



"A book is like a garden, carried in the pocket."
Proverb,
Unknown Origin



JUNIOR SCHOOL NEWS

Term 1 Week 9
March 2025

DIARY DATES

WEEK 10

Wednesday 2nd April
Autism Awareness Day
Dress in colours and sparkles

Friday 5th April

TERM 1 DISCO !!

WEEK 11

Monday 7th April
Receptions Gorge Wildlife Excursion

Tuesday- Friday 8th- 11th April
First Aid Training

Wednesday 9th April
Jacaranda @ Variety Zoo Party

2.15pm DISMISSAL
END OF TERM ONE !!

PARENT/TEACHER INTERVIEW WEEK- THANK YOU

I would like to take a moment to thank all the teachers and parents for their time and commitment during our recent interview week. These meetings are an important opportunity to share the progress and development of each student, ensuring that everyone is on track for success. We appreciate the effort everyone put in to make these discussions meaningful and productive, helping us work together to support our students' learning journey. Your involvement and dedication make a big difference in creating a positive and supportive school community. Thank you for your continued support!

HARMONY WEEK -SNOW CONES

We were thrilled to celebrate the success of our Snow Cone fundraising event! Thanks to the generous support of our community, we raised funds to bring an exciting African Drumming incursion to our school, allowing all students to participate and experience the rhythm and culture firsthand. A special thank you goes to Lynne Ford for her incredible time, effort, and dedication in managing this event, as well as her generous donations. Her hard work ensured that everything ran smoothly and efficiently. The students had an amazing time munching on their flavoured ice cones, making it a memorable experience for all! Thank you to everyone who contributed and made this event such a success.

DISCO

Don't forget, our exciting Disco is coming up this Friday! It's going to be a fun-filled evening with lots of dancing, games, and prizes. We also have a selection of exciting treats for sale, including lucky dips, fidget toys, flashing novelties like wands, necklaces, bracelets, and headbands, as well as rainbow windmills, ice blocks, lolly bags, quirky gadgets, and more! Prices will range from \$1 to \$10, so there's something for everyone. Come dressed in your best disco clothes, ready to dance the night away and enjoy all the fun we have in store! See you there!

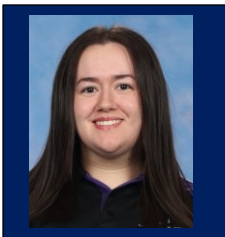
DIARIES

In our Junior School, we have a strong focus on the importance of reading regularly, and we expect that students read for at least 5 nights each week. This helps to build strong literacy skills and a love for reading. To support this, we ask that parents record the reading in their child's diary each night and sign it to acknowledge their participation. This simple routine encourages responsibility, organization, and good work habits, helping students develop important skills that will benefit them both in school and beyond. Thank you for your support in fostering these positive habits!

Ngaityalya,
(Kaurna, thank you)
Julie



MEET THE STAFF



Reily Cichon

Hi

My name is Reily. Since joining Gawler and District College B-12 in 2022, I've had the pleasure of supporting our youngest learners in the Reception classrooms. Now, you can find me in the Junior School Front Office, where I continue to assist students, staff, and families. I cherish being part of each student's journey, from welcoming our littlest legends on their first day to celebrating our Year 6 students as they prepare for the transition to secondary school.

In my spare time, I enjoy escaping into a good book and baking homemade sourdough bread.

I love spending quality time with my family, friends, and my two cats, who always bring me joy.

JUNIOR SCHOOL LEADERSHIP

Julie Stockdale

Head of Junior School R-6

Julie.stockdale908@schools.sa.edu.au

Michaela Selway

Acting Assistant Head of Junior School, Learning Support Leader & AIT

Skye Miller

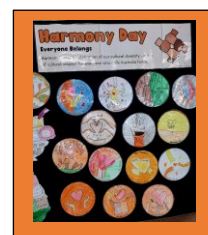
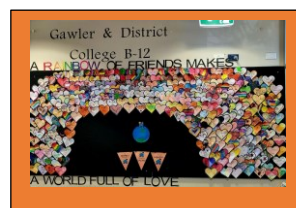
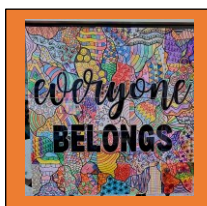
Wellbeing Leader & AET

🎵❤️ Harmony Week Celebration 2025 ❤️🎵

A huge thank you to the incredible *Sun of Africa* Drum and Dance Ensemble for bringing the rhythm, energy and joy to our Junior School! 🥁



Every student had the opportunity to play an African drum and immerse themselves in the vibrant music through dance. The day ended on a high note with a spectacular performance by the *Sun of Africa* team, showcasing the beauty of African culture through drums & dance. 🎵🎶



What an incredible and action-packed Harmony Week we've had in the Junior School!

Our students have been immersed in diverse cultural experiences, from the rhythmic beats of African Drumming to a special visit from one of our parents, Marinna, who shared the history and traditions of Greek Orthodox Easter with our Upper Primary students. They even got to play "Tsougrisma," the traditional red egg-cracking game!

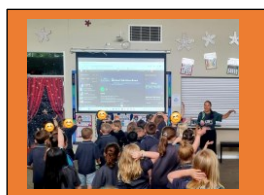


Our younger students had a blast learning Salsa dancing with another wonderful parent, Karen! 🍷

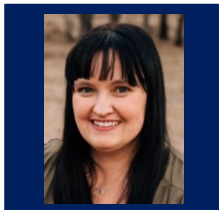
Throughout the week, students also participated in lunchtime games with our ASETO, Alex, enjoyed craft activities, engaging class discussions and contributed to a stunning Junior School display in the office.

We wrapped up the week with a sea of orange as students across the school proudly wore orange on Friday to show their support for inclusivity, respect and belonging. 🍊

A huge thank you to our amazing parents, staff and students for making this week so special. 🌍💖



MEET THE STAFF



Shae Richardson

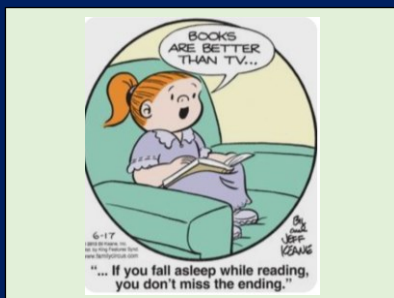
Hello GDC community,

My name is Mrs. Richardson, and I'm so excited to be teaching the 3/4 class this year! This is my first year at GDC, but I've been teaching for 11 years, with six years in middle primary.

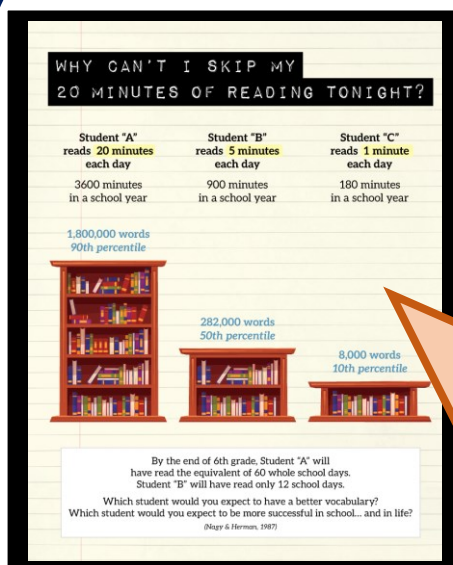
I'm passionate about creating a positive and engaging learning environment where students feel supported, inspired, and excited to learn. I love celebrating every achievement, big or small, and bringing new experiences (and lots of colour!) into the classroom.

When I'm not teaching, I'm spending time with my husband and our five kids, going on adventures, or enjoying a Disney movie marathon. Family time is my favourite time, and I cherish every moment we share together.

I'm looking forward to a fantastic year ahead, filled with learning, growth, and plenty of fun! I can't wait to see all that our students will achieve.



Regular Reading Expectations in the Junior School



In the hustle and bustle of daily life, it's easy to dismiss the importance of spending just **20 minutes a day reading**. However, this small habit can significantly impact your child's academic journey and future success. The difference between reading regularly and skipping those 20 minutes may seem insignificant in the short term but over time, the gap it creates in vocabulary, comprehension, and overall knowledge becomes vast.

Let's take a look at the data:

Key messages about reading

- Make reading at home a special time for your child by:
 - reading to them on a regular basis, for example at bedtime or following an after-school snack
 - reading to your child in your home language
 - discussing stories and predicting what might happen next
 - during and after reading asking the 5 Ws – who, what, where, when, and why
 - talking about different or unusual words
 - providing a quiet place for them to read.
- When you read to your child, you help them:
 - hear the language written in books
 - learn new information
 - understand new and unfamiliar situations
 - progress at school.
- Take your child to the local library. Help them borrow books on topics they are interested in.
- Check out the [Premier's Reading Challenge](#) website to choose books at your child's year level.

Read together as a family

When you read to your child from an early age it has a lasting positive effect. Reading together can:

- increase your child's vocabulary
- create an environment for learning together
- give you things to talk about later.

Have your child read to you. It's a safe and nurturing way for them to practise and learn.

Tell your own stories

Share stories from or about your family. Tell stories that have been passed down for generations. Share the stories that are part of your cultural heritage.

Read and talk about books and stories with your child

Ask about your child about favourite character in a book. Talk about what they think might happen next in the story. Ask what they liked or didn't like about a story.

Read and tell stories in the language you use at home

When you read together it does not have to be in English to help with learning.

If you speak any other languages at home, use them when you read. This is excellent for your child's learning.

Praise your child when they make an effort and keep trying

You could try to:

- set small milestones for a reluctant reader
- let your child help choose a book or story.

When teaching **PHONICS in Reception**, it's important to have a structured and supportive approach to help young learners grasp the foundational skills they need to become confident readers and writers.



Here's an explanation of the process:

Clear Learning Intentions:

At the start of each lesson, we make sure to clearly state the goal of the lesson. This helps children understand what they will be learning and what's expected. For example, "Today, we are going to learn the sound of the letter 's' and how to blend it with other sounds to make words."

Explicit Demonstration:

The teacher demonstrates the phonics concept step-by-step, showing how to say the sound (phoneme) and how to write the letter (grapheme) that corresponds to the sound. For example, the teacher may say, "The letter 's' makes the 'ssss' sound, like sun." This is an important stage to ensure students know what to do.

Guided Practice:

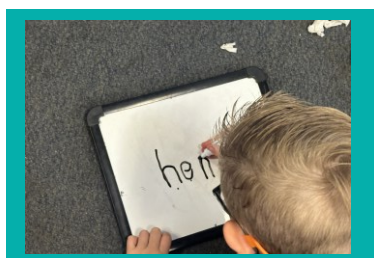
Children then practice the new skill with the teacher's support. This might involve sounding out simple words or playing games that involve the new sound. The teacher will walk around the room to offer support where needed, ensuring that every child is engaged and following along.

Independent Practice:

After practicing together, students will try the activity on their own. They may write words, sort pictures based on their sounds, or read aloud. This helps reinforce the concept and builds confidence.

Review of the Day's Learning:

At the end of the lesson, the teacher reviews what has been learned to make sure everyone has understood. For example, the teacher may ask, "Can anyone show me the sound for the letter 's'?" This review helps to solidify the learning and identify any areas that might need more practice.



To keep children focused, the classroom will have an intentional learning space. This means clear, uncluttered boards and materials that are visually simple and not distracting. The environment helps students stay engaged and organized.

The lesson will be energetic and fun to maintain the children's attention. It's important that the lesson flows without interruptions, and that it remains engaging throughout, to help children stay focused and excited about learning.

Phonics isn't just something we do in one lesson; we make sure to include phonics practice throughout the day. Children will see and hear sounds in different contexts, like in stories, songs, and during play, reinforcing the skills they've learned.



Phonics is a key part of your child's literacy development, and we approach it in a structured yet engaging way. By making sure each child is supported according to their needs, keeping lessons fun and focused, and providing plenty of opportunities to practice, we aim to build strong foundational skills in reading and writing.

Introducing Our 2025 JUNIOR SCHOOL CAPTAINS



OFFICIAL

News Release

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Tony Piccolo MP

State Member for Light
Labor Duty Member for Schubert

Monday, 31 March 2025

SCHOOLING IN LEADERSHIP

The 2025 Junior School Captains for Gawler and District College have been elected, with Samuel Woodcock and Bria Drew chosen to represent the Reception to Year Six cohort.

All Year Six students could apply to be in the running, with eight candidates shortlisted before undertaking interviews in front of a panel of consisting of the Head of Junior School, Julie Stockdale, Chair of the Governing Council, Leanne Conway, and Tony Piccolo MP.

Mr Piccolo spoke at the announcement assembly yesterday, congratulating the new captains, along with Vice Captains Santino Conniff and Gypsy Okeil, and all those who nominated.

"Your bravery, dedication and care for your peers are admirable," said Mr Piccolo.

"Captains represent the voices of all students and inspire positive change, so strive to make the school community thrive—inside and outside the classroom.

"It's inspiring to witness the growth of future leaders within the school community, and I look forward to seeing what they can achieve now and into the future in our community.

"But remember—Leadership is not confined to titles—each student can lead in their own way.

"Small acts of kindness and understanding can make a big impact, so be a good friend, show respect and stand up for what's right."

Mr Piccolo said judging was close and all of the shortlisted candidates (Holly Schroeter, Michelle Volraat, Mia Railey and Vicki McGill) had leadership qualities.

Both captains delivered acceptance speeches in front of their peers, expressing the honour of being appointed before focusing on their goals in the role.

"My goal is to help build a strong and supportive school community, where we encourage and look out for one another," said Bria.

"I hope to set a positive example for my younger peers and make our school a place where everyone feels valued and included."

"My goal is to support and encourage my peers, making our school a welcoming and positive place for everyone," said Samuel.

"I want to create an environment where kindness and respect thrive, and where every student feels happy and excited to come to school each day."

Mrs Stockdale said the pair "as leaders, will represent their peers, support school events and help create a welcoming and supportive environment for all students."

"Both students have demonstrated outstanding leadership qualities, responsibility and a commitment to making our school a positive and inclusive place for everyone," said Mrs Stockdale.

END

For more information, contact Tony Piccolo on 8522 2878

LEARNING IN 42.3

WITH MISS MITCHELL

LEARNING

LITERACY:

In literacy, we have been developing our narrative writing by creating detailed settings, characters, and plots. In our Matilda book study, we have been exploring tier two words to expand our vocabulary and deepen our understanding of the text.

NUMERACY:

In numeracy, we have been learning about addition using regrouping. Students have been practicing how to carry over values when adding two- and three-digit numbers.

HARMONY WEEK

Last week, we celebrated Harmony Week with activities focused on cultural diversity, inclusiveness, and respect. We created World Flowers to represent what Harmony Day meant to us and, on Monday, we enjoyed an exciting Sun of Africa drumming session. It was a fantastic way to learn about and appreciate different cultures!



BUDDIES

This year, we've been paired with Mr. Singh's R-2 class for our buddies. Together, we explore the Zones of Regulation, learning how different zones affect our emotions and how to manage them.

