

South Newman Primary School



NEWSLETTER ISSUE 5 | 5 June 2020



Term 2 | June

Week 6	1 st June WA Day Public Holiday	2/6	3/6	4/6	5/6	6/7
Week 7	8/6	9/6	10/6	11/6	12/6 Dress-Up in red to raise money for the Red Cross	13/14
Week 8	15/6	16/6	17/6	18/6	19/6	20/21
Week 9	22/6	23/6	24/6	25/6	26/6	27/28
Week 10	29/6 NAIDOC Week	30/6	1 st July	2/7	3/7 Students Last Day	4/5

Attendance matters for achievement

- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)

If a child misses...	that equals...	or...	From PP to year 12 that adds up to...	Which is the equivalent of attending until:	Attendance category
1 day per fortnight	20 days per year	1 month per year	nearly 1 ½ years	part-way through year 11	Regular 90 % or above
1 day per week	40 days per year	2 months per year	over 2 ½ years	part-way through year 10	Indicated 80 % to 90 %
2 days per week	80 days per year	4 months per year	over 5 years	the end of year 7	Moderate 60 % to 80 %
3 days per week	120 days per year	6 months per year	nearly 8 years	the end of year 4	Severe 60 % or less

ISSUE 5

Principal's Report
Reading Data
Kindy Enrolments 2021
AEP Class Project
Classroom News
NDIS Poster

South Newman
Primary School
08 9175 1061
www.snps.wa.edu.au
Gregory Avenue,
Newman, WA 6753



**South Newman
Primary School**

PRINCIPAL'S REPORT

Hello Everyone

I hope you are all enjoying the easing of the Covid 19 restrictions. I know we're all looking forward to having parents and carers back on school grounds, even if it is only drop off and pick up times for the moment.

The last few weeks have seen staff and students working super hard as usual. Last week teachers from each year level participated in our termly Reading meetings with the deputies and myself. Each term teachers share their reading data, which is based on assessing each child on a regular basis to see how they're progressing. I would like to share with you some of our outstanding results which you will see on the following pages.

These results are a direct result of the explicit instruction approach we have, Minilit, Macqlit and children reading at home. With explicit instruction students are reading in unison approximately 500 words in a ten-minute time-frame using a PowerPoint. The PowerPoint revises concepts previously taught. The evidence is very clear, the more a child reads the better at reading they become. I cannot stress enough the value of you as parents and carers listening to your child read or reading to your child. Please put the phones and iPads down and share a book with your child. Ask questions about what's going in the book to help them with comprehension. Your child will thank you for it.

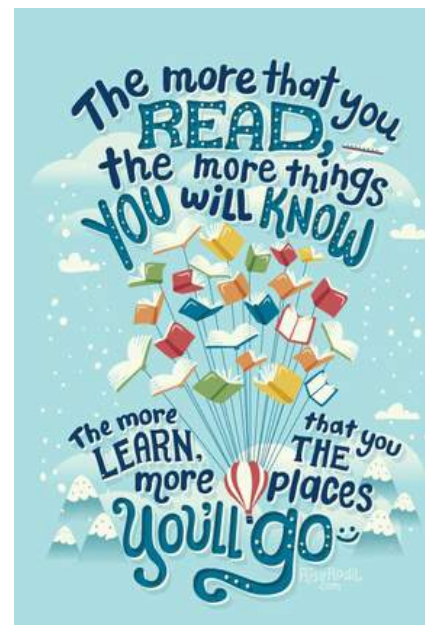
Hope you're enjoying the regular updates on our Facebook page.

Keep warm and keep reading with your little treasures.

A little quick reminder for everyone. In looking after the well-being of staff I have instructed staff to refrain from communicating with families between the hours of 5:00pm and 7:30am and on the weekends. I ask families to respect that and if you don't get a response in those hours it's because the teacher's need down time.

Warm regards,

*Katie Wallace
Principal*

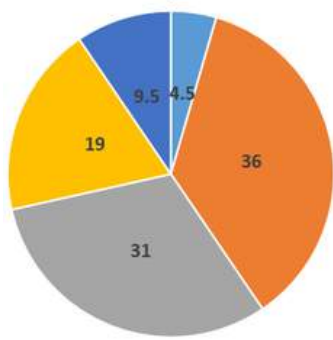


Year 6, 2020

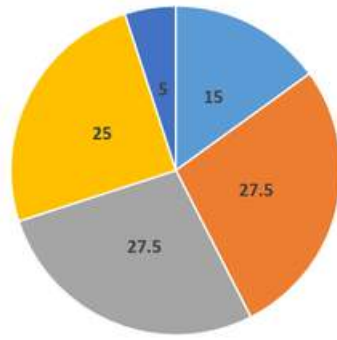
Longitudinal Reading Data Analysis

	Total Student Cohort	Grade Distribution									
		E Grade		D Grade		C Grade		B Grade		A Grade	
		# students	% of cohort	# students	% of cohort	# students	% of cohort	# students	% of cohort	# students	% of cohort
2017 (Year 3)	42	4	9.5	8	19	13	31	15	36	2	4.5
2018 (Year 4)	40	2	5	10	25	11	27.5	11	27.5	6	15
2019 (Year 5)	35	1	3	0	0	6	17	5	14	23	66
2020 (Year 6)	37	0	0	0	0	0	0	6	16	31	84

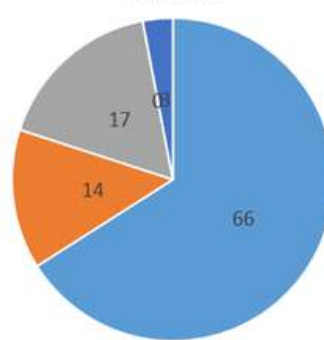
Year 3, 2017



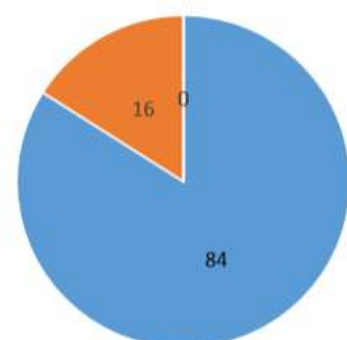
Year 4, 2018



Year 5, 2019



Year 6, 2020



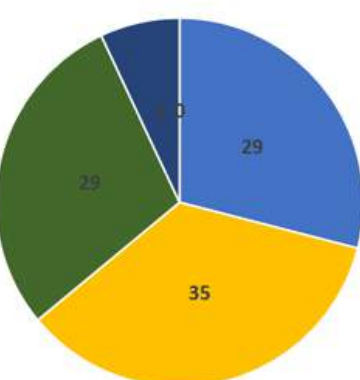
- 50% of students in Year 6 classroom have participated in MiniLit and MacqLit intervention programs.
- 2 students that were an E grade in Year 3 have improved 20 reading levels to now be achieving A and B grade respectively.
- Explicit Instruction pedagogical approach implemented in Spelling from 2017 and all English strands from 2018 onwards.

Year 6, 2020

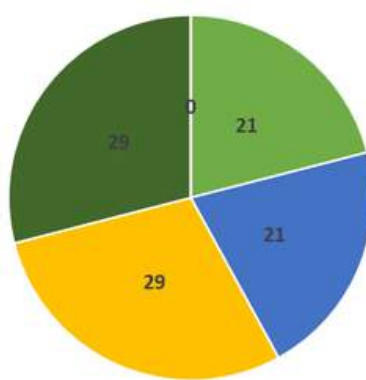
Longitudinal Reading Data Analysis **Stable Cohort** (children who have been at our school since Kindy/Pre-Primary).

	Total Student Stable Cohort	Grade Distribution – Stable Cohort									
		E Grade		D Grade		C Grade		B Grade		A Grade	
		# students	% of cohort	# students	% of cohort	# students	% of cohort	# students	% of cohort	# students	% of cohort
2017 (Year 3)	14	1	7	4	29	5	35	4	29	0	0
2018 (Year 4)		0	0	4	29	4	29	3	21	3	21
2019 (Year 5)		0	0	0	0	2	14	4	29	8	57
2020 (Year 6)		0	0	0	0	0	0	3	21	11	79

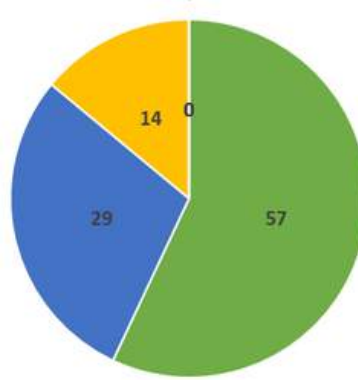
Year 3, 2017



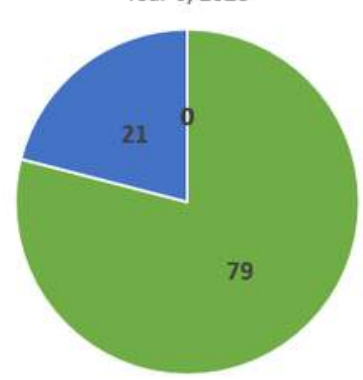
Year 4, 2018



Year 5, 2019



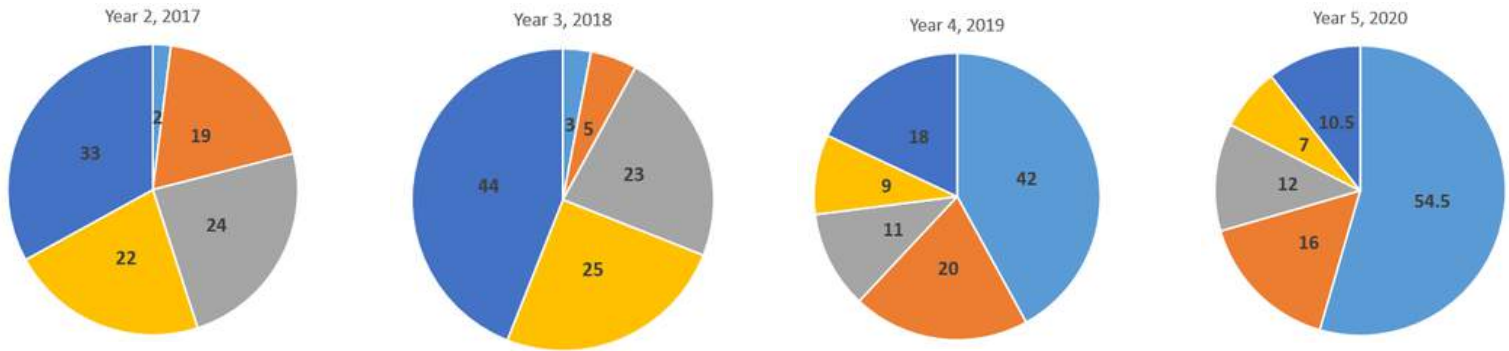
Year 6, 2020



Year 5, 2020

Longitudinal Reading Data Analysis

	Total Student Cohort	Grade Distribution									
		E Grade		D Grade		C Grade		B Grade		A Grade	
		# students	% of cohort	# students	% of cohort	# students	% of cohort	# students	% of cohort	# students	% of cohort
2017 (Year 2)	54	18	33	12	22	13	24	10	19	1	2
2018 (Year 3)	57	25	44	14	25	13	23	3	5	2	3
2019 (Year 4)	55	10	18	5	9	6	11	11	20	23	42
2020 (Year 5)	57	6	10.5	4	7	7	12	9	16	31	54.5

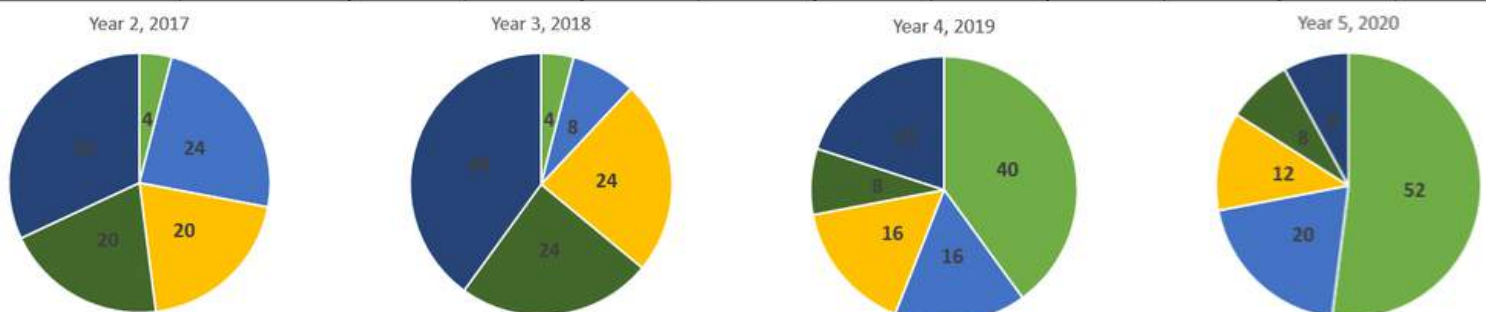


- 1 student that was a new enrolment at the beginning of 2020 was identified and screened for MacqLit intervention. Her inclusion in MacqLit, coupled with Explicit Instruction pedagogy has resulted in an improvement of 6 PM reading levels, and reading fluency improvement of 27 more words per minute.
- 1 student who entered Year 5 as a non-reader is now reading at PM reading level 10. She is now eligible for MacqLit intervention which will further improve her reading.

Year 5, 2020

Longitudinal Reading Data Analysis **Stable Cohort** (children who have been at our school since Kindy/Pre-Primary).

	Total Student Stable Cohort	Grade Distribution – Stable Cohort									
		E Grade		D Grade		C Grade		B Grade		A Grade	
		# students	% of cohort	# students	% of cohort	# students	% of cohort	# students	% of cohort	# students	% of cohort
2017 (Year 2)	25	8	32	5	20	5	20	6	24	1	4
2018 (Year 3)		10	40	6	24	6	24	2	8	1	4
2019 (Year 4)		5	20	2	8	4	16	4	16	10	40
2020 (Year 5)		2	8	2	8	3	12	5	20	13	52

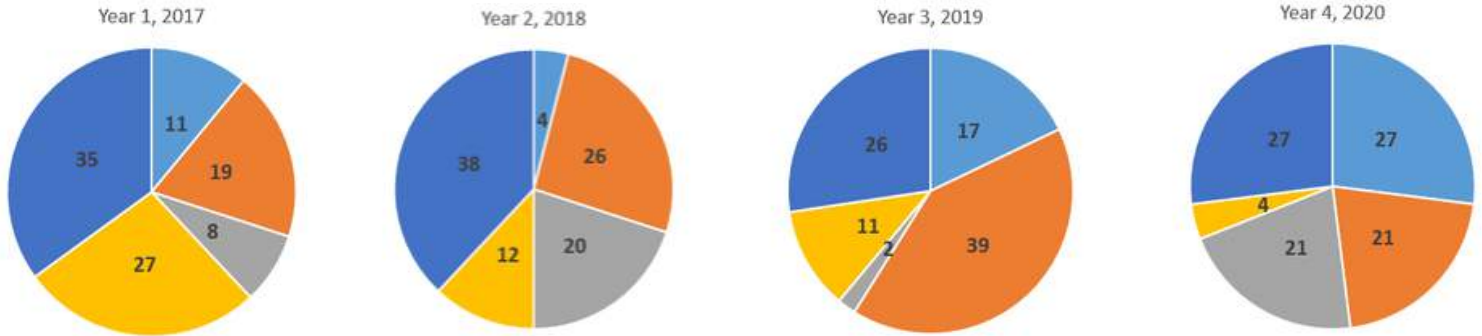


- Drastic reduction in amount of students achieving at an E Grade reading level over the 4-year period.
- 36% increase in the percentage of students achieving at or above curriculum standard for Reading over the 4-year period.

Year 4, 2020

Longitudinal Reading Data Analysis

	Total Student Cohort	Grade Distribution									
		E Grade		D Grade		C Grade		B Grade		A Grade	
		# students	% of cohort	# students	% of cohort	# students	% of cohort	# students	% of cohort	# students	% of cohort
2017 (Year 1)	48	17	35	13	27	4	8	9	19	5	11
2018 (Year 2)	50	19	38	6	12	10	20	13	26	2	4
2019 (Year 3)	46	12	26	5	11	3	2	18	39	8	17
2020 (Year 4)	48	13	27	2	4	10	21	10	21	13	27



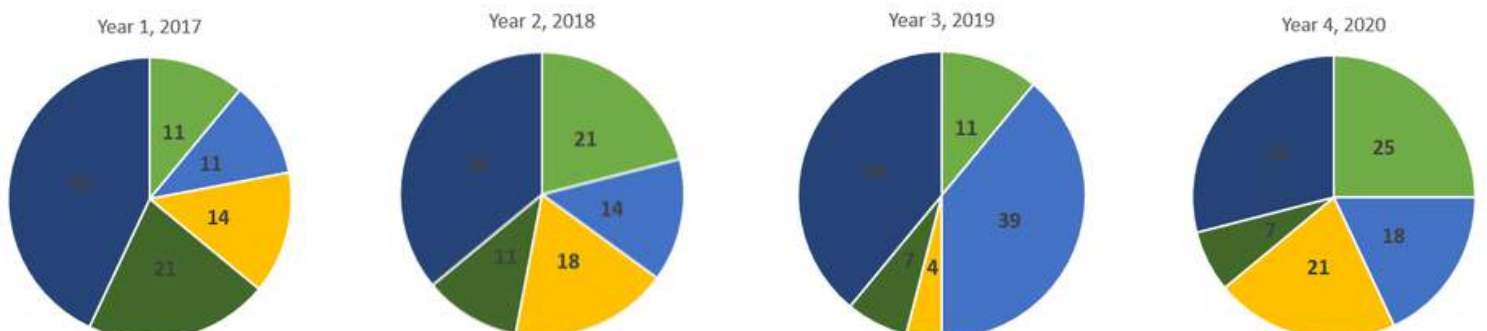
- 69% is the highest amount of students in 4 years of this cohort of students, achieving at or above curriculum standard for Reading.
- 31% increase in the percentage of students achieving at or above curriculum standard for Reading over the 4-year period.

Year 4, 2020

Longitudinal Reading Data Analysis **Stable Cohort**

(children who have been at our school since Kindy/Pre-Primary).

	Total Student Stable Cohort	Grade Distribution – Stable Cohort									
		E Grade		D Grade		C Grade		B Grade		A Grade	
		# students	% of cohort	# students	% of cohort	# students	% of cohort	# students	% of cohort	# students	% of cohort
2017 (Year 1)	28	12	43	6	21	4	14	3	11	3	11
2018 (Year 2)		10	36	3	11	5	18	4	14	6	21
2019 (Year 3)		11	39	2	7	1	4	11	39	3	11
2020 (Year 4)		8	29	2	7	6	21	5	18	7	25



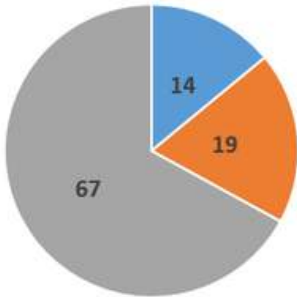
- 64% of students in the stable cohort are achieving at or above the curriculum standard for Reading.
- 28% increase in the percentage of the stable cohort of students achieving at or above the curriculum standard for Reading.

Year 3, 2020

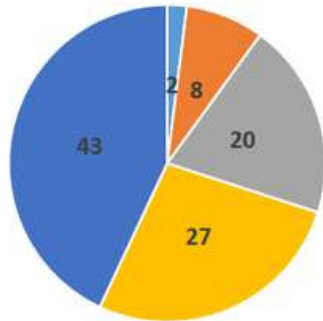
Longitudinal Reading Data Analysis

	Total Student Cohort	Grade Distribution									
		E Grade		D Grade		C Grade		B Grade		A Grade	
		# students	% of cohort	# students	% of cohort	# students	% of cohort	# students	% of cohort	# students	% of cohort
2017 (Year PP) On Entry Assessment	48	* 32 students below state average = 67%				* 9 students at state average = 19%		* 7 students above state average = 14%			
2018 (Year 1)	49	21	43	13	27	10	20	4	8	1	2
2019 (Year 2)	42	12	29	12	29	6	14	6	14	6	14
2020 (Year 3)	55	12	22	18	32.5	18	32.5	6	11	1	2

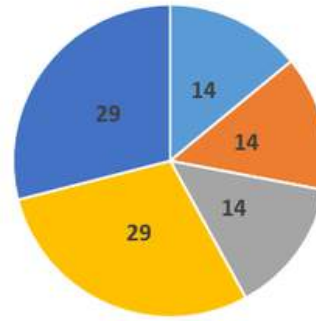
Year PP, 2017
On Entry Assessment



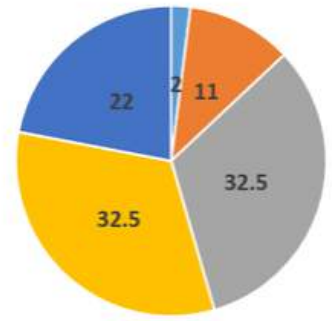
Year 1, 2018



Year 2, 2019



Year 3, 2020



- 11.5% increase in the percentage of students at or above the curriculum standard from the On Entry Assessment in Pre-primary to Year 3.
- Only 4 students achieving an E grade in Year 3, 2020 are from the stable cohort.

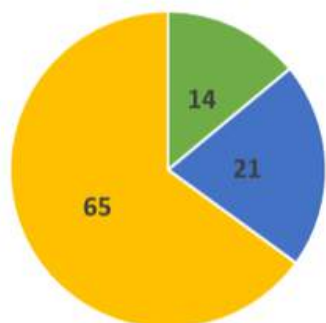
Year 3, 2020

Longitudinal Reading Data Analysis **Stable Cohort**

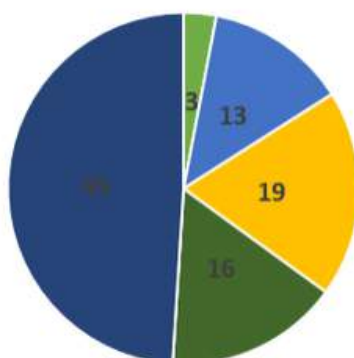
(children who have been at our school since Kindy/Pre-Primary).

	Total Student Stable Cohort	Grade Distribution – Stable Cohort									
		E Grade		D Grade		C Grade		B Grade		A Grade	
		# students	% of cohort	# students	% of cohort	# students	% of cohort	# students	% of cohort	# students	% of cohort
2017 (Year PP) On Entry Assessment	37	* 24 students below state average = 65%				* 8 students at state average = 21%		* 5 students above state average = 14%			
2018 (Year 1)		18	49	6	16	7	19	5	13	1	3
2019 (Year 2)		10	28	12	33	5	13	5	13	5	13
2020 (Year 3)		4	11	14	38	14	38	5	13	0	0

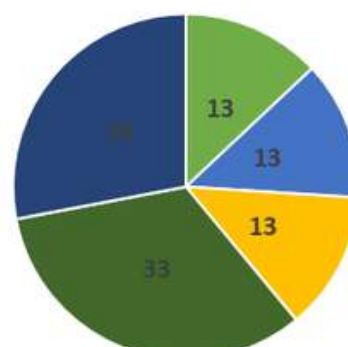
Year PP, 2017
On Entry Assessment



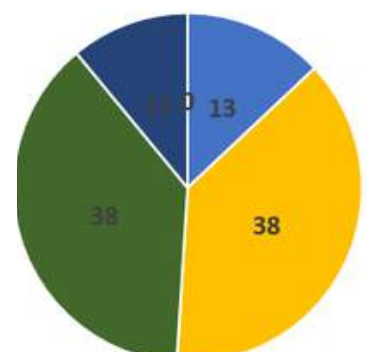
Year 1, 2018



Year 2, 2019



Year 3, 2020



- Dramatic decrease in the percentage of the stable cohort of students achieving an E grade in Reading.

KINDERGARTEN AND PRE-PRIMARY PROGRAM 2021

**ENROLMENTS
NOW OPEN!**



South Newman Primary School Kindy and Pre-Primary enrolments will open on

Tuesday, 2 June 2020.

To be eligible to enter Kindergarten (4 year old program) at a Public School in 2021, a child must turn four on or before 30 June 2021. To be eligible to enter Pre-Primary (5 year old program) in 2021, a child must turn five on or before 30 June 2021. Please see the school age table on the following page.

*If your child is currently enrolled in Kindergarten you do not need to enrol for Pre-Primary 2021.

It is a requirement that you supply your child's birth certificate and immunisation record with the enrolment form. No enrolments will be taken without these documents.

Your residential address will determine which primary school you can enrol your child at. Please see the school catchment area map on the following page.

An enrolment for Kindergarten/Pre-Primary may only be made at one location.

Please collect an enrolment package from the front of South Newman Primary School. Packages will be located in a document holder on the front gate.

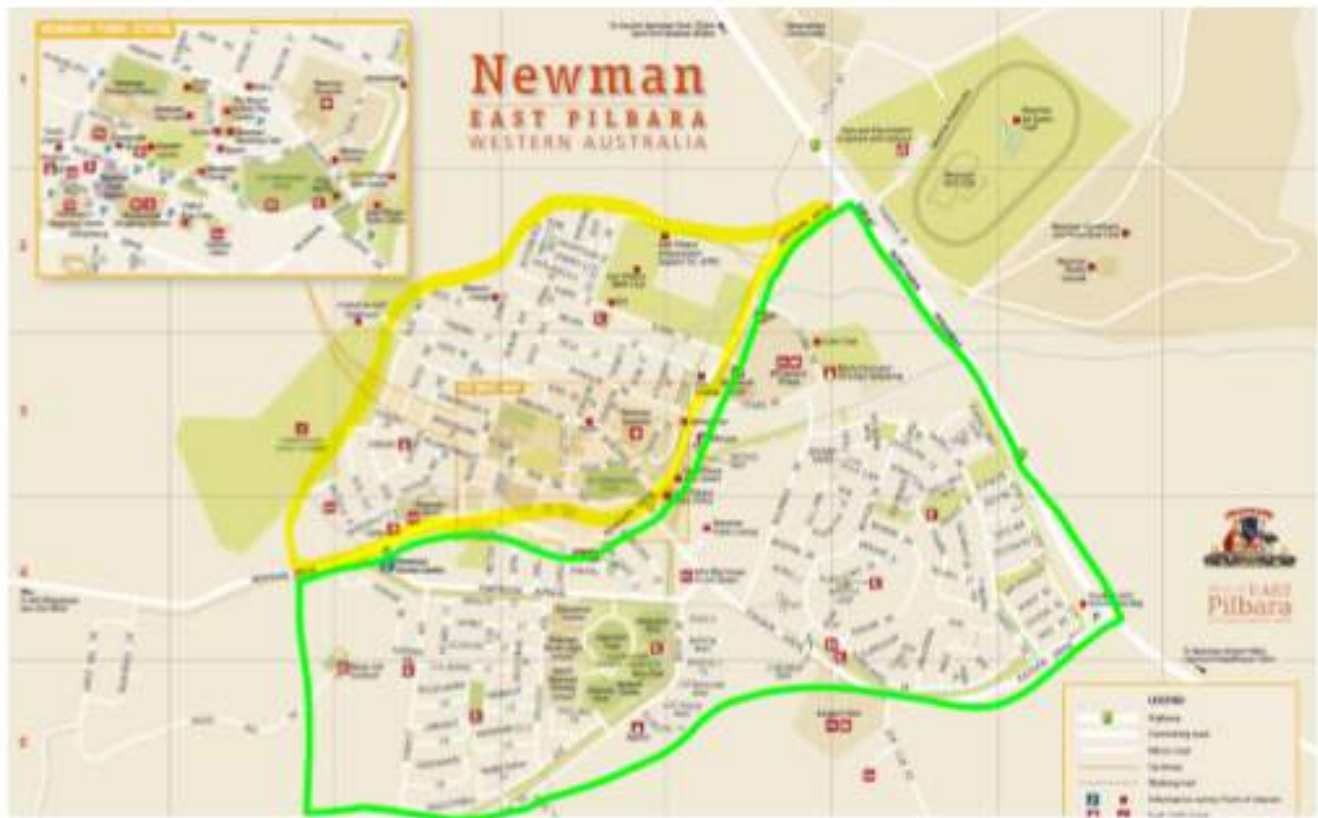
CLOSING DATE FOR APPLICATIONS:

Applications for Kindergarten/Pre-Primary places close at 2:00pm on Friday 24 July 2020. Please return the enrolment pack, birth certificate and immunisation record to the school by Friday 24 July to be guaranteed a placement for 2021. All enrolments after this date are conditional depending on the space available within the school.

Please contact the school to arrange a time to drop off the documents required.



SCHOOL CATCHMENT AREA



SCHOOL AGE TABLE

Children Born Between	Begin Kindy	Begin PP	Begin Yr 1	Begin Yr 2	Begin Yr 3	Begin Yr 4	Begin Yr 5	Begin Yr 6
1 July 2015 — 30 June 2016	2020	2021	2022	2023	2024	2025	2026	2027
1 July 2016 — 30 June 2017	2021	2022	2023	2024	2025	2026	2027	2028
1 July 2017 — 30 June 2018	2022	2023	2024	2025	2026	2027	2028	2029
1 July 2018 — 30 June 2019	2023	2024	2025	2026	2027	2028	2029	2030
1 July 2019 — 30 June 2020	2024	2025	2026	2027	2028	2029	2030	2031
1 July 2020 — 30 June 2021	2025	2026	2027	2028	2029	2030	2031	2032
1 July 2021 — 30 June 2022	2026	2027	2028	2029	2030	2031	2032	2033

AEP CLASS PROJECT

This semester the Academic Enrichment Program have been working on Cluedunnit. It is a competition held by the WA Law Society where the students need to use their critical thinking and problem solving skills to solve a fictitious crime. In groups, the students need to submit a creative case to the Law Society identifying the key suspect and eliminating the others. Each group decided to create a short film, where they used the Green Screen for changing back drops and brought in costumes. It has been wonderful see their creativity, acting and filming skills.



CLASSROOM NEWS



The Pre-Primary classes have been learning about ANZAC Ted during Talk for Writing



Kyran and Jersey, our Head boy and girl have weekly WebEx conferences for the BHP Student Leadership Program



Mrs Henare's Tigers and Grasshoppers groups graduated from the MiniLit program. Congratulations!



Weekend Football Clinic with Jacob Brennan from the West Coast Eagles.

Reconciliation Week sausage sizzle.



Appreciation for police in Newman

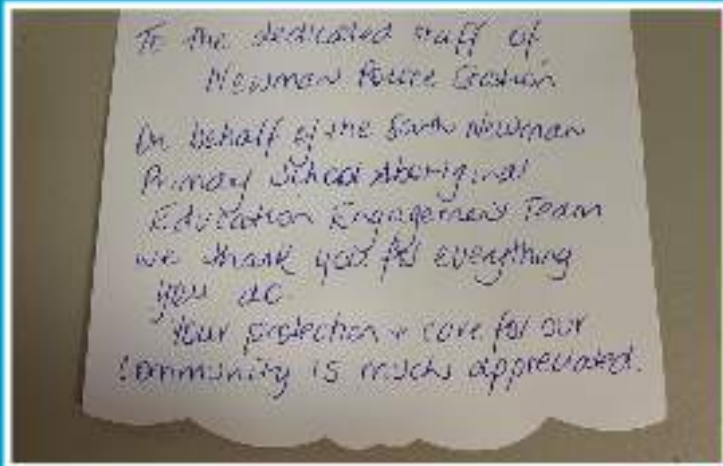
The Head Boy and Girl from South Newman Primary School called into the Newman Police Station with a card and a hamper this week.

Senior Constable Jon Cheadle said the community has coped well with the uncertain times and a recent,

unexpected death.

"Support for police has been excellent

and this recognition from the school's Aboriginal Education Engagement Team acknowledging our protection and care was greatly appreciated.



My Healthy Pilbara

Friday at 12:25 pm • 🌐

South Newman Primary School students have sent thank you cards to clinical staff at Newman Hospital to acknowledge their work during the COVID-19 pandemic. A big thank you to all students from the Newman Hospital team.

THANK YOU!





NDIS in EPIS:



At EPIS, we will be able to help you with **Support Coordination, Plan Management** and we are a **registered service provider** Which are two important parts that will help you understand and appropriately use your funding to support you and your carer.

What is NDIS?

The **NDIS** is the “National Disability Insurance Scheme” that provides funding for non-indigenous and indigenous Australians, who have permanent and significant disabilities.

Once you have become a part of the NDIS you will have an **NDIS plan**. An NDIS Plan is a plan that has your goals that you set for yourself and the support that you need for your disability.

The NDIS will use your plan to consider how much funding you need to help you and your carer live an ordinary life.

We are a service provider

We support you to achieve the goals you have set out in your plan!

Support Coordination

Who helps you:

The EPIS Support Coordinator

What can they do:

The EPIS support coordinator will help you connect with services identified in your support plan.

Plan Management

Who helps you:

The EPIS Plan Manager

What they do:

The EPIS Plan manager helps with assisting you by paying your supports to providers from your NDIS funds.

If you have any questions call:

Head Office Phone: **(08) 9175 5179**

702 Les Tutt Drive

PO Box 624, Newman WA 6753

