



Government of South Australia  
Department for Education

# Echunga Primary School



Together we will strive for academic, social, emotional and personal achievement,  
working within a positive culture that promotes the pursuit of excellence and the understanding of others

Week 6, Term 2, 4th June, 2020

## IN THIS ISSUE

From the Principal	1
School News	2-7
OSHC News	8-9
Community News	9

## DIARY DATES

Monday 8th June —  
Queen's Birthday Public  
Holiday

Tues 16th June—6:00pm  
Governing Council Meeting

Friday 26th June—Pupil  
Free Day

Friday 3rd July—End of  
Term 2.  
2:20 Early dismissal

Monday 20th July—Term 3  
begins

## FROM THE PRINCIPAL

Can you believe we've passed the halfway mark already this term? Our students have been extremely resilient and adaptable with all the changes that are happening at the moment.

Whilst things are feeling almost back to normal we are still being advised by the Department to have students dropped off and picked up outside of the school buildings where possible. This minimises the congestion in corridors and classrooms and helps with the 1.5m distancing requirements.

### Talk for Writing

What is Talk for Writing you may ask? Talk for Writing was developed in the UK by Pie Corbett & Julia Strong. It is based on the principles of how people learn and moves writing from **imitation** to **innovation** to **independent application**. You can learn more about Talk for Writing [here](#). Pie Corbett explains more about it in this [video](#). Later in this newsletter you will see examples of our students' writing after a term of implementing Talk for Writing. We have noticed such an improvement in the vocabulary our students are using and also the way in which they are structuring their writing.

### Car Park

I would like to remind everyone of the importance of safety considerations when dropping off and picking up your children. We have had reports of some cars driving too fast in the car park and others stopping in the middle of the carpark, making visibility, especially of small children, a problem. Please be considerate of others and aware of the presence of small children, who can be quick moving and unpredictable.

### Uniform

Just a reminder that our school uniform is navy and gold. We are starting to see students wearing tops that are not in school colours and/or with large logos on them. Please keep these for evenings and weekends. Jewellery is also not a part of the uniform, apart from wristwatches and sleeper or stud earrings.

### Absences

Absences can be reported via Seesaw, skoolbag or by telephoning or emailing Merridee. Early advice is very much appreciated as we need to document all absences daily.

Have a lovely long weekend – stay warm ☺

Pam

View the newsletter on  
our website at  
[www.echungaps.sa.edu.au](http://www.echungaps.sa.edu.au)

# SCHOOL NEWS

## PASTORAL CARE WORKER NEWS

Hi Everyone,

Hope you are doing well. At last governing council meeting one of the parents asked me what kinds of things do kids ask me or come to see me about. I thought this was a great question and so I thought I would share some of the things students and I talk about.

So here are some of the most common things students talk to me about:

- Friendship issues
- Grief and loss
- Anxious thoughts
- Their pets
- Issues at home or with siblings
- Struggling with school work
- Frustration with COVID19 restrictions
- Dealing with change
- Struggling with negative thoughts about themselves
- Help with problem solving skills



I do also occasionally get questions like “where is heaven?”, to which I replied, “where do you think it is?”. This led to the students who were present discussing whether heaven was in space, then deciding it couldn’t be as astronauts would go up God’s nose, to one student finally declaring “I don’t believe in heaven, just Santa as he gives the best gifts!” which was hard to argue with. While these questions sometimes come up, this is not the focus my conversations and is always student led.

My job is to be a sounding board, an extra pair of ears, a trusted adult with whom students can chat about what’s going on and get some tools to help them through. I love being available to your students and am so thankful to be in this job, working with such a great community.

In other exciting news I am now also working 4 days a week! This is for the short term while I am receiving Job Keeper, but it allows me to work Wednesday and Friday afternoons to increase my presence and flexibility for school needs. My new work week looks like:

- Tuesdays: 8:45am- 3:30pm
- Wednesdays: 12pm-3:30pm
- Thursdays: 8:45am – 3:30pm
- Fridays: 12pm -3:30pm

You can get in contact with me by calling the front office and or emailing me at [Rachel.stevens842@schools.sa.edu.au](mailto:Rachel.stevens842@schools.sa.edu.au). Let me know if there is any way I can be of assistance.

Rachel, your pastoral care worker.

# Rosella Talk for Writing

## The Tiger Who Came to Tea



In Rosella, the Talk for Writing process begins by learning the model text, using our story map and actions.

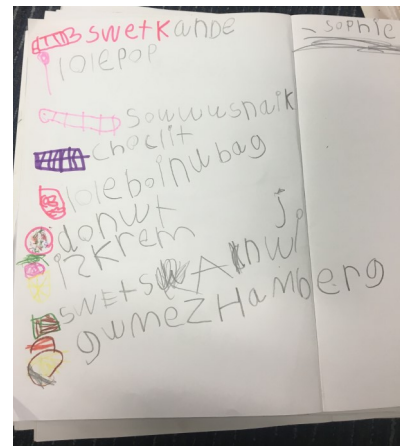
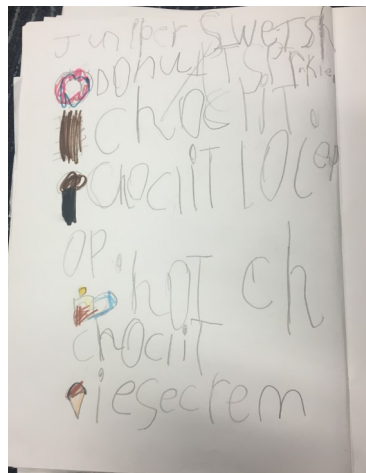
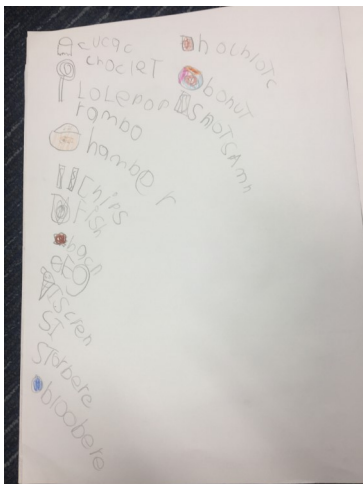
Students learn the story map orally. Once imitating the story, we then learn about the story and innovate the story; changing characters and actions to make it our own. The whole process allows us to see what a good story looks like and sounds like. We then continue to practise inventing our own stories.

Click on the shapes below to hear some of the students' stories.



Molly's Story

Following this text we then recreated an ending, by imagining what we would serve Sally, Mum and Dad in our café. Below are some examples of our menus.



## SCHOOL NEWS

Kingfisher

talk for writing

Using describing words to create a setting  
(adding sensory details)


Put the following words into the best possible matching setting. You can choose to add the words at the bottom of the page, or use words of your own.

A storm is coming in with a lot of \_\_\_\_\_ broken down

1. \_\_\_\_\_ empty or barren \_\_\_\_\_ dry

2. \_\_\_\_\_ yellow \_\_\_\_\_ greyish


3. \_\_\_\_\_ worn out \_\_\_\_\_ grey



To build a story, words are essential, and need to be used out to go further. Barren, dry, empty, worn out, greyish, broken down, grey

You might need to look up the meaning of the 10 different words.

The old abandoned wooden farmhouse stood straight in the overgrown grass. The cracked large old farmhouse stood tall.



The wooden large, cracked, old farmhouse stood straight in the overgrown grass. The cracked large old farmhouse stood tall.

**Jungle Drums**

- M.C. is smoothest in the jungle
- Is given magic bongos
- Uses his wiles on the other animals

**Giraffes Can't Dance**

- M.C. was an awkward dancer
- Could do some things a lot
- Giraffes didn't know he could dance - he believed the other animals
- Wants to be able to dance

**Intersection:**

- Set in jungle
- both M.C. are teased
- feel sad
- are miserable characters
- both M.C. are accepted by their groups
- are introduced



**How to write a good setting**

- scenes of three**
  - foggy, little island by the sea
  - calm and crystal clear beautiful cove, surrounded by colorful flowers and trees
  - the waves were rougher, the clouds were darker and the wind was howling
- describing words**
  - howling
  - little
  - beautiful
  - foggy
  - dark
  - rough
  - colorful
  - as big as mountains
  - rougher waves

*Additional branches from 'foggy':*

- clouds
- rain
- wind
- waves
- sea
- fishermen, sail



# SCHOOL NEWS

## IBIS TALK FOR WRITING

The bed had big spider webs, dust bunnies and worst of all it was dark.

twice as tall twice as smart and twice as dangerous.

It was a lovely morning. The sun was shining through the waves and over the mountains.


Suddenly, it lit up in yellow electricity and ran off to the most astonishing place. It was abundant, it was beautiful, it was impossible to put into words. Then they

Wanted to go to Levi and Archer told Wartortle to go. The next day we entered the creepy, dangerous big cave. Inside it was gloomy, scary and mysterious.

It all began in a big stormy meadow. It was so stormy that you could not see anything. There was a little hut surrounded by trees. In the hut lived two little bunnys. One was a girl one was a boy. Named Ashly and Jackson. Ashly was kind, brave and positive. Jackson was scared, Silly and rude well sometimes. They went to the meadow. The first thing they did was played Hide and seek! Until it got stormy again.

BUT:

He had accidentally opened the door and fell out of the plane!!! There was only one thing stopping him from hitting the ground. The trees.



## Lorikeet Talk for Writing

This term in Lorikeet we have been focussing on creating and building **suspense** in our narrative writing. Here are some examples of our narrative starters.

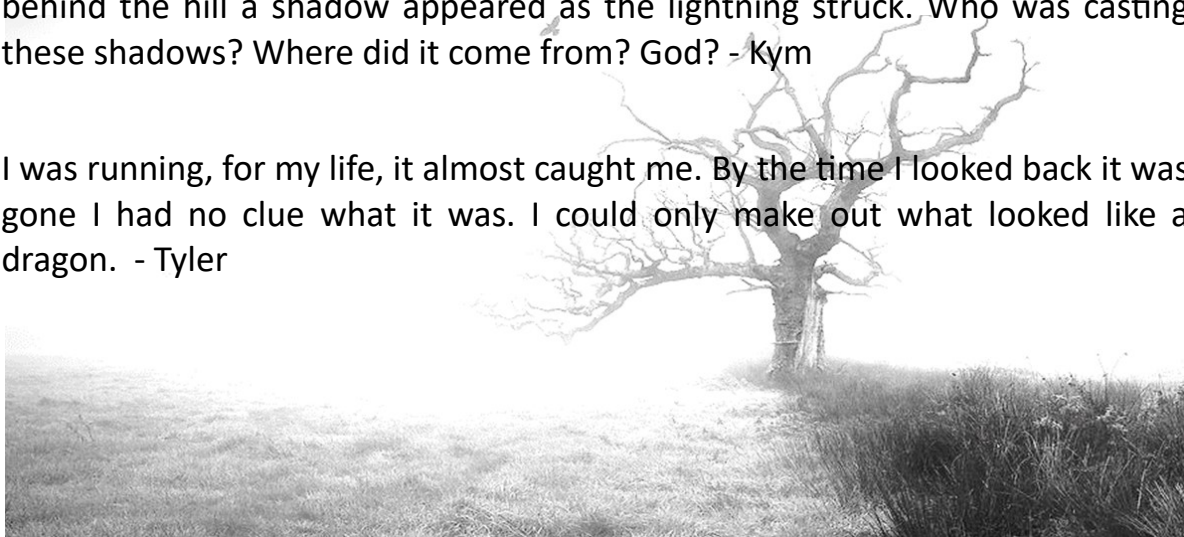
Bird calls echo all around, the bark under my feet is soft and damp and the trees are tall and old so the sunlight has to struggle to creep in. It is humid, but as I look around I see no water. Suddenly a bird gives a panicked screech somewhere overhead. Without warning, the bird drops about five meters behind me and instantly starts to shrivel up, I watch it's pretty colours morph into pure black. That's when I know. I know that it's coming... - Alice

Thunder growled overhead, Jim crouched in the darkness. He had to get inside the abandon mansion. He reached the big, black, steel door. It was pelting down rain, black clouds, the crows screeched a thousand deaths. - Clint

Looking down over the chain link fence where she and her cub Leo used to live in the valley below, her home now ruined. Now a crispy, black and dark nothing, the black ground whispering her name as she and her sooty cub walk down through the valley. There swaying in the wind, are lone burnt feathers and fur of the animals that unfortunately, lost their lives to the chaotic experience. It ran through the valley like a rabbit but even faster, Lila was destroyed inside and out. - Dakota

Lighting scattered across the pitch black sky, almost like the anger of a hungry bear. Crash! Went the hail as they one by one hit the rock solid ground. From behind the hill a shadow appeared as the lightning struck. Who was casting these shadows? Where did it come from? God? - Kym

I was running, for my life, it almost caught me. By the time I looked back it was gone I had no clue what it was. I could only make out what looked like a dragon. - Tyler



# SCHOOL NEWS

## PRESCHOOL NEWS

This week children have participated enthusiastically in our hurdles game. Many letters have been written and posted in our Kindy Post Office, and we continue to practice counting from 1 to 10 in Spanish. The matchbox and duplo cars have proved very engaging, and many garages and roads have been constructed as the children played. We have explored the concepts of safe and unsafe as part of the Child Protection Curriculum. This week we met Resilient Ricky and learnt about what it means to be resilient.

Our library visits are proving popular, and last week we celebrated National Simultaneous Story Time as librarian Sue read us *Chicken Divas*. The children are enjoying borrowing their own book to read. Thank you to Vida for sharing a Dreaming Story with us. We have been learning some Aboriginal songs including *Inanay* and *We're Koori Kids*.

We completed some planting in our butterfly garden this week. One of our jobs is to place some mulch around these plants, and our recently planted hedge. If anyone has some bales of straw available for donations or purchase, please leave a message with Merridee at the front office. The children are enjoying playing in our muddy digging patch. If anyone has any unwanted PVC pipe, we would love to use it at kindy.

Tias Libby and Amanda.

## From the Library...

### **Premiers Reading Challenge**

Congratulations to the following children who have completed the challenge:

James, Charlie W, Austin H, Dakota, Hamish, Cody, Jayden S, Saoirse, Clint, Austin R, Max B, Liam, Charlie, Caleb, Juniper, Brock

More information can be found at:-

<http://www.premiersreadingchallenge.sa.edu.au/>

### **Scholastic Book Fair**

The Book Fair will now be held in the first 2 weeks of September.

More information closer to the date.

### **Scholastic Book Club**

The latest catalogue has now been distributed and how wonderful it is to be able to flick through the pages and circle books you'd like to buy.

Orders can be placed online or through the front office, by June 12<sup>th</sup>.

### **Book Week 2020**

October 19<sup>th</sup>-23<sup>rd</sup> (week 2, term 4)

This year's theme is '**Curious Creatures, Wild Minds**'

Find more information and ideas at:-

<http://www.cbca.org.au/book-week-resources>

Until next time, Happy Reading

Sue



# OSHC NEWS

## **2020 Term 2 Enrolments and Bookings**

OSHC is now operating with two staff for half of the sessions at the moment. Priority of access is still given to children of essential workers, vulnerable and disadvantaged children, and previously enrolled children.

School children waiting to get in will have priority over Preschool children in accordance with our school age care licence.

You must be pre-enrolled to attend OSHC. If you are not enrolled and call up to book in at the last minute you will not be able to attend, due to the Government's laws and requirements. Please see Jodie if you wish to enrol.

## **Cancelling your children**

Please call OSHC on 83888563 or the school office on 83888306 if your children are not going to attend OSHC because you are able to pick them up on time from school or because they are ill. We spend a lot of time looking for children who are booked in and do not turn up, and we also have other families call up on the day who want to book in, but can't. When OSHC starts at 3:20pm we find out that we would have had space for more children, if only families had cancelled.

## **Invoices and accounts**

We still have some unpaid invoices (prior to Covid-19). Thank you to all the families who have settled their account over the past 3 weeks. If you are having issues with your account, please see Jodie, so she can help sort it out for you.

Please pay the actual amount on the invoice (not less or extra) and quote the invoice number and your family name when paying by EFT.

## **'No jab, no play' rules tighten again - 1 June 2020**

From August, children who are not fully vaccinated cannot attend early childhood services in SA, this includes OSHC.

Approved providers will need to see and store records showing children are either 'up to date' or 'not up to date' and act accordingly. This includes all children up to the age of six.

"The lack of a vaccine to protect against a COVID-19 event has highlighted just how important it is to vaccinate against dangerous diseases we can prevent," said Minister for Health and Wellbeing Stephen Wade.

"High levels of immunisation are one of the most effective means of protecting the health of young South Australians. When immunisation rates fall we run the very real possibility of a significant outbreak of deadly, preventable disease."

This change follows earlier changes requiring parents to provide immunisation records to early childhood education and care services.

The State Government will run a communication campaign so parents are aware of the changes.

Medical exemptions can be granted.

For more information, see the SA Health website.

## **OSHC Survey**

We are currently doing a survey to find out what activities you would like to see offered at OSHC and what changes/improvements could be done to enhance our room. We have a separate one for children and one for families, staff, the community and the Governing Council. Please come into OSHC and pick one up.

## **Help make sure your families' Child Care Subsidy continues**

If you received Child Care Subsidy (CCS) for 2018-19, you must confirm your income with Centrelink. This includes CCS paid directly to you and CCS paid on your behalf to a child care provider.

Most parents have already confirmed their income, but if you haven't, do it now. If you don't confirm your 2018-19 income by 30 June 2020, your CCS will stop from 13 July 2020. It can't start again until you have confirmed your income. It's important to know, if a family's CCS stops, they will not be back paid for the period between when it stops and when they confirm their income.



## OSHC/COMMUNITY NEWS

To confirm your income with Centrelink, you and your partner need to either:

- lodge your tax returns with the Australian Taxation Office (ATO)
- complete an 'Advise non-lodgement of tax return' with Centrelink, if you don't need to lodge a tax return. You complete the 'Advise non-lodgement of tax return' in your [Centrelink online account](#) through [myGov](#) or your [Express Plus Centrelink mobile app](#).

If you've already confirmed your family income for 2018-19, there's nothing else you need to do. Find out more about [Child Care Subsidy](#) on the Services Australia website.

### **Services Australia is asking parents to update income estimates for 2020-21**

If you are eligible to receive payments from Centrelink, such as Child Care Subsidy (CCS) and Family Tax Benefit (FTB), you may be asked to provide your family income estimate for the 2020-21 financial year. You need to do this even though you aren't currently paying child care fees. This is because Centrelink will use this estimate to work out how much CCS and FTB you will get **next financial year**. There's more information about [updating your family income estimate for the 2020-21 financial year](#) on the Services Australia website.

## **COMMUNITY NEWS**



### **\$500 to help with education costs for you or your children**

Join Saver Plus and we'll match your savings, dollar for dollar, up to \$500 for education costs.

-  laptops & tablets
-  uniforms & shoes
-  vocational education
-  lessons & activities

To join Saver Plus you must meet all of the below criteria:

- have a Centrelink Health Care or Pensioner Concession Card
- be at least 18 years old
- have some regular income from work (you or your partner)
- have a child at school or attend vocational education yourself.



**Contact**  
Stacey Hall  
your local Saver Plus  
Coordinator  
**Phone**  
0417 048 689  
**Email**  
Stacey.Hall@thesmithfamily.com.au  
**Web**  
[www.saverplus.org.au](http://www.saverplus.org.au)



Saver Plus is an initiative of Brotherhood of St Laurence and ANZ, delivered in partnership with Berry Street, The Benevolent Society and The Smith Family and other local community agencies. The Program is funded by ANZ and the Australian Government Department of Social Services. Go to [www.dss.gov.au](http://www.dss.gov.au) for more information.



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Contact Bobby by phone 0480129125  
or email [innersouth@grasshoppersoccer.com.au](mailto:innersouth@grasshoppersoccer.com.au)