



# OLD NOARLUNGA PRIMARY SCHOOL NEWSLETTER

TERM 2, WEEK 6, 2019

6th June 2019



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oldnoarlungaprimarieschool



<https://skoolbag.com.au/forparents.php>



Government of South Australia  
Department for Education

## From the Principal HELLO EVERYONE,



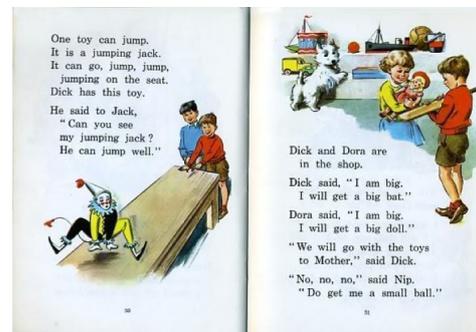
**Reading is  
so much  
more than  
a level.**

I remember  
when...

Over the

last century there have been many differing beliefs about and research around the science of reading. Classroom reading instruction has evolved in response to this research – even over the past 30 years of my own teaching career and indeed has continued to evolve since I commenced school in the early 1970's.

As a child I have fond memories of sitting on the couch by the open fire reading The Happy Venture Series centred around 4 characters: Dick and Dora and Nip and Fluff. These books were called Decodable Books where



the words in the text can be sounded out rather than guessing or predicting.

For me, the memory of learning to read is a happy one. I loved learning to read. I recall the satisfaction of sounding out and learning new words and bit by bit being able to read a book all on my very own.

By the late 1970's these readers which relied on the decoding of words were phased out and so too was phonics as the method of teaching children to read.

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# From the Principal CONTINUED

By the time I entered the world of teaching in the late 1980's whole language was all the rage. Phonics was taboo and if you dared to teach it you were frowned upon. It was all big books and it was believed that by immersing students in rich vocabulary and big books children would learn to read using this method – supposedly.

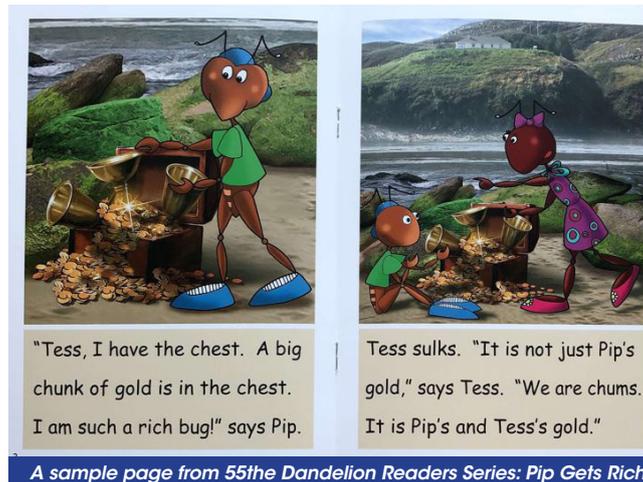
Over the past 30 years it has almost come full circle and reading research now indicates that phonics based instruction and opportunities to use Decodable books which support students to segment and read words in order to develop automaticity is how students should be learning to read.

Decodable books are simple books that are written for the beginning reader and contain the specific grapheme-phoneme (letter and sound) correspondences students have learned. This provides learners with the opportunity to use their developing segmenting and blending skills to read words in order to develop automaticity, or the ability to recognise words quickly and effortlessly, and experience independent reading success.

Decodable books encourage children to sound out words using decoding strategies rather than guessing from pictures or predicting from other cues. They can be introduced once beginning readers have learned some simple grapheme-phoneme (letter and sound)

correspondences and can blend from left to right.

All books and text are 'decodable' in the sense that they can be read, but only if the reader has sufficient reading ability for the complexity of the text. For



beginning readers, the only books that are truly decodable are those that contain the alphabetic code they have learned.

Decodable readers that enable students to 'sound out,' rather than guess unknown words, leads to more successful independent reading. Mesmer (2005) found that children were more likely to apply their phonics knowledge, read more accurately, and needed less assistance when reading decodable books.

Of course, decodable texts are not the only texts to be included in the beginning reader's diet. Teachers and parents should read high quality children's literature that contains more complex vocabulary and sentence structures with students every day. This gives children the opportunity to hear good reading models, as well as develop the vocabulary and

strategies that will support their reading development.

The simplicity of the text in decodable books has been found to be motivating for students, and to encourage them to read more widely. In a study by Capper (2013) children reported enjoying reading decodable books and saw them "as a source of exciting stories which developed their reading confidence through practising their skills".

Over the past term and a half Paula King, in her reading support role, has been focused on resourcing our site with Decodable texts.

We have invested \$5,000 to purchase new Decodable reading materials for our students in R-2. Over the next few weeks these Decodable texts will be rolled out. Students will continue to bring home levelled readers but this will be combined with a new Decodable text. We are excited to be able to support current reading research and provide our students with these texts.

I would like to thank Paula for her hard work and commitment to this project as well as Gosia in the Library. \$5,000 worth of texts is a lot of books to have covered, catalogued and sorted. A number of SSO's have also been working behind the scenes as well including Lisa and Carly.

Please keep an eye out for these lovely books heading to a school bag near you.

**Melanie Jones**

# Neon Disco

Well done to the 130 students who attended the Neon Disco. The children are to be commended on their behaviour and conduct. The drink and snack table was very busy and I would like to thank Jess Ward, Rebecca Klein, Beck Manuel and Stephanie Drury for their help on the night

as well as Keith Ward who assisted with door duty, set up and clean up. The photo booth was popular. Thanks to Joe Cusano and the SRC for their great work in bringing the disco together. Everyone had a great time and the theme was a great choice and was well received.

## QUOTE OF THE WEEK

ONE OF THE MOST IMPORTANT THINGS WE ADULTS CAN DO FOR YOUNG CHILDREN IS TO MODEL THE KIND OF PERSON WE WOULD LIKE THEM TO BE. - CAROL HILLMAN

# Bunnings BBQ

Our Fundraising team are holding a BBQ stall at Bunnings Seaford on Saturday 29 June, 2019. This is a fabulous opportunity to raise much needed funds for our school. The team need your help! It would be a shame to have to cancel due to lack of support. Please contact Cath if you are able to spare some time to help on the day. The stall runs



from approximately 9am-4pm. Even an hour or two would be really appreciated.

Phone **8386 2093** or email [dl.0313.info@schools.sa.edu.au](mailto:dl.0313.info@schools.sa.edu.au)



# Entertainment Memberships

Old Noarlunga Primary School is raising funds. Here's how you can help...

Help us raise funds for our School by buying an Entertainment Membership from us. You'll receive hundreds of valuable offers for everything you love to do, and help our fundraising at the same time!

<https://www.entertainmentbook.com.au/orderbooks/1167239>

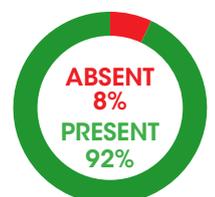
# How is our attendance rate going?

## YEAR TO DATE

The average daily attendance rate, Year-to-Date, derived from student attendance data sourced from the school systems as at 3/06/2019 is 94%.

## PREVIOUS WEEK

The attendance rate from last week, derived from student attendance data, sourced from the school systems as at 3/06/2019 is 92%.



# KEY DATES

Monday 10th June  
**QUEEN'S BIRTHDAY  
PUBLIC HOLIDAY**

Tuesday 11th June  
**PUPIL FREE DAY**

Tuesday 18th June  
**FESTIVAL CHOIR REHEARSAL**

Wednesday 19th June  
**RESPONSIBLE PET  
PROGRAM - R1/R2**

Thursday 20th June  
**MEET THE WRITERS  
EXCURSION**

Monday 24th June  
**SCHOOL PHOTOS**

# NOTICES

SENT HOME THIS FORTNIGHT

- Festival Choir Rehearsal



# Congratulations, Aleisha!

We wish to congratulate and recognise the efforts of Aleisha, from Room 4, in her efforts in competing at the 2019 Track and Field State Championships. Aleisha represented our school and also the Onkaparinga South SAPSASA District on the day in the discipline of Discus. Her best throw of 17.8 metres ranked her 5th out of

20 competitors for her age group and gender. The throw was an improvement of over 2 metres from the throw that saw her get selected for the Championships and is a testament to the drive and desire to improve which Aleisha demonstrated leading up to the event. Well done, Aleisha!

**Joe Cusano, PE Teacher**

## Music News

This semester has been full of fun music activities. In Term 1, students put in a good effort on learning how to read and write music. They also worked hard on their musicianship skills and ear training. Music activities included, but not limited to, singing and playing various songs, rhymes, games as well as playing instruments. Each song or rhyme chosen had a corresponding concept that would be taught, reinforced or practiced once the song or game was learned.

### YELLOW BRICK ROAD

Yellow brick road was a great success this year. Parents and students who came to the music room were able to participate in playing along and have a taste of some of the activities we have in the music classroom.

Bands and Taiko teams have been practising this term as usual.

Junior Choir and Primary Choir have been working hard this term in preparation for Festival Choir in Term 3. There will be Festival Choir Rehearsal at Prescott College on Tuesday 18 June, from 9.45-2pm.



something you could contribute, please feel free to contact the school. The musical involves a lot of singing, dance and acting.

Did you know that scientific research has shown that singing

### MUSICAL

This year we plan on having a school musical in Term 3. All classes have started preparing for the musical. The date for this is yet to be confirmed. All students will have a part to play. The title of our musical is 'AROUND THE WORLD'. Students will be required to wear a black T-shirt and black pants to perform. There will be more information sent home closer to the date. If you have

strengthens the immune system? Immediately after singing, studies have shown that singers had higher levels of the protein Immunoglobulin A, an antibody known to benefit the immune function of mucous membranes. Research has also shown that the increased airflow in your lungs during singing also lessens the likelihood of bacteria flourishing in your upper respiratory tract.

**Mrs P Grasby, Music Teacher**

