



Dear Families,

I hope you had a wonderful break with your family. It's great to see the children back very keen to start a new year at BANB7. We welcome all the new children and families to BANB7.

I would like to welcome the following staff to BANB7. They all be another great addition to our quality staff. Kellie DiMaria - Learning Advisor in Yellow 4 and Phil Callen - Literacy Partner and Special Rights Learning Advisor. Please turn the page for the roles of BANB7 staff in 2017.

On Tuesday this week your child would have brought a note home about our on **Family Connections Day which will be Tuesday Week 2 – Feb 7th**. Your child is **only** expected to be at school for a **20-minute chat with parents/ caregivers**. Please fill out the form so you can make a time to chat with the learning advisor. If you have not received a form please ring the school and ask to speak to your child's Learning Advisor.

It was great to see on Monday majority of children wearing **our school uniform**. Wearing school uniform supports our students feeling a sense of belonging and pride to be part of BANB7. Thank you for your support and cooperation. If you need support with school uniforms, please see Nathan Anderson. Also a reminder about **NO Hats NO Play for this term** – please have them labeled.



DIARY DATES

Family Connections Day

Tuesday February 7th

Governing Council Meeting

Thursday February 16th
3.30 - 5.00pm

Adelaide Cup Public Holiday

Monday March 13th

Staff commenced back at school on Monday 23rd January preparing for a great start to 2017.

One of the days staff gathered in the Hub for a day of professional learning around Literacy and Inquiry learning.



Literacy Consultant, Lisa Burman facilitated the day with Steph and Dani supporting her. It was a great way to start our year.

Cheers

Lee Sansom

2017 Learning Advisors and Co-Educators

| | | |
|-----------|--|----|
| Preschool | Amy Baker, Tracy Baines, Susie Arthur & Kate Bolton | |
| Rec | Michele Plant & Shelly Feutrill | P5 |
| R/1 | Sarah Dunstan & Sue Hilder | P6 |
| R/1 | Christina Bilney & Jean Cassells | P4 |
| Yr1/2 | Kim Schiller | P1 |
| Yr 1/2 | Yvette Beil | P2 |
| Yr 1/2 | May Militch | P3 |
| Yr 3/4 | Antoinette Krashos & Brooke Angel Y2 | |
| Yr 4/5 | Louise Kitto | Y1 |
| Yr 2/3 | Kellie DiMaria | Y4 |
| Yr 2/3 | Stuart Ingram | Y5 |
| Yr 6/7 | Sam Benefield | Y6 |
| Yr 6/7 | Sam Anderson | Y7 |
| Yr 6/7 | David Gross | R1 |
| Yr 5/6 | Michael Hassett | R2 |
| Yr 2-6 | Amanda Bartram, Antoinette Krashos Janet Galpin & Tom Hayward R5 | |
| Yr 4/5 | Amelia Ioakim | R6 |

| | |
|---------------------------|---------------------------------------|
| IELC Studios | |
| R/1/2 | Hiedi Harding & Catherine Florance B1 |
| R/1/2 | Bronwyn Pearse B2 |
| Yr 2/3/4 | Karun Chhokar & Helen Armstrong Y3 |
| Yr 5/6 | Rachel Gloria & Helen Armstrong R3B |
| Yr 6/7 | Josh King R3A |
| IELC Literacy Partner | Gary Schultz |
| PE | Josh Kolesnikowicz |
| Early Years NIT | Rob McLeod |
| The Hub/ STEM NIT/ ESL | Concetta DeLeo |
| Visual Arts | Priscilla Picca |
| Math's Coach | Effie Skordos |
| Dance & Drama | Michelle Hunter |
| Special Rights | Jo Bismire |
| Literacy Partner Red | Jenni Barrett |
| Literacy Partner Pur East | Pam Ramsey |
| Literacy Partner Yellow | Phil Callen |
| ESL & Literacy Partner | Margaret Norman |
| Aboriginal Education | Alice Paraskevas |
| ACEO | Sonny Keeler |

Road Safety Children's safety is paramount at BANB7. This begins with children walking to school and using the appropriate places to cross the road plus importance of parents driving past the school boundary.

The following Road Safety Information is from the SA Police.

111 REASONS TO USE YOUR SCHOOL CROSSING.

Reason 1:

Nearly one in every eight road deaths in South Australia is a pedestrian. In addition to fatalities there are on average just under 100 pedestrians seriously injured as well as many more who receive minor injuries each year.

Reason 2:

Your child will learn about pedestrian safety by **watching you**, so use safe behavior around cars, roads, footpaths and car parks. Always **stop, look, listen and think** before crossing a road, and use pedestrian crossings wherever possible. **Always** cross at the safest point, even if you have to walk further out of your way and if you're crossing at the lights, wait for the green man!

Reason 3:

Queensland's Centre for Accident Research and Road Safety recently conducted an Australia-wide survey of parents focused on keeping kids safe around roads and cars. **They found until the age of NINE, children's perceptual and cognitive abilities are not sufficiently developed to enable them to make sound judgments when they are crossing roads.** Holding hands with your children is the best way to keep them safe around a school crossing.

Reason 4:

The Australian Road Rules state if you are within 20 metres of a crossing (including a school crossing) you must use that crossing to walk from one side of the road to the other.



And the other 107 reasons? 107 is the number of dollars an expiation notice (fine) will cost you if you are detected breaching the above Australian Road Rule. So keep an eye out for any hazards and keep holding hands until you're all safely in the school yard or in the car.

This article has been prepared by A/Sgt Nigel ALLEN of the Road Safety Section, South Australia Police. If parents have any questions about school crossings please contact the Road Safety Section on the telephone number 82076586.

Maths and Numeracy at Banb7



*My three children
and I*

Hi, my name is Effie Skordos. I'm the Numeracy / Math's Coach at BANB7 which means I work closely with learners and educators from Preschool to Year 7. I love my job because I get to see children and grown ups having fun solving problems in math's.

Firstly, you may have heard the word Numeracy used and wonder how it is different from math's.

***Numeracy is the capacity, confidence and disposition to use math's in daily life.
Numeracy happens everywhere.
Numeracy is different from literacy.
Numeracy is more than counting numbers. Numeracy is more than school mathematics.***

Math's is all about relationships in the natural world. For example, it could be relationships between numbers or the arrangement of petals on a flower. For children to best understand these relationships they need to talk about ideas and theories, solve problems and make connections between ideas.

At BANB7 we want learners to own and connect with their learning and not memorise, forget and memorise again. We encourage children to talk and learn as a community because "what they can do today with a friend, tomorrow they do by themselves."

We all know new learning is a lot easier when it is about something that is relevant and of interest to us. Apparently you can become fluent in a second language in 6 months if you focus on words and concepts that you are passionate about!! Keeping this research in mind, the educators at BANB7 plan for their learners to be engaged in solving problems that are relevant to their lives.

As a parent / caregiver you play an important role in how your child will see themselves a mathematician!

Things you can do at home...

Did you know that half of every minute of play is Math's?

Board Games

These develop reasoning, problem solving, mathematical language, risk taking and confidence.

Try: Junior Scrabble, Connect 4, Junior Monopoly & Guess Who. Also use dice to make up games!

Numbers at your home

Look and record all the different numbers inside and outside your house i.e. clocks, TV remote, oven, microwave. Choose ones your child is interested in and talk about their purpose and how you use them. Also, how they might be different or similar.

Street walk

Walk along your street and notice how they house numbers change. See what your child knows about odd and even numbers!

Measuring Tools at home

Let them join in when you are using the measuring tape, scales, oven timer, microwave or TV remote.

Cooking

Make jelly together! Talk about adding 1 cup of hot water and 1 cup of cold water. Why do we need exactly 1 cup each time? What's half a cup?

Make muffins (packet ones are super easy) and get your child to arrange the patty pans in the tray. Talk about rows and groups of things. Ask if they know about anything else arranged in equal rows? Egg cartons... why?

Recipes

Ask them to notice all the different ways numbers are used. Ask them what they think. Don't give them the answer straight away but look for another opportunity to show them and ask them again. Learning tends to 'stick' more when the learner figures it out by themselves.

Catalogues or newspapers

Look at all the different ways numbers are used and group them. This discussion could take you anywhere!

Driving

Get your child to notice all the numbers on the road (speed signs, kms of distance, maps etc). Ask them what and how these numbers are used!

Using math's language

More, less, same amount, up, down, over, under in everyday conversations.

Shopping

Compare prices of different brands asking how much more. With older children you may want to look at price per kg or L.

Talk about the different shapes of the fruit. Another interesting thing to notice is the way the fruit is arranged, whether and how it is stacked.

Look at the receipt after the shop and all the numbers on that.

Weather app

Which is the hottest/coldest day this week?

By how much?

What's the quickest way the work that out?

UV rating

Humidity

Compare Adelaide's data to a city of their choice and have similar conversations.

Some free maths apps...

[10 Frame Fill](#)

[Number Flash](#)

[Number Pieces Basic](#)

[Numbers Logic Puzzle,](#)

[Make 10+](#),

A great website...

[**mathsisfun.com**](http://mathsisfun.com)

My email is:

[**Effie.skordos@banb7.sa.edu.au**](mailto:Effie.skordos@banb7.sa.edu.au)

Regards,

Effie Skordos

BANB7 Numeracy/Math's Coach