



NEWSLETTER

Our Values: Co-operation | Fairness | Trust | Respect

Woodville Primary School – **OUR MISSION:**

Challenging every student to learn, achieve and flourish

School News

TERM 2 No. 1
Monday June 29th
2020

DIARY

END OF TERM 2
Friday 3rd July
EARLY DISMISSAL
2:05

Pupil Free Day
Monday 20th July
For OSHC bookings -
YMCA OSHC 8200 2516

TERM 3 STARTS
Tuesday 21st July

Enrolment Tour
Tuesday 4th August
9:30-10:30am

COVID-19 RESTRICTIONS UPDATE

As you are aware, restrictions are continually being lifted with Covid-19. We continue to follow the guidelines of the department and keep families up to date with the documented processes. In keeping with the guidelines, we request that any parent/carer who needs to enter the school will need to do so via front office. The Premier has announced step 3 of the COVID-19 roadmap. As of the start of Term 3 parent/carers will be allowed on school grounds but will not be allowed to enter buildings – apart from the front office or an agreed meeting room. A Covid-19 site access form will need to be filled in if accessing a meeting room.

Changes to take place from Monday June 29th (Week 10) are as follows:

Physical distancing requirements remain in place

All adults must continue to follow the density and physical distancing guidelines outlined by SA Health:

- no more than 1 person per 2-square metres in an enclosed space
- maintain a minimum social distance of 1.5 metres.
- volunteers, departmental support and other service providers may again enter school grounds. All external service providers and volunteers must complete the [site access form](#) on entry.

A reminder that the AHPPC (Australian Health Protection Principal Committee) does not believe that it's appropriate or practical for students and children to maintain physical distancing requirements in classrooms or corridors.

The following activities can resume providing government health advice and physical distancing requirements are strictly followed:

- volunteers, departmental support and other service providers may again enter school grounds. All external service providers and volunteers must complete the [site access form](#) on entry
- camps and excursions
- School sport competitions, sports days and carnivals, including inter-school competitions (use of change rooms and shower facilities is not permitted)
- Inter-school choirs, bands and other performing art activities
- School formals, socials and discos
- Playgroups and occasional care
- **Parents can enter school grounds – NOT classrooms as of start of Term 3**
-

Requirements that remain in place:

- It's important that students and staff stay home if they are unwell.
- Physical contact (even between students) must be limited. Non-physical greetings should be encouraged.
- School, preschool or early childhood visits to nursing homes cannot recommence.
- The general public should not access school playgrounds or play equipment.
- **Parents must continue to physical distance, including at school pick up and drop off.**
- Interstate and overseas travel remains on hold.



Vulnerability to COVID-19

Employees and students who are considered **vulnerable to COVID-19** should consult their medical practitioner when deciding to return to the workplace or school/preschool.

We understand that this is still a challenging time for all of us. If you have any concerns or/and questions please contact Leadership through the front office or by email.

STAFF CAR PARK

The car park adjoining the Administration building/Front Office is strictly for staff use. The only other use is the 'Disabled Parking' space (must display an appropriate sticker/card) and the loading zone for delivery vans. Parents/Caregivers using this space are putting student lives at risk. Students should not be accessing the car park as it could cause an accident. I am sure you will appreciate the importance of keeping all our students safe. Car parking spaces are available on Port Road, some spaces along Tenterden and Evans St and along Findon Road and some side streets off of Findon Road. New signage will be added soon.

ATTENDANCE

The school uses an on-line attendance recording system. If your child is absent without a reason you will be sent a text message asking for a response. You can then text back your reason to the school. You can also alert us beforehand if you know that your child will not be attending school for health or family reasons. If you are still self-isolating you must still inform the school and provide evidence of student learning. Without this the student will be marked as absent – unexplained and further follow up will be required. The attendance system is a free service to parents. **Please update your contacts with the absentee number 0439 482 982**

BEHAVIOUR EDUCATION

You may have read in our Behaviour Education Policy (posted on our School Website) or heard from your child about **Restorative Practices**. So what is this all about and why is this process used?

At the heart of restorative justice is the idea that everyone is inherently worthy and that our connection to one another is what matters most. In many schools, (and other institutions/organisations in many countries) restorative justice starts out as a tool to use in a crisis, as a way of repairing harm. It builds and nurtures meaningful and just relationships, and a strong sense of community.

In a restorative approach, the inherent worth of each individual is recognised, and we seek to strengthen the essential ties that bind us to one another – in the classroom, school and the community.

Restorative justice is a framework that we use to create safe, supportive spaces in our school. All members of the school learn to bravely engage in that community, and learn from honest – and sometimes difficult – conversations.

When relationships break down – as they will – it is about having fair responsive processes in place in which everyone can share their stories, hear the impact of their actions, repair the relational harm and figure out the best way forward, together.

It builds capacity – in students and in adults – to live in, understand and embrace the real world, with all its contradictions and complexities.

To make restoration with another person(s) at Woodville Primary School we often use these **5 restorative questions** (see below) which helps to eliminate tension, correct misconceptions and helps us arrive at better conclusions.

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected and in what way?
5. What do we need to do to make things right?

For more information visit the International Institute for Restorative Practices <https://www.iirp.edu/>

Another process that we use is Circle Time.

Circle Time in the classroom

Circles are valuable tools for developing relationships and building classroom communities because they give each participant an equal opportunity to speak and be heard.

BEHAVIOUR EDUCATION – Continued

The whole class takes part in **Circle Time** at the same time, usually led by their teacher, who sits in the circle with the students. The teacher poses a question. Participants are offered a chance to speak to the topic or answer the question one at a time by going around the circle.

Circle time provides a time for listening, developing attention span, promoting oral communication, and learning new concepts and skills. Circles help to develop relationships and build community. Circles give people an opportunity to speak and listen to one another in an atmosphere of safety and equality.

Sometimes we use circles if there is a classroom issue that needs to be resolved. The circle time allows people to tell their stories and offer their own perspectives.

Each person must wait to speak until his or her turn, and no one may interrupt. A talking piece - a small object that is easily held and passed from person to person - may be used. Both the circle and the talking piece have roots in ancient and indigenous practices (Mirsky, 2004a, 2004b; Roca, Inc., n.d.)

The format is good for the quiet voices, those that are usually inhibited by louder and more assertive people, to speak without interruption. Individuals who want to respond to something that has been said must be patient and wait until it is their turn to speak. **The sequential circle** encourages people to listen more and talk less (Costello, Wachtel, & Wachtel, 2010).

Sometimes we have **non-sequential circles** where the conversation may proceed from one person to another without a fixed order. One person in the group may record the group's ideas or decisions and we make posters to help in the classroom.

We have not tried this as yet but another circle format is the **fishbowl**. This consists of an inner circle of active participants who may discuss an issue. Outside the inner circle are observers. The **fishbowl** format allows others to watch a circle activity that might be impractical with a large number of active participants. (Costello, Wachtel, & Wachtel, 2010).

SEMESTER 1 REPORTS - REMINDER

This year's reports will be a little different due to the amount of disruption caused by the Pandemic and subsequent restrictions. We have maintained our focus on English and Mathematics as our key subject areas. You may find that some other areas cannot be given a grade this time, as not enough evidence of learning has been provided by students, either due to lack of task completion or disrupted attendance. At this time we would have conducted three way interviews together with the written report. We have had to modify this so we are offering parents/caregivers the opportunity to have a phone 'meeting' to discuss the report. If you would like to do this please contact your child's class teacher to organise a suitable time. You can contact the teacher via your usual messaging platform – Class Dojo or See Saw. Reports will be sent home Thursday 2nd July.

YEAR 7 TO HIGH SCHOOL 2022

You can access information regarding the move of Year 7 to High School in 2022 at this website: <https://www.education.sa.gov.au/sites-and-facilities/year-7-high-school> .

REFLECTING ON RECONCILIATION WEEK 27th May – 3RD JUNE



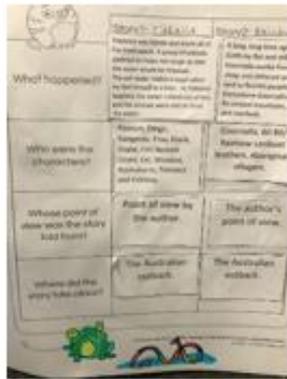
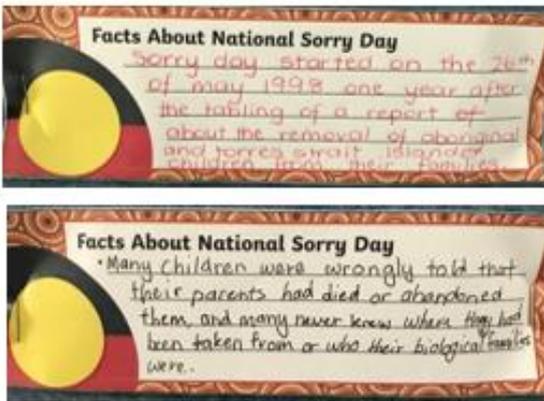
This year's theme was "In this together", which reinforced the message that we all have a role to play when it comes to reconciliation.

Due to the COVID-19 restrictions, we were not able to have any special visitors this year or hold any of the events we had planned. During Weeks 5 and 6, classes at Woodville worked on a range of activities: looking at the Kurna language, reading Dreaming stories, learning about the history of Reconciliation Week and National Sorry Day, learning about who Eddie Mabo was, the 20 year anniversary of the bridge walk, as well as what reconciliation actually means. Here are some photos from around the school of their Reconciliation Week activities.

See following page for some activities the students participated in.

REFLECTING ON RECONCILIATION WEEK 27th May – 3RD JUNE

Room 14



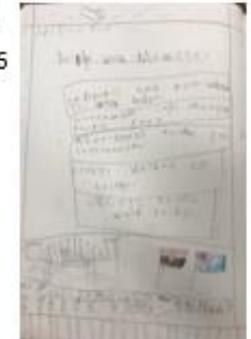
Room 18



Room 7



Room 16



Room 8

We also held a Reconciliation Week Colouring competition this year. The pictures were made by a Brisbane Aboriginal Artist, Emma Hollingsworth, specifically for this year's Reconciliation Week theme. Thank you to all the students who entered.

The following students won prizes for their fantastic entries:

Stella – Rm 3
Yahra – Rm 4

Scarlette – Rm 7
Rosalie – Rm 8
River – Rm 9
Major – Rm 10

Bonnie – Rm 16
Tahnia - Rm 17
Jyileena – Rm 18
Abby – Rm 13
Sharieka – Rm 13

Thanks,
Ellen Stewart
Aboriginal Education Teacher

