



Wideview Public School

Learn Wisely Live Proudly

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Messages from the Principal

Strategic Improvement Plan

During this term parents will receive opportunities to provide feedback about various aspects of the school. You will also have the opportunity to provide ideas moving forward towards our new Strategic Improvement Plan (SIP) that will be released during Term 1 of 2021. This is part of the School Excellence Cycle to continually drive improvement and excellence in schools. The SIP will take the place of the current three year school plan that concludes this year.



Schools engage in all aspects of a School Excellence cycle. This includes developing a SIP in consultation with their community (students, staff and parents). The SIP has up to three strategic directions and associated improvement measures which form the basis of each planning cycle. One of these strategic directions will be 'Student growth and attainment' for all schools. The remaining strategic directions are chosen by each school to reflect and respond to their unique context.

The first stage of completing our SIP is to complete a situational analysis. The situational analysis is an authentic and rigorous assessment of our school's current state and is used to inform our school's improvement journey in learning, teaching and leading. Conducting a situational analysis allows our school to develop a rich and highly contextualised understanding of our school's current situation.

To help us discover community perceptions we are asking our families to complete a survey. So far only 33 families have responded. We need your voice to be heard so if you haven't already participated please do.

The link to the survey which is anonymous is <https://forms.gle/YatDXBLNApv59ia78>

Mindfulness

During these uncertain times we are all under considerable stress especially our children who have had many of their "go to" activities taken away or severely curtailed. Managing our emotions and supporting each other can be challenging at the best of times. This is why, more than ever, we all need to be doing our best to regularly pause, take a breath and be proactive in looking after ourselves and others. A group of Psychologists have developed resources for families to enjoy together. <https://www.smilingmind.com.au/at-home>

Year 3 and Year 5 Check-In Assessment - *this is not NAPLAN*

The NSW DoE, has designed a series of 'Check-in Assessment Supplements' for Year 3 and Year 5 and have offered interested schools an opportunity to participate. We have shown an interest in this opportunity because it will give us further insights into the skills our students have in literacy and numeracy since remote learning. This information will provide our teachers with valuable information to use to continue to plan more accurate, meaningful learning sequences for our students. Parents of students in these grades will receive more information about this soon.

Spelling Help

Teachers are frequently asked about a child's spelling issues and what they can do to assist their child to learn to spell. Just as in the development of reading children learn to spell by following a sequence of developmental stages. At each stage children increase their phonetic (knowledge of letter or groups of letter sounds) recognition of letters and patterns, word meanings and develop effective spelling strategies. As with every piece of learning everyone progresses at different rates. The various stages of spelling development are:

Precommunicative

When young children are working in this phase they are imitating writing. They may copy random letters, or strings of symbols that do not relate to speech sounds or real words.

This is typically what happens before children start school.

Semi Phonetic

In this phase, children begin to understand that letters represent the sounds they hear in words. Examples of approximations at this point may be *u* for *you*? Consonants are used much more frequently than vowels. The children's main strategy is to invent spelling. Invented spelling develops their awareness of internal sound structure and how these are represented with letters.

Phonetic

Children represent the sounds within words phonetically e.g. *sed* for *said*, *woz* or *wos* for *was*. In this stage children find it difficult to distinguish certain sounds accurately enough to match them with the appropriate letter or group of letters. Teachers encourage children to check they have represented each sound they hear using visual checking in this stage.

Older children who are poor spellers are typically stuck in the phonetic stage as they rely on the sounds they hear alone. They need to be taught to use strategies such as visual imagery (e.g. the *er* sound can be represented by *er*, *ur* or *ir*) and spelling by analogy (if you can spell *sight*, how might you spell *might*?). Rather than telling children how to spell a word teachers help them work it out from the sounds they hear and letter patterns they know.

Transitional

At this stage children have acquired a much more sophisticated understanding of word structure. They are becoming increasingly confident in using commonly occurring visual combinations such as *ea*, *ion*, *iou*s and *ai* to represent sounds in words. They use their knowledge of a known word to help them spell an unknown word. They rely much more on visual checking strategies rather than just phonetic cues. They can apply spelling rules, have a considerable bank of correct word images and can recall most common words accurately. They also use the meaning of a word to help them spell it.

Correct

At this stage, spellers know common letter-sound relationships and generalisations (rules) for spelling, as well as how to use morphemic information in spelling. The student understands how to spell many common prefixes and suffixes, silent consonants, alternative spellings, and irregular spellings. A large number of learned words are accumulated, and the speller recognizes incorrect forms. The child's generalisations about spelling and knowledge of exceptions are usually correct.

The phases are useful to reflect on as they allow us to identify from children's writing, what phase they are in, and what to focus on. For example, in kindy, children typically focus on stretching out the word so that they can hear each sound and then try to spell it. As they learn further letter combinations teachers ask children to apply them to their writing.

Here is a Glossary of terms most teachers use to describe spelling:

Phoneme - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.

Grapheme - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.

Digraph - A grapheme containing two letters that makes just one sound (phoneme).

Trigraph - A grapheme containing three letters that makes just one sound (phoneme).

Oral Blending - This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.

Blending - This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.

Oral Segmenting - This is the act of hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.

Segmenting - This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of matching phonemes to graphemes to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.

The following sites are recommended by the coordinators of the Premiers Spelling Bee:

[Spelfabet free games](#). Good selection of educational games, including entries from ABC and BBC.

[Arkadium Australia](#). Free online puzzles and word games, spelling and literacy focused.

[Spell words well](#) Some great free games . The site has useful information for parents.

Regards,

Mr McTernan

Essential Visits on School Premises

A reminder, all adults who need to come on site must ring ahead (T: 9456 1655), state their business and gain approval. All visitors, including parents dropping off late and picking children up early must complete the 'External Visitors to School Site' form acknowledging their responsibilities to health and hygiene as well as leave their details for the purposes of contact tracing and must also sign-in and out as a visitor on the iPad for each visit.

School Calendar

The Calendar is updated each week. Please check regularly for any additions or changes which will be marked in red for your convenience.

Term 3 2020		
July		
Wednesday & Friday	July—September	Dance Program
August		
Tuesday	18 August	Kindy Teddy Bear Picnic
	August—September	ICAS Competitions
Monday	31 August	Year 5 CARES—5J & 5M
September		
Tuesday	1 September	Year 5 CARES—5C
Thursday	17 September	School Photos
Friday	25 September	Last Day of Term

Merit Awards

KS	Zahra S, Leo T	KGM	Emily D, William H	KH	
1L	Zeke G, Owen M	1S	Sam R, Noah M	1/2F	Jacob B, Ruby B
2D	Sophie R, Anna M	2C	Beau S, Bradlee T	3P	
3T	Marcus M, Elka C	4AV	Tiago P, Blake D	4LR	Max S-Y, Olivia K
5C	Zoe B, Cooper E	5J	Ryan G, Will J	5/6M	Jordan L, Jessica K
6H	Lincoln J, Keesha N				



Email: wideviewpandc@gmail.com



www.facebook.com/WideviewPublicSchoolPandCEvents/

P&C Update

P&C Meeting – Monday night via zoom!

Our next P&C Meeting will be held on Monday night via zoom. All welcome but only financial members are able to vote. Having the meetings via zoom is working well, sit at home in the warmth with a drink and enjoy the meeting. Please email wideviewpandc@gmail.com if you would like to attend and get the details.

P&C AGM

The P&C Annual General meeting will be held in October. More information to follow. Please mark the date in your diary.

Entertainment Book Fundraiser

Did you know that we have an ongoing fundraiser with Entertainment Membership? The school receives 20% cashback from all sales. Entertainment Memberships are now 100% digital and there are new multi-city editions available.

Check out the benefits of a digital membership-

User-friendly: Instantly search and redeem offers or check out the Near Me tab to find offers, wherever you are.

Memberships start anytime: Flexible start date, Memberships are valid for 12 months from when you activate (14 months if you take advantage of the special offer now on!).

New offers automatically added: As soon as a new offer is signed, you get access to it. No more waiting for the next print run!

Multiple devices: You can still share your Membership with your family. Encourage your partner and kids to download the App so they can access valuable savings when out.

Convenient: The App means that as long as you have your phone, you have your Membership too (no more lugging around the book).

Easy gifting: It is now simpler than ever to gift an Entertainment Membership – simply purchase from the link below and the gift Membership will be delivered instantly to your inbox.

Click this link to get your copy today- [BUY NOW](#)

wideview public school canteen



healthy kids are happy kids

Canteen News

MORE LUNCH OPTIONS / MORE HEALTHY CHOICES



Traveller Meat Pie

Replacing the mini traveller pies (no longer available)

Easy shape for eating, and a bigger size for the same price!

Made by Timbertown, NSW family owned business.



Canteen Mural!

Extension ✓

Healthy menu ✓

New order system ✓

Brighten up the Outside – **To Be Done**

We are scoping out a splash of colour for the front of the canteen. More to come!

FOLLOW US ON FACEBOOK TO STAY UP TO DATE :

WWW.FACEBOOK.COM/CAFE4KIDS

Order Online

It's easy with QKR

To set up, download QKR app, set up and go!