PRINCIPAL’S MESSAGE

Changes to the Volunteers Police Checks
The minister has actioned changes to make volunteering at school easier for parents. The major change is from the beginning of this school year, parents who support their own child’s education at school will no longer need to undertake the relevant history screening. This means that parents of children attending Highgate School who volunteer in a classroom, are on Governing Council or one of the sub-committees do not require a police clearance. Police checks remain in place for volunteers who do not have a child at school, people who attend overnight camps and parent volunteers if their own child is not involved in the activity such as sports coaches. Please contact the front office if you have any queries in this area.

Reporting abuse and neglect training is a major part of keeping our children safe. Unley HS is offering training (please see the notice in this newsletter) Highgate School will be offering training on Tuesday 22 March.

Student Representative Council Executive Elections were recently held with year 7 students voting their peers into the positions. The quality of the speeches were again outstanding, with many students very keen to be a part of this particular leadership group. The successful candidates were: Toby W, Harry M, Lucas N, Aria F, Emily S and Clancy W.

DIARY DATES

Fri 4 Mar Whole School Assembly
Fri 11 Mar Early Years Assembly
Fri 18 March Primary Assembly
Sat 19 Mar Working BEE
Mon 21 Mar Governing Council Meeting
Tue 22 March RAN Training
Fri 8 Apr Pupil Free Day
Fri 15 April Last day term 1

FUNDRAISING EVENTS FOR 2016

Fri 6 May Mothers Day Stall
Sat 25 Jun Quiz Night
Fri 2 Sep Fathers Day Stall
Sat 13 Nov Highgate Fair
Dear families,

If at any time a student is ill please keep them at home to get well and to keep the germs away from the other students. We understand that it is hard at times, but we don’t want to infect other students or staff at our school.

Thank you for your understanding

Highgate Knockout Cricket

Well done to the boys who took part in the Knockout Cricket match on 2 March 2016. The game was played against Belair Primary School.

The team scored a competitive 105 runs from 25 overs. Unfortunately Highgate’s team was beaten by Belair in a nail-biting final over. The team put up a really good fight and all played well.

Thank you to the parents who transported students and those who came along to support the team on the day.

A special mention goes to Bridget McArthur for helping to score the game.

I would like to thank Clapham Primary School for allowing us to use their grounds for the day.

A huge thank you to Shane Highet who ran trials for the team and coached the team on the day.

Sam Overy - PE Teacher

Netball 2016

Registration forms for 2016 netball at Highgate have been distributed this week. Please note that the forms need to be completed and returned to the school by 1 April 2016 in order to finalise team allocations before the end of term 1. Payment may be made via the school Qkr app or at the Finance Office.

If your children are interested in playing netball for the school in term 2 & 3 and have not received a registration form they are available from the Front Office.

We would also love to hear from any parents who are willing to coach or assist a coach for their children's team.

Please contact either:
Anna Itsines Anna.Itsines453@schools.sa.edu.au or Ben Ielasi at bielasi@internode.on.net if you have any queries.

RAN Training for Volunteers

Unley High School will be hosting Responding to Abuse & Neglect Training Sessions for volunteers on the following dates:

Thursday 25 February 6.30 -8.30pm
Wednesday 6 April 6.30 -8.30pm

Sessions will be held in the staff room. Access is via the reception area in the main building.

If you would like to attend one of these sessions please rsvp at Kerry.brisenden@uhs.sa.edu.au

NEW TO THE CANTEEN

Sunraysia Organic 100% Juice
Available in Apple and Apple and Blackcurrant

$2.00
**EALD AT HIGHGATE**

We would like to take this opportunity to introduce the 2016 EALD team consisting of three teachers: Lydia Golat, Melissa Montgomerie and Lamprine Rantas. Our role will be to teach and support students to develop their literacy skills. This includes oral, written and reading comprehension skills.

EALD stands for English as an Additional Language or Dialect. It was previously known as ESL (English as a Second Language). EALD is a literacy support program for students who were either born overseas, have parents born overseas or identify with another cultural background through extended family.

Students are supported in various aspects of their literacy in small groups, individually or in class. This includes the development of:

- Reading for understanding and comprehension
- Writing skills such as sentence and paragraph construction, functional grammar and spelling
- Learning how to write different text types (genres)
- Developing confidence in English speaking and listening skills

Currently we are getting to know the students and also working with teachers in their classroom to support the students in understanding various text types.

Students who are eligible for the EALD program may be those who:

- Were born overseas and have learnt English later in their childhood
- Were born in Australia and speak English and other languages at home
- Were born in Australia and identify with another culture through their extended family

We use several factors to identify students for support. These include:

- Classroom teacher and EALD teacher discussions
- Work samples
- Students current Language and Literacy level (The Levels Census data, due early Term 3, determines the level of support given to EALD students)
- Diagnostic testing (classroom based)

We will be working the following days:
- Melissa Montgomerie – Tuesday, Wednesday
- Lydia Golat – Thursday, Friday
- Lamprine Rantas – Tues - Friday

Kind regards,

Lydia, Melissa and Lamprine

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**Instrumental Music News – Term 1, Week 5 2016**

Instrumental music lessons at Highgate are in full swing now with 175 music lessons taking place each week as well as ensemble rehearsals for String Orchestra and Band!

Most of the instrumental teachers’ timetables have been finalised with some times needing further adjustments. If your child’s lesson time is not working for them or their class teacher, please discuss with the instrumental teacher concerned.

This year at Highgate we have DECD string teacher Anne Rodda teaching violin, viola and String Ensemble. Please note that Anne will be at Highgate on Wednesdays and String Ensemble will be held in the Performing Arts room on Wednesdays at 8.15am each week. DECD cello lessons with Lisi McGowran will be on Tuesday afternoons. The Highgate Band will continue to rehearse each Friday morning at 8.15am.

**Lesson Payments**

A reminder that payment of private tuition fees is to be sent directly to the instrument teacher. Please contact the teacher as to their preferred method of payment. Students are not to bring lesson payments to school.

Music Administration fees and instrument hire fees, where applicable, are payable to the Finance Office. Invoices for these fees will be sent home soon.

**Congratulations**

This year Highgate School has 5 students who successfully auditioned for a place in either the Primary Schools’ String Orchestra (PSSO) or a Festival of Music Orchestra. Congratulations to Emily S and Kate S (violin) and Cooper S (clarinet) for their acceptance in the central Festival of Music Orchestra, and Ethan C and Xavier W (cello) for their place in PSSO.

**Music Practice Tip:**

Be persistent! A new piece of music which challenges you is no reason to feel like a failure and give up! Take it slowly and work at it in small chunks. All new things feel uncomfortable at first and we all make mistakes as we try, but learning how to be resilient and persistent in music practice is something that will transfer to all areas of schooling and life in general.
Highgate PS
Working Bee

Come and lend a hand improving the school grounds for our kids!
All help is appreciated, even only an hour

Saturday 19th March
12.30pm

RSVP to Shane
torok@adam.com.au
or 0447959928

To finish off the early years play area
Highgate Foundation News

Take a minute to have a look at the Nature Playground outside of JP classrooms – it is looking fantastic and due for completion at the end of term 1. Thanks to the great work of the Grounds Committee.

Ladies Cocktail Party – Friday 27 May 7.30pm
Mt Osmond Golf Club
$55/ticket available at the Finance Office
($50 for Foundation Members)
Further details to follow shortly.

PROMOTE YOUR BUSINESS
At the Ladies Cocktail party we will be setting up an area where you can “promote your business”.
Please bring with you, on the night, any marketing and promotional material for the display. Participation fee of $5 payable on the night.
We will then put together a “Support your local Family business” flyer that will include all participating businesses and distributed to all Families.

Please consider becoming a member of the Foundation - $500 or $100 x 5 payments over 1 year
All monies go straight into making Highgate School an even better learning experience for our children.

Please contact janefrats@gmail.com for further details.
CALLING ALL HIGHGATE DRIBBLING DADS!
Are you keen for a regular weeknight run-around on the school’s indoor basketball court with other Highgate Dads? No skills or experience required – just enthusiasm and deep heat!
A group of Highgate Dads are running a weekly social game of basketball in the Highgate School Hall, open to all interested Highgate Dads & male community members. No playing for sheep stations and no slam dunkers – just a laugh, a bit of sweating and bloke bonding. If the US President can make time to shoot a few hoops, don’t say you’re too busy...

When? Tuesday nights, 7:45 for 8pm – 9pm at the Highgate School Hall. Each week of Terms 1, 2 & 3 with holidays off. The first game is scheduled for 16 February 2016 (Week 3, Term 2).

How much? $10 donation per game - $7.50 goes to Highgate Fundraising, $2.50 to Beyond Blue’s Mantherapy Initiative. Monies payable each game.

If you’re interested in a regular or even an occasional run-around (we appreciate sometimes other stuff gets in the way), just email Travis Adams on vcptyltd@gmail.com to register.

Hope you can join us Dads!

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Making life easier for school staff and volunteers with Qkr!

Qkr™ by MasterCard takes the hard work out of processing school payments, leaving staff and volunteers free to concentrate on more important tasks.

1. Reduces the time school staff and volunteers spend on administrative tasks e.g.
   - Processing school payments
   - Cash Handling
   - Paperwork
   - Sorting bags for food orders

2. Increases efficiency of school operations:
   - Speeds up kitchen logistics so staff and volunteers can spend more time preparing and serving nutritious food

3. Reduces the need for cash on school premises and the associated cost and security issues

Qkr™ also saves you (busy parents) time by letting you place all your school orders directly from your mobile device, at a time convenient for you.
10 Things You Can Do to Raise a Reader

1. Read from day one. Start a reading routine in those very first days with a newborn. Even very young babies respond to the warmth of a lap and the soothing sound of a book being read aloud.
2. Share books every day. Read with your child every day, even after he becomes an independent reader.
3. Reread favourites. Most children love to hear their favourite stories over and over again. Rereading books provides an opportunity to hear or see something that may have been missed the first time, and provides another chance to hear a favourite part.
4. Send positive messages about the joys of literacy. Your own interest and excitement about books will be contagious!
5. Visit the library early and often. Public libraries are great resources for books, helpful advice about authors and illustrators, story times, and more. Make visiting the library part of your family’s routine.
6. Find the reading and writing in everyday things. Take the time to show your child ways that adults use reading and writing every day. Grocery lists, notes to the teacher, maps, and cooking all involve important reading and writing skills.
7. Give your reader something to think and talk about. There are many different types of books available to readers. Vary the types of books you check out from the library, and seek out new subjects that give you and your reader something to think and talk about.
8. Talk, talk, talk. A child’s vocabulary grows through rich conversations with others. No matter your child’s age, narrate what you’re doing, talk in full sentences, and sprinkle your conversations with interesting words.
9. Know your student. Parents don’t need to be reading specialists, but it is important to understand the basics about learning to read.
10. Speak up if something doesn’t feel right. Parents are often the first ones to recognize a problem. If you have concerns about your child’s development, speak with your child’s teacher. It’s never too early to check in with an expert.

Look for new books and authors that your child may enjoy.
Organize an area dedicated to reading and writing tools, including paper and writing utensils
Visit the library for story time and book recommendations
Encourage your child to talk about what he’s read
Talk to your child, and sprinkle interesting words into your conversation
Offer a variety of books to read
Read with your child every day
Expand your home library to include magazines and nonfiction
Ask questions if you’re concerned about your child’s development
Dedicate yourself to raising a reader!

Julie Clark (Literacy Support Teacher)
Reading for Meaning with Your Child

Reading with comprehension means understanding what’s been read. It takes practice, time and patience to develop reading comprehension skills. Families can play an important role in helping a child learn to read for understanding.

First, make sure your child is reading books appropriate for their reading level. If a book is too hard, all your child’s energy will be put into decoding and reading word for word, with less energy available to figure out what the book means. Books that your child can read with 98-100% accuracy are good choices for comprehension building.

Reading comprehension skills can be developed using a before-during-after approach. Below are a few suggestions that will help build comprehension skills.

**Before:**
The goal is to help your child build an understanding of and purpose for what they’re about to read. Look at the book’s cover. Ask, “What do you think this book might be about? Why? Can you make some predictions?” Guide your child through the pages, discuss the pictures, and brainstorm what might happen in the story. Talk about any personal experiences your child may have that relate to the story.

**During:**
The goal is to help your child be an active reader. Read together and talk about what’s happening as they’re reading. Stop and discuss any interesting or tricky vocabulary words. Talk about any surprising or sad passages, and help them visualize parts of the story. Ask your child, “Do you understand what’s happening here? What do you think will happen next?” If your child seems unsure, stop, go back and reread if necessary. Discuss any confusing parts.

**After:**
The goal is to help your child reflect on what they’ve read. Summarize and share your favourite part of the book. Have your child rate the book on a scale from 1 to 10 and say why.

Take the extra time before and during reading to read with your child this way. You’ll soon find yourself reading with a child who is motivated to comprehend and learn from everything they read.

“You get out of reading what you put in. Good readers do MORE than just ‘crack the code’ and read the words. Good readers think, wonder, reflect and connect while they read.”

Picture This! Using Mental Imagery While Reading

One way to help a child comprehend what he is reading is to encourage him to visualize parts of the story in his mind. These “mind movies” help clarify information and increase understanding, and can be done with fiction or nonfiction texts. The images can include any of the five senses.

Many of the books you read with your child may already contain beautiful illustrations, so try this visualization practice with the longer books you use as you read aloud. Or, sit facing your child and read a few pages without having your child look at the pictures. Then follow these few simple steps to provide your child with practice developing their mental images:

- Begin reading. Pause after a few sentences or paragraphs that contain good descriptive information.
- Share the image you’ve created in your mind, and talk about which words from the book helped you “draw” your picture. Your picture can relate to the setting, the characters, or the actions. By doing this, you are modelling the kind of picture making you want your child to do.
- Talk about how these pictures help you understand what’s happening in the story.
- Continue reading. Pause again and share the new image you created. Then ask your child to share what he sees, hears, tastes, smells and feels. Ask what words helped him create the mental image and emotions. By doing this, you are providing your child with practice with this new skill. Are your images identical? Probably not! This is a great time to talk about why your images might be different. Perhaps experiences you’ve had as an adult influenced what you “drew.” These differences are important to understand and respect.
- Once this is a familiar skill, encourage your child to use mental imagery when she is reading by herself. You can feel confident that these mental pictures will help your child understand the story in an important way.
Raising Readers

Be a Good Reading Role Model
The most effective way children learn is by watching parents and adults in their lives. Modelling the behaviour that you want teaches manners and respect, but it can also teach reading and writing. Children need to see you reading for a number of purposes: enjoyment, recipes, directions, and to answer questions. The same is true for writing. Be sure to talk about what you are doing, Say “Let’s read the directions to figure out how this works.” “I think that I will write this down, so that I don’t forget how to do it.” Seeing adults who are important to them read and write speaks much louder than words that reading is valued.

Who Should Read - Parents or Kids?
The answer to that question is both! When children learn to read by themselves it is easy to drop the read aloud habit. The reality is that until at least middle school, reading aloud is important. That’s when their reading level begins to match vocabulary - it is easy to think that reading aloud is no longer a priority. When you read aloud you can read books at a child’s listening level which is higher than their reading level. You model what good reading sounds like and expand a child’s vocabulary. It gives you a chance to talk about more complicated stories and ideas. You can read about things that your child may not choose to read on his or her own. When reading aloud together, you also give your child the attention from you that is so important.

Julie Clark
Literacy Support Teacher

2016

The Premier’s Reading Challenge is a literacy engagement program introduced by the Premier in 2004 in order to:
• Encourage students to read more books and enjoy reading
• Improve literacy levels.

Who can participate?
All students from Reception to Year 12 are encouraged to participate

What do students need to do to complete the Premier’s Reading Challenge
The Challenge requires students to read 12 books at home between the beginning of the school year until 4 September.
Reception to Year 7 students must select at least 8 books from the booklists on the Premier’s Reading Challenge website, as well as 4 books of their own choice.
The Premier’s Reading Challenge books are not kept in a special spot in our library, as there are so many of them, but you and your child can recognised the appropriate book for your child’s level by the fluro sticker on their spine.

R-2 Premier’s Reading Challenge books have a fluro orange/red sticker, books suitable for years 3-5 have a fluro green sticker and those for years 6-9 have a fluro yellow sticker. They are also available from your public library.

Awards
All students are awarded a certificate the first year that they take part in the Challenge, regardless of their year level, and receive a medal from the 2nd year onwards. The medal received depends on the number of years your child has taken part in the Challenge.

How can you find out about the Premier’s Reading Challenge?
You can find out more about the Challenge from the school library staff, your child’s class teacher or at the Premier’s Reading Challenge website at www.prc.sa.edu.au

Happy Reading,
Louise Hernan
Teacher Librarian
These activities will be available throughout the day. Children are also able to have free choice time during the day.

**Inside Activity**
- Craft: Make a clay dish, Hama bead creations and plaster fun moulds.
- Gardening Activity: Planting radish seeds
- Cooking Activity: Nachos with Salsa and Guacamole

**Outside Activities:** Bubble Play, Chalk Drawings, Ball Games, Target Games and rocket balloons.

Nintendo and PlayStation available throughout the day.
There will be a movie in the afternoon. Children attending can take a vote for popular movies.

After 5 Activity: Bingo

Morning and afternoon tea provided. Please provide your children with a packed lunch and a hat.

No iPods or laptops please!

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**Cost:**
- Full day: $40.00
- Any 5 hour block session: $24.00

For Bookings
Ph: 8357 9207
Between
2.30 pm-6.00 pm
Weekdays

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48 Hours notice is required for cancellation and no fee will be charged.
2 Full business days notice required (WEEKENDS ARE NOT INCLUDED).

E.g. To cancel for a Friday- must phone by close of business hours by Tuesday.
Keep your kids smiling
SA Dental Service

Have you received a letter from Medicare about the Child Dental Benefits Schedule? The School Dental Service is a Child Dental Benefits Schedule provider.

Dental care is FREE for ALL babies, pre-schoolers and most children under 18 at the School Dental Service.

Please call now for an appointment.
Mitcham School Dental Clinic
Phone: 8271 0371