underpinned by six essential components:

- Phonological awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension
- Oral Language

Children developing the disposition to “read” commences 0-5 years and builds a strong foundation for formal reading instruction in the classroom. Children developing their disposition for reading is essential for reading growth. How do we foster a love for reading in the Early Learning Centre?

Through providing the following learning spaces and experiences children are developing the disposition and skills to become a successful reader. These spaces include:

- The Story table
- Bookmaking
- Group collaboration times – music and movements, songs, chants, rhymes, games.
- Inquiry table
- Library visits
- Book corner



"Reading is a complex process which is underpinned by six essential components."



# Reading

Understanding how your child becomes an **active reader**



## What does a good reader do?

Children from *Flinders Park Primary School* in Adelaide, SA, were asked this question. They responded with: "A good reader..."

- likes to read
- reads different kinds of texts and for different reasons
- chooses 'just right' books that they can read and understand
- knows how to work out tricky words
- visualizes as they read
- asks questions about what they read
- makes predictions
- makes connections about what they read
- reads a lot

The ability to read is essential for daily life, but it has the potential to be so much more than functional. Reading has the power to transport us to new worlds and give great enjoyment. It has the power to teach and provide endless opportunities to be fascinated as we learn more about our interests. The ability to read can connect people and enrich their lives.

*Learning to read, then, needs to involve more than saying the words on a page.*

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Strong and proficient reading involves:

- **Oral Language** – a wide vocabulary is *essential* for comprehension, accuracy and fluency
- **Knowledge** of the world (often called Prior or General Knowledge) to help make connections and comprehend.
- **Comprehension** – actively thinking to understand what is read
- **Fluency** – expression, pacing, phrasing that enhances understanding
- **Accuracy** – strategies for accurately reading words (*such as re-reading, using picture clues, using phonic knowledge, looking for small words within long words*)
- **Self-monitoring** – knowing when you don't understand what you've read and re-reading; knowing when you've read something inaccurately and fixing it up yourself

# The Disposition to Read

Apart from teaching children HOW TO read, educators are concerned with instilling a LOVE of reading – or a disposition towards reading. This is an incredibly important goal in education, both for the long and short term. In the long term, it will bring enjoyment and successful learning experiences into your child's life.

In the short term, the disposition to read is *essential* for reading growth. The more children want to read, the more they *will* read and the stronger their reading will grow. Reading is definitely an ability that requires frequent practice to develop. When we create the desire and opportunity for children to **read a lot**, we can feel confident their reading will develop.

The most important way families and schools can foster a strong disposition towards reading is to allow children to read a wide variety of texts that they are interested in. This means children choose what they read (sometimes with adult support or encouragement) and are not forced to read one particular type of text. Imagine if you were told you could only read 'historical fiction' and not the sports magazines or biographies you love? You'd soon lose the joy and motivation to read. This is the same for children. *We must be careful not to focus on the skills of reading to the detriment of the disposition to read.*

*Reading is a very complex task. It involves much more complex thinking than just knowing sounds, letters and words.*

## "Reading is Thinking"

The children at *Flinders Park Primary* understand something very important about reading: it is not just "saying the words right".

If we think about reading as only "saying the words right", we limit our ability to understand or comprehend what we read. I can pronounce the words in a medical journal or legal document, but I don't understand them. This isn't *active reading* - in education this is sometimes called "*word-calling*".

Teachers work very hard to ensure children *do not* learn that good reading is saying the words right without thinking about them.


You may have heard your child talk about "comprehension strategies". These are the strategies that we use to make sense of what we read or view.

- **Making connections** to what we know (our general

knowledge)

- **Visualizing** or making mind-pictures
- **Asking questions** about what we read
- **Summarizing** along the way so we can hold onto the 'thread' of information or story
- **Predicting** what might happen next or what we might learn when reading a text
- **Synthesising** or merging information from reading with our general knowledge to create new ideas or thinking
- **Inferring** or 'reading between the lines' to work out what is happening that hasn't actually been written

**Reading to your child and talking about what you read is one of the best ways to learn these strategies, right from early childhood.**



THEIR NAME LIVETH  
FOR EVERMORE.

THE  
GREAT WAR  
1914-1919

**ANZAC DAWN SERVICE 2021**

**C**YS staff and students were an integral part of this year's Anzac Dawn Service held at the Maitland war memorial, with music students performing with the YP Concert Band, the SRC and Prefects presenting Anzac donations, and SRC Deputy Head Prefect Sophie Baker delivering a presentation at the breakfast.

## YP BAND

The YP Band included students from across the Yorke Peninsula with families travelling from as far afield as Warooka. The band, under the baton of conductor Debbie Schwartz played 1940's themed songs before the service began, the hymns during the service and further music as the crowd departed. 'The Last post' was performed by band captain Kira Davies and in a change from other years, students Indy Thier and serenity Gorden provided vocals for the songs and hymns.

## CYS SRC

Wellbeing Coordinator Jaynelle Le Feurve organised our smartly dressed SRC representatives and prefects who carried book donations to lay in lieu of wreathes. This year the books featured a special frontispiece created by Year 9 student Kuliah Power. The books will be on display in the Community Library.

## BREAKFAST PRESENTATION

Deputy Head Prefect Sophie Baker spoke at the special breakfast that was held in the Football Clubrooms after the service. She wore her Premiers' Anzac Spirt top and talked about her Anzac research and her trip to Vietnam in 2019.

**Timothy Tuck | Music Teacher**



**O**n Monday April 19, NASA's Ingenuity helicopter made the first sol powered controlled flight by an aircraft on a planet besides Earth. During that short flight it took off vertically, hovered and landed. Since then it has made more flights and their success has prompted NASA to extend its testing phase and experiment with more complex movements.

Back here on Earth, Primary classes watched video of the flight this week then constructed a simpler paper version of the helicopter to test different experimental designs and configurations.

The R/1 class focused on following instructions and using tools to successfully cut out the helicopter template and fold along creases. We had fun releasing them while standing on chairs in the classroom.

The Year 4/5 and 5/6 class focused on experimental designs. Once successful models were made, students tweaked their models to increase flight times by making smaller and larger versions or ones with multiple blades. They released their models from higher points including the playground bridge and fort.

The flight is a huge first for science and technology, coming just 117 years since the Wright Brothers flew the first controlled power flight on Earth. Emphasising the connection, Ingenuity carries fabric from the Wright Brothers' plane's wing. Primary classes will investigate more aspects of the Mars mission over the term, looking at robotics, programming and exploration,

**Tim Tuck | Primary Design Technologies**

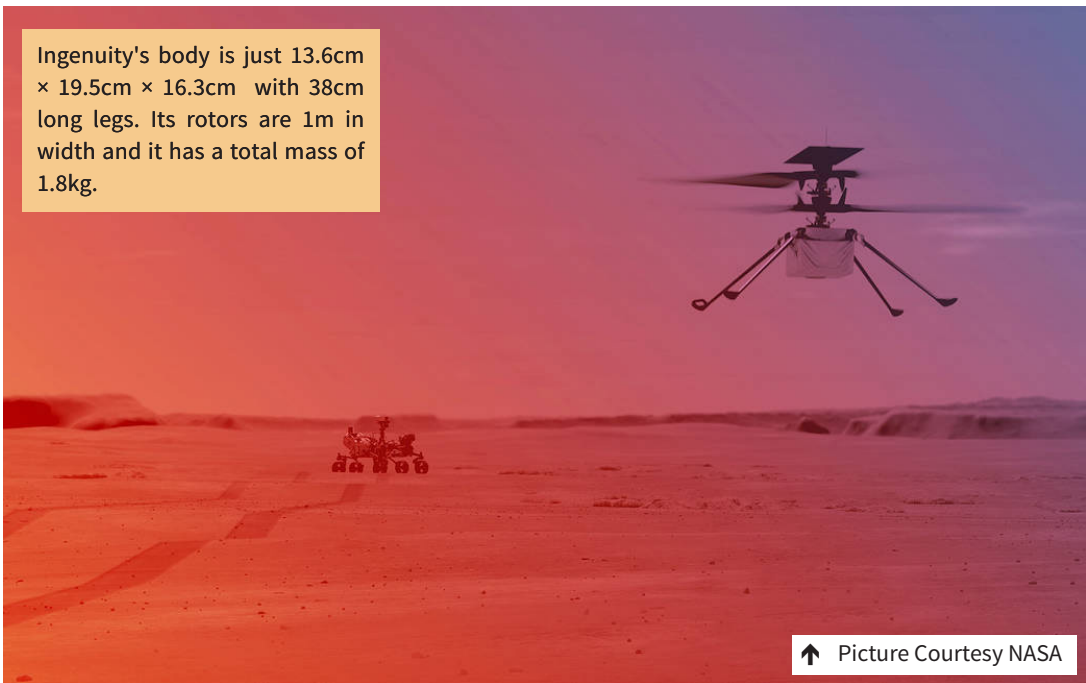




### DID YOU KNOW?

Before Ingenuity achieved the first heavier-than-air powered flight on another planet, the first flight on a planet beyond Earth was an unpowered balloon flight on Venus, by the Soviet Vega 1 spacecraft in 1985. (Wikipedia)

Ingenuity's body is just 13.6cm × 19.5cm × 16.3cm with 38cm long legs. Its rotors are 1m in width and it has a total mass of 1.8kg.



↑ Picture Courtesy NASA

**Maitland Campus & Early Learning Centre**  
Junction Road Maitland SA 5573  
P 08 8832 2613 F 08 8832 2336

**Point Pearce Campus**  
Parrys Avenue Point Pearce SA 5573  
P 08 8836 7210 F 08 8836 7234



**Principal & School Email**  
Grant.Keleher97@schools.sa.edu.au  
dl.0761.info@schools.sa.edu.au

**Website & Facebook**  
centrallyorkeschool.sa.edu.au  
www.facebook.com/CentralYorkeSchool

# Central Yorke School

Wednesday, April 28, 2021

## PARENT CIRCULAR RE: PARENT TEACHER INTERVIEWS

Dear Parents/Caregivers,

Our school Parent / Teacher interviews are planned for between **3:15pm and 6pm** on **Tuesday May 4<sup>th</sup>** and **Wednesday May 5<sup>th</sup>**. They will be held in classrooms at Central Yorke School. Interview times are 15 minutes and a great way for parents to discuss their child's Term 1 report or complete any Learning Plans.

### HOW TO MAKE A BOOKING

1. Book online at [www.schoolinterviews.com.au](http://www.schoolinterviews.com.au)
2. Contact the school on 8832 2613 and book through our office staff.

### BOOKING TIMELINE

- Bookings open on Thursday, April 29th.
- Bookings for Tuesday May 4<sup>th</sup> may be entered and edited up until 11am on the Tuesday morning.
- Bookings for Wednesday April 2 may be entered and edited up until 11am on the Wednesday morning.
- After this point in time parents will need to make alternative booking arrangements with teachers outside of the allocated interview times.

### HOW TO USE THE ONLINE BOOKING SYSTEM

1. Visit [www.schoolinterviews.com.au](http://www.schoolinterviews.com.au).



2. Click the 'Make a Booking' button in the upper right menu.

3. Enter the code **h44ez** (lowercase)

4. Click go and follow the prompts.



### HOW TO ORGANISE A PHONE INTERVIEW

1. Book a time online.
2. Contact the school on 8832 2613 and ask for the school to call you at the given time.

Please contact the school if you have any questions or need assistance with the booking process.

Grant Keleher  
Principal



# PREMIER'S READING Challenge



## Clever Kids!



*Learning Together ... Making a Difference*

## Premier's Reading Challenge Update

Congratulations to the following students for their successful completion of the Premier's Reading Challenge form in 2021. **Pat Hasting | Librarian**

### YEAR 1/2 WHITTAKER

- Annabel Adams
- Chelsea Clarke
- Theodore Liebelt
- James Roennfeldt
- Christian Tape
- Ruby Andrews
- Natayah Elliott
- Imogen Errington
- Lilly-Rose Martin
- Sienna Mowbray
- Jahleel Power
- Milly Voyce

↓ Students receiving their 100% attendance awards at the SRC assembly.



↓ The Year 5/6 students paraded their aprons at the SRC assembly.

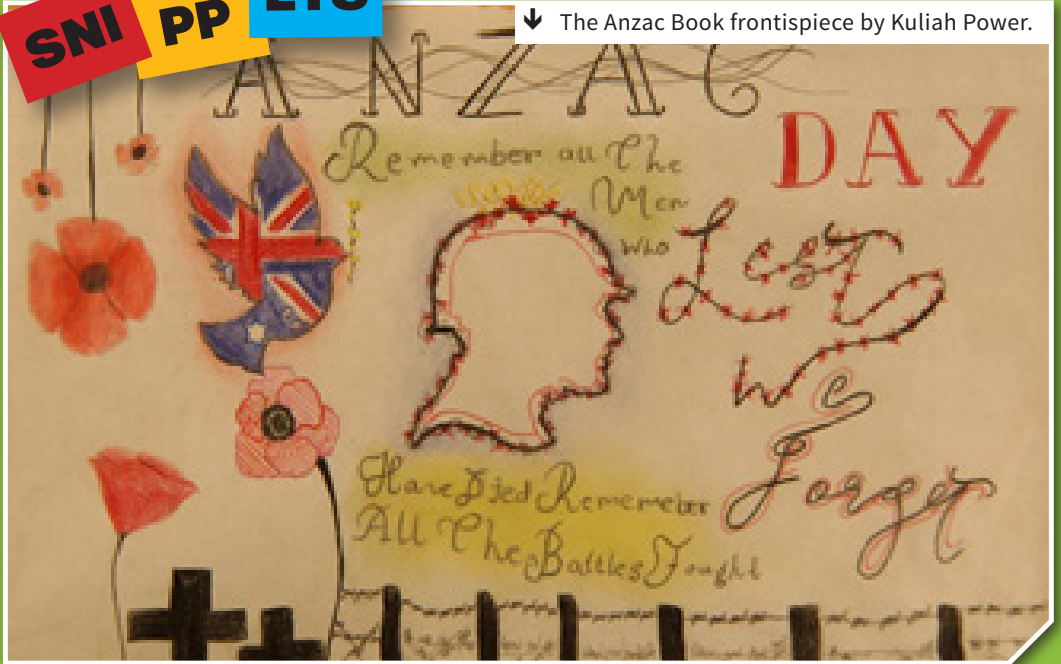


↓ George drawing a track for his robot.



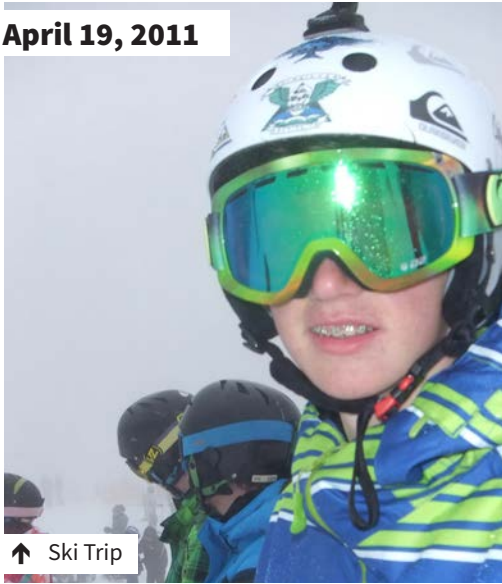
**SNI** **PP** **ETS**

↓ The Anzac Book frontispiece by Kuliah Power.



# The Back Page

April 19, 2011



↑ Ski Trip

## Calendar

### APRIL

26 ANZAC Public Holiday  
Concert Band, SRC at Dawn Service

### WEEK 1

27 First Day Back - Term 2  
27 Year 10 Immunisations  
28 Primary Interschool Cross Country at Yorketown

### MAY

### WEEK 2

4 Wild Dog Dreaming Excursion to Troubridge/Coobowie  
4/5 Parent/Teacher Interviews  
5 Wild Dog Dreaming Excursion to Pt Vincent, Black Point & Ardrossan  
6 8/9 Nine-a-side Footy  
7 Career & Employment Expo

### WEEK 3

11-14 NAPLAN  
11/12 Wild Dog Dreaming Session

### WEEK 4

17-21 NAPLAN  
18-19 Wild Dog Dreaming Session  
19 National Simultaneous Reading Time  
20-21 Ag Conference

## House Competition 2021



Week 1 Total

479

321

Term 2 Total

479

321

2021 Total

5,951

6,034

