Introduction

Dear Parents/Caregiver(s),

Welcome back to a new school year at Kidman Park Primary School. This year we are excited to announce that P1 and P2 will be working in collaboration as a Year 7 community. 2016 is shaping up to be bigger and better than ever and we have lots of exciting learning opportunities and activities planned! Some of the events that we have to look forward to in Term 1 include Acquaintance Evening, Clipsal 500, Joy Assembly, Harmony Day, Kidmanathon and Easter; along with the fun and exciting things we will be learning about in class.

We begin the year by building a classroom culture through which our rights as a learner are respected in a safe, supportive and engaging environment. Our classroom rules, routines and expectations based on our school values of Care, Respect, Responsibility and Achieve have been collaboratively established to form Rights and Responsibilities. The Year 7s have begun to demonstrate pride and ownership of their learning environment and are taking on leadership roles in the school community.

We are excited about using Edmodo as our online learning community. This enables P1 and P2 students to be connected to their school life at home which can assist with answering questions, sharing ideas and completing and submitting work. It also fosters collaboration and sharing. Thank you for reading and acknowledging the Edmodo Guidelines that went home about student use of Edmodo.

A whole school approach towards Positive Education will continue throughout the year. Students will further their understandings of how a healthy and positive mindset can help to drive the performance, innovation, relationships, engagement and creativity of students in their schooling and personal lives.

In term one we will begin Resource Based Learning with a Geography curriculum focus. The topic is 'My Life, My City' which is based on Place and Liveability. Science will also be linked to this integrated learning unit and will enable students to learn how similar topics take a different direction in different learning areas. This will include water as a resource and the water cycle.

General Routines

FOCUS STUDENT
Once a fortnight each student will be one of three 'focus students' on their rostered day. At the commencement and end of the day each focus student shares with the class an insight to their life and personal learning goals. A fortnightly roster has been displayed on the communication board highlighting each student's particular week and day.

READING
Students can borrow up to four books from the library and time is made available for them to borrow weekly. It is particularly important for students to borrow books independently and ensure they have a text for reading as part of our daily reading program.

Please ensure a text is being read at home at least four times per week. The student does not
have to read aloud (unless they requested to) but please check that they are reading by asking what the text is about. If you have any concerns about your child's reading or text selection please get in contact with us.

Students are encouraged to select reading texts and complete the Premier's Reading Challenge. This involves reading texts and either completing a Lexile Reading comprehension or a reading activity from the allocated list.

FITNESS
Students will require appropriate clothing and footwear for fitness and sport lessons. Fitness is part of the curriculum and every student will participate. If your child has an illness or incapacity to participate, a note in their diary is required. Fitness will run on a Monday to Thursday after focus student, the class will have P.E. taught by Ms. Evans on Friday afternoons. Our fitness and program aims to develop teamwork and overall fitness through circuit exercises, skills and various team games. Middle School students have a P.E. program that involves skill development in team sports and they have the opportunity to be involved with SAPSASA sports programs. Students are encouraged to participate in the Premier's Be Active Challenge. For more information you can access the website for this initiative online.

CLASSROOM ROUTINES
Bookwork Expectations and Classroom Routines were clearly outlined and acknowledged by all students in a note that went home in the first week of school. If you have any questions or would like to view the information, contact us or view the file on Edmodo.

Curriculum Areas

NUMERACY
Numeracy will be an exciting learning area which will enable students to work at a level which is close to their ability to enable each student to be challenged. The numeracy curriculum is made up of different lesson styles which enable students to learn in different ways. These include Mental Routines, Problem Solving individually and within teams and also through completing open ended investigation tasks. Term one's focus will be on Number and Place Value and Number and Algebra.

LITERACY
Literacy will focus on research and report writing skills, including planning, drafting and the use of a bibliography and multimedia texts in Resource Based Learning (RBL). Spelling rules and phonological, visual, morphemic and etymological skills and knowledge will form weekly spelling programs. Literacy lessons will focus on a class novel that supports reading comprehension skills and the themes of the text will supplement the Positive Education program.

INQUIRY
The inquiry unit this term will have a Geography focus but also cover learning outcomes from the Science, Technologies and English curriculum. Students will be learning about Place and Liveability and where they fit in the world. Students will explore what makes life in Western Adelaide great and also what life is like in other parts of the world, while looking at the categories which influence the liveability of a place. Students will use technology and other library resources to assist them in their learning discovery. They will use multimedia and documentaries to learn as much as they can while making the focus of their learning exciting for themselves through having some control in what they research.
**Specialist Areas**

**Japanese:**

Through the theme of “Terrific Tenki (weather)” students will interact with their peers and the teacher to describe aspects of daily life such as weather types, celebrations, and special days; to express preferences; and to show interest in and respect for others. They will be able to collaborate with their peers to plan and conduct shared activities such as presenting a school performance. Students will gather, classify and compare information from a range of sources related to concepts from other learning areas (e.g. science), create and present or perform texts for a variety of purposes and audiences and recognise some single and whole word katakana whilst developing the ability to use hiragana and kanji in a single text.

**Health**

**ABOUT ME**

My name is Teresa Marshall, I have been teaching here at Kidman Park Primary for 8 years. My previous role was as one of the year 6/7 teachers. I am passionate and dedicated about supporting the development of health and wellbeing of our students. I encourage parents to visit our Health Learning Environment in P5 on Mondays, Tuesday and Wednesdays throughout the year to see some of the learning we are currently working on. Contact me any time on teresa.marshall159@schools.sa.edu.au

In term 1 students will be identifying personal health related goals to help them recognise how persistence can support success.

Year 7 students will also be investigating preventative health practices relevant to young people, designing and implementing health promotion activities supporting the sun smart initiative.

**Positive Education (Joy Project)**

The purpose of teaching Positive Education at Kidman Park is to assist students to flourish, to enable them to explore Positive Psychology concepts related to their wellbeing, to help students “know themselves” and “understand others” and specifically to develop and practise skills which are relevant to their lives and to demonstrate to the students the importance of Personal Wellbeing.

The mission of the Joy Project is to give all students the tools and strategies to manage their emotions, help them solve their own problems and enable them to feel great about themselves. It is important for children to understand that our thoughts and feelings are not bad, even when they are upsetting – they are a part of what makes us who we are.

This term we will focus on Character Strengths both in classes and the P.E.A.R.L room.

What are Character Strengths?

Character strengths are the positive human qualities that serve as pathways for living a good life. Character strengths are not what you are, but what you do.

During the term we will focus on how to make each area a strength and develop an understanding of each of the different strengths.

**Team Work:** Working well as a member of a group or team

**Gratitude:** Being aware of and thankful for the good things that happen; taking time to express thanks

**Self Regulation:** Regulating what one feels and does, self management, self direction, to engage in independent learning

**Humour:** Liking to laugh and joke, bringing smiles to other people, seeing the light side
Kindness: Generosity, compassion and care. Doing favours and good deeds for others, helping others, taking care of others

Forgiving: Forgiving those who have done wrong, giving people a second chance

Love: Valuing close relations with others, in particular those in which sharing and caring are reciprocated and being close to people

Character strengths are the psychological ingredients for displaying human goodness and they serve as pathways for developing a life of greater virtue. While personality is the summary of our entire psychological makeup, character strengths are the positive components …WHAT’S BEST IN YOU.

Desy Pantelos

Homework

Students are expected to work for up to 50 minutes after school on Monday-Thursday. This will include Spelling, Mathletics and Completion of Classwork. All of these will be started in class to be completed for homework.

Please encourage your child to spend an extra 15-20 minutes reading or revising tables and completing their tables template.

Students may also have projects and / or catch up work to complete for homework.

Please let us know if your child is finding the homework requirements unmanageable and we can negotiate other arrangements

Student leadership

There are many opportunities for Year 7s to become leaders in the KPPS school community. These are through unofficial daily interactions with other students and through more formalised roles. Middle Years students are expected to be role models for younger students in the school and every class has a buddy class to help develop positive relationships, good communication and leadership skills.

Leadership roles include: Student Action Teams, Classroom Committees, Sports Captains and Student Leaders.

Talk to your child about what each of these exciting opportunities involves and encourage them to become involved. It is through student leadership and sharing of passion and enthusiasm that our school can continue change and improve year after year.

Diaries

Students are required each day to record homework into their diaries. The diary is also a communication source for notes between parents and teachers. Look for certificates, coming events and reminders in the diary. If your child is absent or you have any minor problems or wish to take time to see us, please write a note in the diary. Diaries are to be signed on a Thursday night and handed up Friday morning.

If you have any concerns, please email or come and talk to one of us preferably after school, but not Tuesdays due to staff meetings. Please make an appointment in your child’s diary or send your child’s teacher an email.
Can you help?

Your child’s learning needs constant reassurance so that concepts can be understood and applied. Your help in conferencing homework, monitoring reading and drilling tables would certainly benefit your child.

If you are available to assist in anyway in the classroom e.g. have talents or resources to share, can listen to reading, work with individuals and small groups, provide transport, help supervise on excursions or have ideas to share, please let us know. It is a DECD requirement that parent helpers have a current DCSI clearance.

It would be appreciated if each student could bring a box of tissues for the class to share.

Important Dates

Thursday 18th February - Student Leader shortlist announced
Friday 19th February - Parent Questionnaire, Class newsletter, School information and Parent Handbook sent home
Friday 19th February - Student Leader speeches (assembly 10.15am)
Wednesday 24th February - Student Action Teams Applications close
Tuesday 1st March - First (Joy) Assembly (2.00pm) and Annual General Meeting
Friday 4th March - School clean up day
Monday 21st March - Harmony Day "Our diversity is our strength"
Thursday 24th March - Kidmanathon
Friday 25th March - Good Friday
Monday 28th March - Easter Monday
Tuesday 29th March - Friday 1st April - Optional parent/teacher interviews
Tuesday 29th March - Assembly (U6)
Wednesday 30th March - Christian Options Program (9.30am)
Tuesday 5th April - School Photos
Tuesday 12th April - Assembly (P1 & P2)
Friday 15th April - Early Dismissal (2.10pm)

We are looking forward to a fantastic year.

Regards,

Nicola Holmes and Michael Gibbins
Year 7 Classroom Teachers