

# McDonald Park School

## NEWSLETTER

Principal – Kirsty Hill  
Chairperson Governing Council - Sally Bailey  
57 North Terrace, Mount Gambier. SA 5290  
Telephone 08 8724 9811 Fax 08 8725 0254  
Email – dl.1021\_info@schools.sa.edu.au  
[www.mcpark7.sa.edu.au](http://www.mcpark7.sa.edu.au)



Issue No 12, 04/08/2022 - Week 2, Term 3

GENEROSITY - RESPECT - HONESTY - LEARNING AND GROWING TOGETHER

### COMING EVENTS

| <u>Week 3</u>                                       | <u>Week 4</u> | <u>Week 5</u> |
|---|---------------|---------------|
| FRIDAY 12 August – CASUAL DAY<br>gold coin donation |               |               |

## PROFESSIONAL LEARNING UPDATE

On the first day of term 3 our teaching staff engaged once again in professional learning, continuing to build upon our three year journey with Visible Learning.

This session focused on curriculum planning. Teachers worked in teams to build depth and detail in their learning programs, with a focus on HASS (history and social sciences).

Here are some common terms which you might notice your children using when they talk about their learning in all curriculum areas including specialist subjects:

**Learning Intention:** The goals of any lesson or unit of work. Teachers will write these as part of their curriculum planning and make them known to students.

**Success Criteria:** Success criteria relate to the end points of learning, again designed by teachers, at times with student input. Students can assess their own learning based on how they are going with the success criteria, and seek feedback from peers or teachers if they need support. Success criteria provide the language which teachers and students will use to describe their learning and progress.

**Feedback:** Any information provided to learners which helps close the gap between where they are and where they are aiming to get to. Feedback can come from the learner themselves, from peers and from teachers.

**Surface:** At the surface level, students will know and understand aspects of the content. Surface level increases in complexity as the student understands more of the ideas. This level of learning is very useful for the early years and for new content at all year levels.

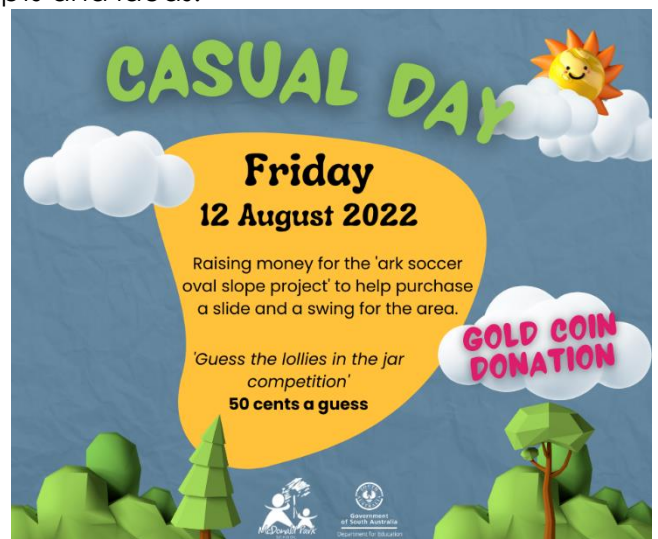
**Deep:** At this level, the learner already has the surface knowledge and also understands the relationships or connections between related concepts and ideas.

**Transfer:** Now the learner is able to extend and generalise what they have learned to a different context.

Teachers plan for all the above levels of learning so that students have the opportunity to demonstrate their learning at a challenging level for them. Our students will be able to talk with increasing certainty about the success criteria for their learning and how they gain feedback about where to go next in any curriculum area.

**Ask:** What are you learning in... (insert curriculum area)? How are you going with it? Where to next?

Kirsty Hill, Sharon Day, Daniel Castle & Lia Jordan  
**SENIOR STAFF**



McDonald Park School community will work collaboratively to develop respectful, thriving and engaged problem solvers.

# ARK SOCCER OVAL SLOPE PROJECT

Last term in integrated studies the Ark classes worked on a project to redevelop the soccer oval slope. They gathered information on the slope and gardens and used this to come up with their initial design. After this process they met with Ms. Hill to get their design brief and discuss what could and couldn't be added. Ms. Hill gave them the following criteria;

Goals:

- Beautify the slope
- Make the slope a place where students want to be/play
- Improve the biodiversity of the slope by attracting native birds/animals/insects
- Reduce the weeds
- Stop the students from running up and down the slope and causing erosion

Things to think about:

- Safety
- Access
- Sustainability
- Cost

After this consultation process they decided that they would be able to make the slope area an active play space. They also met with Ms. Bundy to learn about the plants that would be used on the slope. All the plants were endemic to the South East. They included Cushion Bush, Olearia Axillaris, Hop Bush, Coastal Salt Bush, Limestone Wattle and Melaleuca Brevicaulis.

Armed with all this information designs were finalized. Students shared their designs and votes were cast to decide on the favourites. Miss Eldridge then had the job of taking the winning designs and combining them to create our final plan.

Planting began in week 7. Students from the environment team taught the Ark group how to do the job properly. A level surface before digging the hole, making sure the hole was dug deep enough for the plant then to water the plant once in the ground. They also put tree guards around the plants to protect them from damage.

The next step in the project is to construct our active play space. Donations of the following materials to help complete the project are still required. If you are able to help out by donating any supplies please email or phone the school. [dl.1021\\_admin@schools.sa.edu.au](mailto:dl.1021_admin@schools.sa.edu.au)



**Logs for balancing, 20-40 cm diameter, 30cm-3m in length**



**Branches 3m in length for the stick cubby frames**



**A large log to use as a seat**



**Large rocks/boulders**

## Casual Day Fundraiser

Last term the Ark classes started a project to redevelop the slope area on the soccer oval. So far we have come up with a design and planted the plants. The next step will be to create the rest of the space. To be able to do this we are holding a casual day on Friday week 3 to raise funds to

purchase the items we will need to complete the project. **The casual day will be a gold coin donation.**

As part of our fundraising efforts we will also be having a '**guess how many lollies in the jar**' competition. For 50c students will be able to guess how many lollies there are in the jar. The closest guess will win the jar of lollies. We thank you in advance for your support.





# Vision Awards - Presented at Term 2, Week 10 Assembly

Our awards are centred on our school vision. Students will be recognised for their collaboration, respect, engagement, problem solving or progress (thriving).

**McDonald Park School community will work collaboratively to develop respectful, thriving and engaged problem solvers.**

| PROBLEM SOLVING |                      |  |
|-----------------|----------------------|--|
| Presented to    | By                   | For  |
| Angus H-S       | Mrs Wilson & Mrs Fox | trying hard to explain how he feels and for improving his stamina and determination in learning. |
| Bentley W       | Mrs Hentschke        | showing problem solving and reasoning skills when adding fractions with like denominators.       |
| Aiden R         | Miss Eldridge        | using effective strategies to solve problems involving purchases.                                |

| COLLABORATION |              |  |
|---------------|--------------|--|
| Presented to  | Presented to | Presented to   |
| Zahalia C     | Mrs Waters   | demonstrating leadership in the classroom and always being a role model to others. |
| Sienna F      | Mr Player    | being a fantastic team member in drama this term.                                  |
| Elsie A       | Mrs Dew      | working well with and assisting others.  |

| ENGAGEMENT   |               |   |
|--------------|---------------|---|
| Presented to | Presented to  | Presented to  |
| Millie P     | Mrs Cooper    | putting in her best effort with every aspect of the curriculum and posing interesting and intriguing questions. |
| Baden D      | Mrs Pitkin    | enthusiastically participating during lessons and completing his work to a high standard.                       |
| Jayden B     | Mr Player     | helping his peers learn their lines for the drama performance.  |
| Taite S      | Mrs Hentschke | showing commitment and enthusiasm when writing persuasive texts.  |
| Chelcy K     | Miss Eldridge | setting an example of excellence by always striving to do her best.   |
| Lara B       | Mrs Bisnov    | the effort she puts into her visual artworks.   |
| Charlotte B  | Mrs Bisnov    | understanding the design process and producing some creative artwork that has been completed with care.         |
| Madalyn M-C  | Mrs Dew       | engaging in sentence -a-day writing tasks.  |

| THRIVING     |                      |  |
|--------------|----------------------|--|
| Presented to | By                   | For  |
| Shiv B       | Mrs Cooper           | settling into his new school with confidence and enthusiasm, displaying a growth mindset, completing all tasks to the best of his ability. |
| Hannah M     | Mrs Wilson & Mrs Fox | displaying an excellent work ethic in both collaborative and independent tasks.  |
| Cruz C       | Mrs Waters           | thriving in word study lessons, moving up four groups in one term.   |
| Benji C      | Mrs Pitkin           | taking part in great conversations about NAIDOC week and completing outstanding work on it.  |

## RESOURCE CENTRE NEWS

2022 CBCA BOOK WEEK

### Dreaming with eyes open...

The theme for Book Week this year is 'Dreaming with eyes open ...'. As a school we are having an Indigenous focus.

**Book Week Dress Up Day  
Wednesday, 24 August 2022**

Come dressed as something you dream to do one day, wear pajamas and a dressing gown, dress as your favourite shortlisted book, a dreamtime story or a favourite book character.

We discourage super hero costumes, full dress-up face masks and any attire inappropriate for a primary school setting. We strongly encourage keeping with the theme.

*Happy dreaming about your costume!*

The theme is about stepping into your own story, dreaming with eyes open...  
listening to Country as the first storyteller...  
learning from friends who help you on your way.

## PREMIER'S READING CHALLENGE

**A reminder to please hand your Premier's Reading Challenge forms in to the Resource Centre. This year's challenge finishes on Friday 2<sup>nd</sup> September (Week 6, Term 3)**



Dear parents, guardians and carers

**Re: Nationally Consistent Collection of Data on School Students with Disability (NCCD)**

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005, in line with the *NCCD guidelines* (2019).

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy](https://www.australian.gov.au/privacy-policy) (<https://www.education.gov.au/privacy-policy>).

Further information about the NCCD can be found on the [NCCD Portal](https://www.ncccd.edu.au) (<https://www.ncccd.edu.au>).

If you have any questions about the NCCD, please contact the school.

Kind regards

*Kelli*

Principal

## FocusOne Coach Client Information

**1:1 targeted and brief mental health coaching for adults experiencing everyday life challenges**

### What is the FocusOne Coach Program?

The FocusOne Coach program offers 8 sessions of structured goal-focused psychological interventions for problems such as:

- Mood changes associated with depression or lack of motivation
- Avoidance of situations (including social withdrawal) due to anxiety or depression
- Ongoing worries and anxious thoughts
- Panic attacks
- Perinatal depression
- Chronic pain

### Who Can Access the program?

Adults aged 18+ whom are experiencing a mild to moderate mental health condition.

### What to Expect:

The first appointment will occur with a suitably qualified Low Intensity Cognitive Behavioural Therapy (LICBT) Practitioner who will spend the session discussing what you are struggling with and how this is affecting your life. They will then work with you to identify goals to achieve over the 8-week course of treatment. You will receive a workbook specific to your problem/concern and will meet with your LICBT Practitioner weekly either face to face or via phone.

### Clients can expect to receive:

- 8 weekly individual counselling sessions, delivered via face to face or telephone
- Access to evidence based psychological low intensity therapeutic service
- Collaborative approach to care with your GP and other services involved in your mental health care
- Support in accessing the most appropriate service and supportive referral pathways
- Client centered approach to care
- Confidential service
- Excellent service provision from a team of highly skilled and qualified LICBT Practitioners

### Fees and Location:

This service is free and available at the following locations:

- Berri - FocusOne Health, 3 Riverview Drive Berri
- Mount Gambier - FocusOne Health, 13a Sturt Street Mount Gambier

This service can be accessed in any location across the Riverland and Limestone Coast via telephone

### Referral:

To access this service contact FocusOne Health on 08 8582 3823 or visit your GP and speak about a GP Mental Health Treatment Plan referral; your GP will then send your referral to FocusOne Health.

*If you are in need of immediate care or in an emergency situation phone 000. FocusOne Health is not a crisis or emergency service. This information flyer should be read in conjunction with FocusOne Health's Customer Service Charter and Consumer Information Flyer.*

Funded by



FocusOne Health

3 Riverview Drive, Berri SA 5343  
t 08 8582 3823  
f 08 8582 3190  
[www.focusonehealth.com.au](http://www.focusonehealth.com.au)  
e [info@focusonehealth.com.au](mailto:info@focusonehealth.com.au)

13a Sturt Street, Mount Gambier SA 5200  
t 08 8724 7666  
f 08 8582 3190

# FocusOne Coach

1:1 targeted and brief mental health coaching for adults experiencing everyday life challenges

You will benefit from coaching with a suitably qualified Low Intensity Cognitive Behavioural Therapy (LICBT) Practitioner and will receive a workbook specific to your problem or concern. You will meet with the LICBT Practitioner weekly for up to 8 weeks. LICBT services are available to community members in the Riverland and Limestone Coast.

### Want to know more?

Referrals are received from GPs, community organisations and other health professionals. Alternatively, community members can refer themselves.



Funded by



FocusOne Health

3 Riverview Drive, Berri SA 5343  
t 08 8582 3823  
f 08 8582 3190  
[www.focusonehealth.com.au](http://www.focusonehealth.com.au)  
e [info@focusonehealth.com.au](mailto:info@focusonehealth.com.au)

13a Sturt Street, Mount Gambier SA 5200  
t 08 8724 7666  
f 08 8582 3190



# MCDONALD PARK SCHOOL - TERM 3 2022 CALENDAR OF EVENTS

(Events subject to change at school's discretion if need arises.)



|                | MONDAY  | TUESDAY                | WEDNESDAY                 | THURSDAY            | FRIDAY   |
|----------------|---|------------------------|---------------------------|---------------------|--|
| <b>WEEK 1</b>  | 25/07<br>Student Free Day<br>Visible Learning   | 26/07                  | 27/07                     | 28/07               | 29/07  |
| <b>WEEK 2</b>  | 01/08   | 02/08<br>School photos | 03/08<br>School photos    | 04/08<br>Newsletter | 05/08<br>9.15am Assembly<br>SAPSASA basketball<br>9:00am to 2:30pm |
| <b>WEEK 3</b>  | 08/08   | 09/08                  | 10/08                     | 11/08               | 12/08  |
| <b>WEEK 4</b>  | 15/08   | 16/08                  | 17/08                     | 18/08<br>Newsletter | 19/08<br>9.15am Assembly   |
| <b>WEEK 5</b>  | 22/08<br>Book Week<br>Governing Council meeting | 23/08                  | 24/08<br>Book Week parade | 25/08               | 26/08  |
| <b>WEEK 6</b>  | 29/08   | 30/08                  | 31/08                     | 01/09<br>Newsletter | 02/09<br>9.15am Assembly   |
| <b>WEEK 7</b>  | 05/09   | 06/09                  | 07/09                     | 08/09               | 09/09<br>Casual day / disco  |
| <b>WEEK 8</b>  | 12/09   | 13/09                  | 14/09                     | 15/09<br>Newsletter | 16/09<br>9.15am Assembly<br>Sean Choolburra performance            |
| <b>WEEK 9</b>  | 19/09   | 20/09                  | 21/09                     | 22/09               | 23/09  |
| <b>WEEK 10</b> | 26/09<br>Governing Council meeting              | 27/09                  | 28/09                     | 29/09<br>Newsletter | 30/09<br>9.15am Assembly<br>Early dismissal 2.15pm                 |