



Our shared vision is of a school that enables each student to achieve their potential within a learning environment that is

SAFE POSITIVE RESPECTFUL
INCLUSIVE WELCOMING

Principal: Mrs Sue Andrew
Phone: 8583 2386
Term 3 Week 1 July 26 2018

TERM DATES 2018

Term 3

July 23 — September 28

Term 4

October 15 — December 14

UPCOMING EVENTS

Monday 6 August
Governing Council 7pm

Friday 17 August
STUDENT FREE DAY

We have had a great start to our school term.

WELCOME OUR NEW TRANSITION STUDENTS

We welcome our new Transition Enrolments in Preschool who commenced this Wednesday. If your child is eligible to attend Preschool in 2019 by enrolling them they are eligible to attend our Wednesday transition program. Please contact the school for further information.

WELCOME Mr Grummet an area Permanent Relieving Teacher who is replacing Dana Oates while on leave. Mrs Oates and Mrs Bland are on leave until week 5.



Levi, Adam, Dale,
Lucia & Anna
enjoying their first
day at Preschool



PUPIL FREE DAY for the school is on Friday 17 August. All schools in the Berri Barmera Partnership will be attending our 'Visible Learning' Professional learning. We have been focusing on Learning Intentions and Success Criteria and developing our students into 'Assessment Capable Students'.

This requires our learners to know:

- ◆ what they are learning,
- ◆ why they are learning
- ◆ what they need to do to be successful
- ◆ the ability to self-assess their work

As children grow in their years of learning the depth of this knowledge increases.

GLOSSOP PRIMARY COMMUNITY SCHOOL CHOIR

School Choir will be performing on Tuesday 7 August at the Chaffey Theatre.

Well done to Mrs Casey and the choir.

Well done to Kira who is student compere on the night.



SCIENCE INVESTIGATION PROJECTS are well on the way. The Presentation Day will be on August 15 at the Loxton Research Centre. The students are completing excellent topics, and are working hard on their publishing.

Hi everyone

I hope you had a great school break, ready for another fantastic term at Glossop. This term breakfast is continuing on the regular days, Tuesday and Thursday mornings from 8:30 –8:45am. This is free and all students are welcome. We normally serve toast, juice, milk and fresh fruit from the craft room servery. If any parents/carers would like to help with the breakfast, please come and see me. If you need to see me for any reason, I am at the school Tuesday morning and Thursday all day.

Please call the office to make an appointment, or see me in the yard!

Have a wonderful weekend.

Best wishes,
Erin Harrald



READING

Reading is Vital!

There is a research paper published about the 'Impact of poor reading skills on life outcomes'. From very early in a child's life having stories read to them, talking to children, singing nursery rhymes is vital for learning to read.

We are focusing on the Big 6 of reading which are all vital for a competent reader.

All our classes are focusing on reading which involves:

- Oral language and early literacy

IMPACT OF POOR READING SKILLS ON LIFE OUTCOMES

If students don't achieve independent reading before leaving the school system, the research tells us that the following outcomes are more likely:

- Disruptive behaviour (Kelly, 2013; Rowe & Rowe, 199; Wigfield, et al., 2004)
- Negative attitudes to reading and to school in general; and increased likelihood of dropping out (Kelly, 2013; Mastropiere, Scruggs, & Graetz, 2003).
- Long-term unemployment (Bynner, 2004; Shoghi, Willersdorf, Braganza, & McDonald, 2013; Ziomek-Daigle & Andrews, 2009).
- Poorer health outcomes (Australian Institute of Health and Welfare, 2011)
- Low self-esteem, emotional and behavioural disorders (Kamhi, 1991; Margolis & McCabe, 2004).
- Overall motivation and persistence in tasks they find difficult (Deshler & Hock, 2006, Kamhi, 1991; Margolis and McCabe, 2004; Paige, 2011).
- Involvement in juvenile delinquency (Brunner 1993; Leone, Krezmien, Mason, & Meisel 2005)
- Youth incarceration
(Barnard-Brak & Sulak, 2010;
Christle and Yell, 2008)
- Suicide ideation (Daniel et al., 2006)

