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Learner Dispositions

Persistent

I don't give up and I keep trying different strategies when I am faced with a challenge.



Independent

I take responsibility for my learning by being organised and managing myself.

Curious

I take an interest, ask questions and enquire

Reflective

I know what I am learning. I accept feedback and continuously evaluate and analyse my learning.

Risk Taking

I have the confidence to try new things.

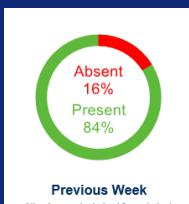
Cooperative

We can work together as a team.



Government of South Australia
Department for Education

School Attendance



SMS Absences

0436 007 948

Dear Parents, Caregivers and Friends,

The end of term is almost upon us and thanks to the further lifting of some COVID-19 restrictions by the Department for Education we are able to celebrate with a whole school and preschool excursion to the Monash Playground next Wednesday morning between 9am and 11am. This will be a wonderful way to end the term!

Next week your child will bring home their student report for the first half of the year. This report will provide you with information about their achievement so far this year. It is important to remember that a 'C' grade is what we consider satisfactory for their year level. If they are achieving an 'A' or 'B' then they are achieving above what is expected at this level - they should be proud of their hard work. Students receiving a 'D' or 'E' have room for improvement in their learning.

Early next term all families will be required to attend a teacher / parent interview to discuss individual student's progress and we can work together to strive for continued improvement in all areas of learning. More information about this will come out early next term.

We have commissioned Scott Rathman from Rusted Tin - Contemporary Aboriginal Arts to paint a mural on the exterior walls of the craft room. Scott will be running a workshop with our students tomorrow to gather their thoughts and ideas about what the school and the community means to them. These ideas will be then transformed into pictures and incorporated into the final artwork to be painted next term. We are so excited to be working with Scott!

I hope you all have a restful two weeks when the holidays begin. It is always nice to step away from routine for a little while and relax.

Stay safe, stay well and take care.

Kind regards,
Sally Schwartzkopff
Principal



Respect

Responsibility

Resilience

School News

Empowered learners. Individual growth.

Our Shared Language of Learning

Below are our 6 Learner Dispositions that we value in our learners. The Learner Dispositions support students to engage in their learning and promote growth and improvement in outcomes. The Learner Dispositions are being focused upon by all school staff in their work with students and embedded in the culture of our school. Here are some examples of how you can support your child's dispositions for learning.

Cooperative Learner	Teach your child what effective team work actually looks like. Ask your children to elaborate on their ideas with you through conversation. Spend time with your child and work on projects together, "What do we need to do together to make this work?" "Can you think of how we could change this?"
Curious Learner	Spend time wondering about questions rather than answering them quickly Shift the balance from telling our children 'the answers' towards throwing it back to the child to investigate; "That's a brilliant question, what do you think?" Build in opportunities for children to ask questions
Independent Learner	Allow children opportunities to plan their own activities through open ended tasks and projects Give more choice within activities at home; "How long do you think you need?" "Choose which one you think would help you the most." Develop children leaders within the home. Don't do everything for your child, give them the opportunity to lead on certain activities.
Persistent Learner	Recognise and point out when children work at something, regardless of the result Encourage positive self talk; "I won't quit", "I can do it", "It's always hardest the first time but it will get easier" Remind them of their successes, the times when they have faced troubles and problems and triumphed
Reflective Learner	Encourage your child to see feedback as a vital part of learning and life Give opportunities for your child to reflect on how they have learnt as well as what they have learnt Give praise and constructive feedback on your child's learning
Risk Taking Learner	Actively encourage your child to take risks and support and encourage them when they do Notice when children take a risk, point it out to them and praise them for being brave Build in opportunities for children to predict what is going to happen before they try something new; "What do you think will happen and why?"

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ADMIRALS:

The Admirals have been reading the book 'Holes' by Louis Sachar. Mrs Parkyn asked the students to share their experience from the book. The students made predictions throughout the term as to how they thought the book would finish. This book was definitely a 'hit' with all of the students.

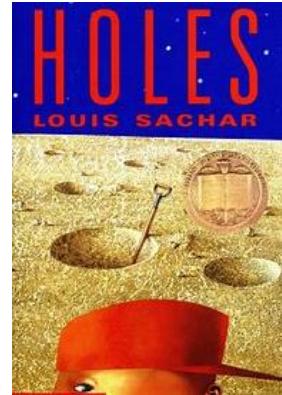
Happy Reading Admirals

At the beginning of the term, we started to read the book 'holes'. We were intrigued by the blurb of the book, and excited to read the rest. The book has many twists, turns and interesting cliff hangers. The book has an exciting ending. – Samira Harvey.

At the start of the term we started reading the book 'Holes'. Throughout the book, we kept making predictions on how we thought the book would go. As we went through the book, it got even more interesting and suspenseful. I really loved how the book didn't give you the answers and I would definitely read it again. – Christa Kollias.

On the first day I saw the book, I thought it was only going to be about digging holes. After reading the first few chapters, I realized it wasn't only about digging. Stanley, X-Ray, Armpit, Zero, Zigzag, Squid and Twitch are all the characters of this amazing book. In the story, 'Holes' is full of connections from 110 years before hand. – Azaleah Kleeman.

When we started reading 'Holes', I sort of thought the book would be boring. When we read the book more, I really started to enjoy it. When we finished the book, I was a little disappointed because I wanted to keep reading it. The thing I enjoyed most about the book was that it really connects. – Tahlia Smith.



When our class found out we were reading a class novel called 'Holes', we had to make predictions. Looking back on my old guesses, at the start I thought it was just an ordinary book. As we got into it more, it was suspenseful, full of cliff hangers and all the clues matched up in the end like a puzzle. – Jesslyn Tunkin.

At the start of this term, my class started reading a book called 'Holes'. Personally, I think it's very funny and interesting. My favourite thing about it is that the start and ending of the book both link together. – Kaiden Heuzenroeder.

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As a small school we are very grateful for donations from the wider community.

We would like to say thank you to the following businesses that enable our Breakfast Club to continue each day for our students.

The Country Bakehouse at Loxton

Renmark Rotary Club

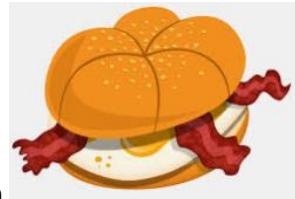


COMMUNITY BREAKFAST

Let's end the term on a positive note!



Wednesday 1st July from 8:15am – 8.45am



**All welcome – join us for an egg and bacon roll
Hope to see you there!**

Glossop Primary Community School K-7

Rainbow Challenge Week 10!

Our Year 7 SRC Representatives, Christa and Tahila, wanted the students to finish what has been a hard 2 terms with some fun.

Their idea is to have a Rainbow Challenge Week. Each day in week 10 students are to wear a particular colour - either clothing, ribbon, socks or whatever they have at home with that colour.

The teachers are setting up surprise challenges that will happen anytime throughout the day. On Wednesday of week 10 we will go on excursion to the Monash Playground!

Friday will finish with the students wearing RAINBOW colours and coming to school with CRAZY HAIR! Teachers will judge the best CRAZY HAIR and the winner will receive a prize.

Last Week of Term 29th June to 3rd July

Rainbow Challenge Week

What is Happening!

Monday - Student Free Day
Tuesday - Wear something Green
Wednesday - Wear something Blue, you MUST wear your school shirt today as we are going to the Monash playground
Thursday - Wear something Purple
Friday - CRAZY HAIR DAY also wear rainbow colours, yellow, green, blue, purple.

Glossop Primary Community Preschool

PLAYGROUP!

WE ARE BACK

TERM 3 FRIDAY MORNINGS

9.00am to 10:45am

Come along for a free fun filled morning of making, singing songs, reading books and having a picnic with friends.

All you need to bring is your imagination, piece of fruit, water bottle and a hat.

Each week we have a different theme for the children to explore and enjoy.

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Navigators: Counting to 20 in multiples of 2's,4's and 5's



Cadets: Our Learning Journey



A snapshot of
our learning!

Together we grow

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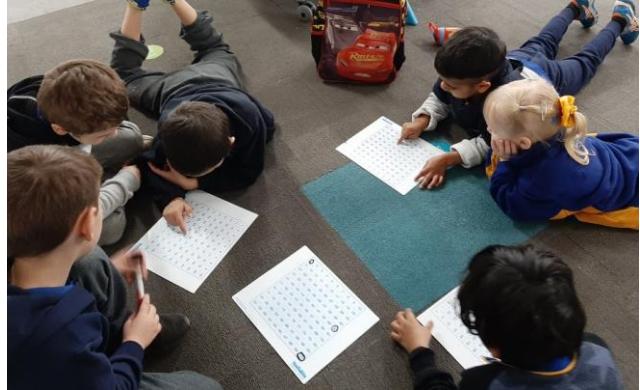
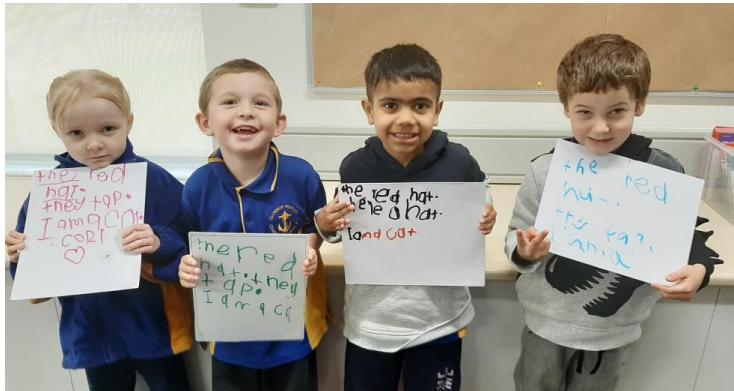
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Navigators: InitiaLit Group

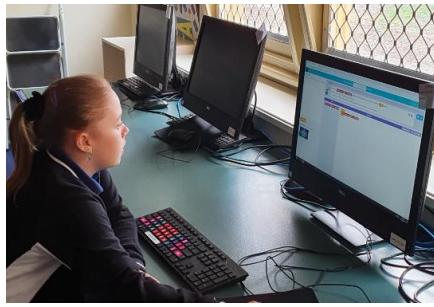
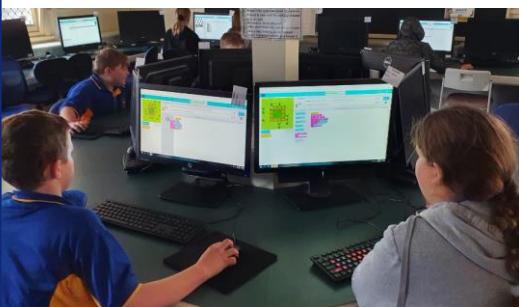
The Navigators are excited to be working with numbers 1-100. Our InitiaLit group is enthusiastic about our new letters e n g l and our tricky words that, they, the and you.



Year 4-7: Coding

Each Tuesday years 4-7 have been learning about coding.

Each student has been working through a course learning how to create different codes. Each task in the course is aimed at assisting them in the final task of using their coding knowledge to program their own dance party. Students have been able to work at their own pace.



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FUNDRAISING:

The students enjoyed their first Tuck Day last Friday and enjoyed delicious pizza and yummy milkshakes. The SRC raised a total of \$106. Thank you to our families for supporting this.



From the Pastoral Care Worker

Hi everyone,

I hope you are keeping warm, during these freezing mornings and nights, I have been looking again for ideas for lunch boxes and this homemade muesli bar looks delicious. Let me know if you have any great recipe ideas. Have a fantastic school break. Looking forward to a great term 3. Keep smiling!

Best wishes, Erin Taylor

INGREDIENTS

1/2 cup vegetable oil
1/4 cup honey
1 teaspoon vanilla extract
1 egg
1/2 cup firmly packed brown sugar
1 1/2 cups wholemeal plain flour
1 1/2 cups traditional rolled oats
1 teaspoon mixed spice
1/2 teaspoon bicarbonate of soda
1/3 cup dried cranberries
1 1/3 cups frozen raspberries



METHOD

Step 1

Preheat oven to 190C/170C fan-forced. Grease a 20cm x 30cm lamington pan. Line base and sides with baking paper, extending paper 3cm above long sides.

Step 2

Whisk oil, honey, vanilla and egg in a jug. Combine sugar, flour, oats, mixed spice and bicarbonate of soda in a bowl. Make a well in the centre. Add oil mixture. Stir to combine.

Step 3

Press two-thirds of the oat mixture evenly over base of prepared pan. Sprinkle with cranberries, raspberries and remaining oat mixture. Bake for 20 to 25 minutes or until golden and set. Cool completely in pan. Cut into bars. Serve.

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YEAR 7 TO HIGH SCHOOL

Parent Update Week 8, Term 2 - 2020

Connecting with your local high school

We hope your child is enjoying being back at school for term 2. The lead up to the term was challenging for students, families and schools as together we responded to COVID-19.

We know some things had to be done differently, such as high school open days which were cancelled, postponed or moved online.

If you're interested in learning about your child's high school now, speak with your high school about how to best connect. If you're unsure of which high school zone you live in, use the 'Find a school' tool on the department's website.

Getting ready for the move

Primary and high schools are working hard to plan for the move of year 7 to high school in 2022.

If your child is in year 5 or 6 this year, they'll be graduating from primary school next year. Primary schools are thinking now about how to make your child's last year in primary school a positive experience.

High school planning is also in full swing to welcome year 7s and year 8s together in 2022.

Primary and high schools are working together at every level to make the move a success for your child.

Stay engaged with your school to keep updated with the latest information.

Where to find out more

Stay informed through your school and the Department for Education's website: www.education.sa.gov.au/7toHS

Or share your feedback with the project team by emailing: Year7toHS@sa.gov.au.



Childcare and school exclusion periods



Chickenpox
Until all blisters have dried (usually 5 days)



Common cold

A person with a cold should stay home until he or she feels well



Conjunctivitis

Until discharge from eyes has stopped (unless a doctor has diagnosed non-infectious conjunctivitis)



Diarrhoea

Until no diarrhoea for 24 hours



Hand foot and mouth disease

Until all blisters are dry



Head lice

Until appropriate treatment has commenced



Influenza

Until well (usually 7-10 days for children)



Measles

Until 4 days after the onset of the rash



Scabies

Until the day after appropriate treatment has commenced



School sores (impetigo)

Until appropriate treatment has commenced



Viral gastroenteritis

Until no diarrhoea for 24 hours



Whooping cough

Until 5 days after starting antibiotic treatment, or for 21 days from the start of any cough



Worms

If diarrhoea present, exclude until no diarrhoea for 24 hours

sahealth.sa.gov.au



Time online

Help your child achieve a healthy balance in their online and offline activities.

How much is too much?

There is no magic figure. The right amount of screen time can depend on a range of factors like your child's age and maturity, the kind of content they are consuming, their learning needs and your family routine.

It can be easy to focus only on the clock, but the quality and nature of what they are doing online, and your involvement, are just as important.

Signs to watch for:

- less interest in social activities like meeting friends or playing sport
- not doing so well at school
- tiredness, sleep disturbance, headaches, eye strain
- changes in eating patterns
- reduced personal hygiene
- obsession with particular websites or games
- extreme anger when being asked to take a break from online activity
- appearing anxious or irritable when away from the computer
- becoming withdrawn from friends and family

Reducing your own screen time sets a positive example.

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