



Upcoming Events

Principal's Tour in T3

Date: Wednesday 23
August

Time: 9:30am - 10:30am

Venue: McAuley
Community School - Hove

Principal's Tour in T3

Date: Thursday 24 August

Time: 9:30am - 10:30am

Venue: McAuley
Community School - Hove

LEADERSHIP

Principal Mrs Amanda Parslow &

Deputy Principal Mrs Lisa McCormick



Our theme for the 2023 school year, **'A place to achieve'**, is grounded in our commitment to providing high-quality differentiated teaching and learning that ensures the growth and progress of every learner.

We believe in an holistic approach to education that engages the hearts and minds of our young learners, recognising in each individual the unique gifts they bring. **As an educational community, we embrace learner diversity and acknowledge that there are many ways to learn and achieve.** We deeply value the importance of knowing our learners and their story, and as such, we commit to working in partnership with you and your child in their educational journey.

We are committed to excellence in an innovative learning environment, which inspires us to think outside the square, gain new perspectives and insights, and consider education beyond our Learning Neighbourhoods. It is a journey of endless possibilities, where learners are energised to seek meaning and truth about the world in which they live and grow, while developing the global competency, confidence and agency to be our leaders of tomorrow.

At the very heart of McAuley Community School is our desire for the full flourishing of each learner, across the spiritual, physical, cognitive, emotional and social domains. We support learners to grow in virtue and to embrace the Mercy keys of Respect, Compassion, Gratitude, Courage and Creativity. It is a journey that is enlightened by faith, animated by love and leads to hope.

We hope you enjoy reading our first edition of McAuley News for 2023. It features our **whole school approach to literacy** in the Learning Neighbourhood stories and we encourage you to read the comprehensive learning article by Ms Nicole Tropeano.

FAITH

Assistant Principal Religious Identity & Mission

Mr Michael Ellul



It is our pleasure to introduce our new APRIM, Mr Michael Ellul to McAuley.

Mr Ellul has a long-standing relationship with our school's location. He taught at Sacred Heart from 1998 and worked with the staff at Marymount College during the development and amalgamation of the Sacred Heart and Marymount Colleges.

A much respected educator and leader at Sacred Heart in the roles of Director of Arts, a Leader of Learning and Professional Practice. Mr Ellul worked closely with the Mission Leaders and the Directors of Marist Mission to develop school celebrations, initiatives, outreach and solidarity projects.

His love of music and performance was encouraged as a child and he chose to study music for his Bachelor of Arts degree. Did you know he can play the guitar, keyboard, bass guitar, ukelele, the trumpet and trombone? He also sings and plays drums in a band.

Visiting his daughter in London at Christmas, they travelled to the south of Spain and visited Gaudi's La Sagrada Familia. Another bucket list item was the Black Madonna which is held in the Monastery at the foot of Montserrat. *'It was beautiful to walk their path of the Stations of the Cross outside the Monastery'*.

In 2021 he completed his Master's Degree in Catholic Educational Leadership at the Australian Catholic University. This included a focus on Theology, Scripture and fostering divergent thinking in schools. He has a passion for approaching all manner of school life in creative and innovative ways. He acknowledges the importance of preparing learners to be ready to transition to high school one day and life post-schooling.

'The Mercy Keys are fundamental to how we celebrate our faith and spirituality and how we work together to achieve our goals and make a difference at McAuley'.

Through these keys, Mr Ellul is committed to ensuring a celebratory, inviting and inspiring faith community that is visible to all who come into our school community. He invites comments and thoughts from families and offers his email:

michael.ellul@mcs.catholic.edu.au

'May your Lenten season allow you to focus on your spiritual wellbeing and your closeness to God. May you feel empowered to show love, care, compassion, mercy and forgiveness to those in need'.



At McAuley Community School, we are committed to providing high quality, differentiated teaching and learning to enable the holistic growth and progress of every learner.

This year we continue to strengthen our whole school approaches to teaching literacy, with a focus on developing reading. We know from extensive research that reading proficiency significantly contributes to positive life outcomes including health, wellbeing and employment opportunities.

Across the school, consistent timetables have been designed for each Pastoral Care Group. This includes a Welcome Circle each morning which is important for establishing clear routines, connection, belonging and prayer. A literacy block follows and includes Word Study (Phonological Awareness, Structured Synthetic Phonics and Morphology), Readers Workshop and Writing.

Our timetables also include a numeracy block, Religious Education and Integrated Studies (Science, Humanities and Social Sciences, Health and Technologies). We engage in a suite of pedagogies to teach our curriculum including explicit direct instruction, inquiry, problem based learning and play.

Our literacy approach is influenced by 'The Science of Reading', a comprehensive body of research which provides us with the information to understand how we learn to read, what skills are involved, how they work together, and which parts of the brain are responsible for reading development.

Reading is a complex process with comprehension the ultimate goal. The research clearly shows that there are six components which are essential to reading instruction and learning to read. These are phonological awareness, phonics, vocabulary, fluency, oral language, and comprehension.

Word Study includes Heggerty, a program to build phonological awareness and PLD (Promoting Literacy Development), an approach to multisensory Structured Synthetic Phonics. PLD's Structured Synthetic Phonics teaching sequence commences with single letter phoneme-grapheme relationships and digraphs and gradually includes the introduction of alternative spellings in the extended code. Along with teaching the phoneme-grapheme relationships in isolation, opportunities to apply this knowledge to extended reading through connected text and writing (dictation) tasks are also provided. The teaching sequence also underpins the presentation of High Frequency words.

Our Educators and Co-Educators continue to engage in professional learning to deepen their understanding and practice in teaching literacy. In Week 0, staff spent the day with coaches from PLD (Promoting Literacy Development) to learn more about the research underpinning the program, the teaching sequence and lesson routines and structures that support learning outcomes. Further training and development is planned for the year including staff meetings and pupil free days.

An assessment and data schedule has been designed to screen and assess learners in literacy, numeracy, wellbeing, and Religious Education. The purpose of the assessment schedule is to:

- **Identify learners' current skills and strengths**
- **Inform next steps in teaching and learning**
- **Track and monitor each learner's growth and progress**

In week 5, all learners from Reception to Year 6 were assessed using DIBELS (Dynamic Indicators of Basic Early Literacy Skills). DIBELS is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills. Learners are assessed using DIBELS three times per year.

To ensure that each child's learning is carefully monitored, our Educators alongside Co-Educators and members of our leadership team engage in case management meetings. These are timetabled every 3 weeks.

At our meetings, we analyse DIBELS data and triangulate this with other data from our assessment schedule. We also consider observations, conversations, learning tasks and assessments to build an holistic understanding of each learner. Together, we identify learners requiring additional support including intervention. **We set short-term and long-term goals and identify strategies to implement to support learning growth.**

Our assessment schedule and learning programs are differentiated and modified where necessary. To ensure each learner accesses the curriculum on an equal basis to their peers, our Educators are currently reviewing and writing personalised plans for learning (PPL's) for some learners.

We look forward to sharing further information about our Reader's Workshop and Tier 2 & 3 literacy intervention in the next issue of McAuley News.

We are so excited for the progress our learners will make this year, particularly in reading. **Our partnership with parents and caregivers in educating each learner is so valued.** If you have any questions or wonderings about your child's learning, please contact their educator.

If you would like any further information on our whole school approaches to teaching and learning you are very welcome to email me at nicole.tropeano@mcs.catholic.edu.au

LEARNING: Reception Neighbourhood

Literacy

Thursday 16 February

Miss S Delaney, Miss K Van Schaik, Miss C Forbes & Mrs A Lindsay



Reception Educators have been teaching Phonics through a program called Promoting Literacy Development (PLD). This is an evidence-based approach to Structured Synthetic Phonics and is aligned with the 'Science of Reading'. This learning is part of our Word Study and it is a daily element of our whole school literacy program.

Reception Educators have been explicitly teaching pre-reading and pre-spelling skills. They have been focussing on three key skill areas:

Alphabet sounds: mouth movement and action (s a t p i n) (c h e r m d) (g o u l f b) (j z x y k q w v)

Lowercase letter formations: pencil grip and verbal cues

Phonological awareness: This is an understanding of the different ways that language can be broken down into smaller parts. It is a critical skill for literacy development and reading and spelling success. We start by blending words into segmenting words.

Heggerty is another part of our Word Study and develops Phonological Awareness. The program provides opportunities for our Reception learners to develop phonological and phonemic awareness through:

- Rhyming words
- Blending, segmenting, and isolating sounds and syllables in words
- Adding, deleting, and substituting sounds and syllables in words.

Our youngest learners have the opportunity to develop these skills through repeated exposure and practice. They are doing an amazing job!





**LEARNING: Year One
Neighbourhood**

Literacy

Wednesday 15 February

Ms J Stewart, Mrs T Carroll, Mrs D Statham, Miss M Short
& Ms L Murray



Our Year One learners are working hard to build their confidence and skills to be fluent readers.

Word study is an important aspect of our weekly literacy program. One part of Word study is fluency in reading. Learners receive a new text (story) each week that focuses the phoneme concept they are learning. They read the text daily and respond to the story by illustrating and labelling their comprehension of the text.

By the end of the week, learners are expected to read the text fluently and write the text accurately during dictation.

LEARNING: Year Two Neighbourhood

Literacy

Thursday 16 February

Mrs D Statham, Mrs S Hughes, Mrs E Floreani & Miss J Wild



The Year Two Neighbourhood have been busy building their phonological awareness and knowledge by engaging in Word Study each morning.

During Word Study, learners are explicitly taught letter names and sounds and practise phonological awareness by blending, isolating, segmenting and substituting sounds in words. Each week, learners focus on specific sounds based on data-informed teaching and learning.

On Monday, Tuesday and Wednesday, they practise sounding and writing their words through a number of activities. On Thursday and Friday, it's time for dictation where they listen to passages containing their focus sound and write the sentences they hear.

Learners record their learning on Seesaw to share with their Educators and families.





**LEARNING: Year Three
Neighbourhood**

Literacy

Thursday 16 February

Mrs D Higgs, Ms G Bateman, Miss A Seagrim & Mrs R Scudds

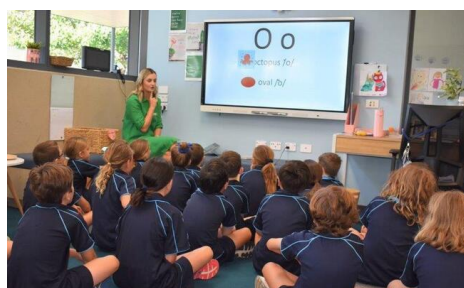
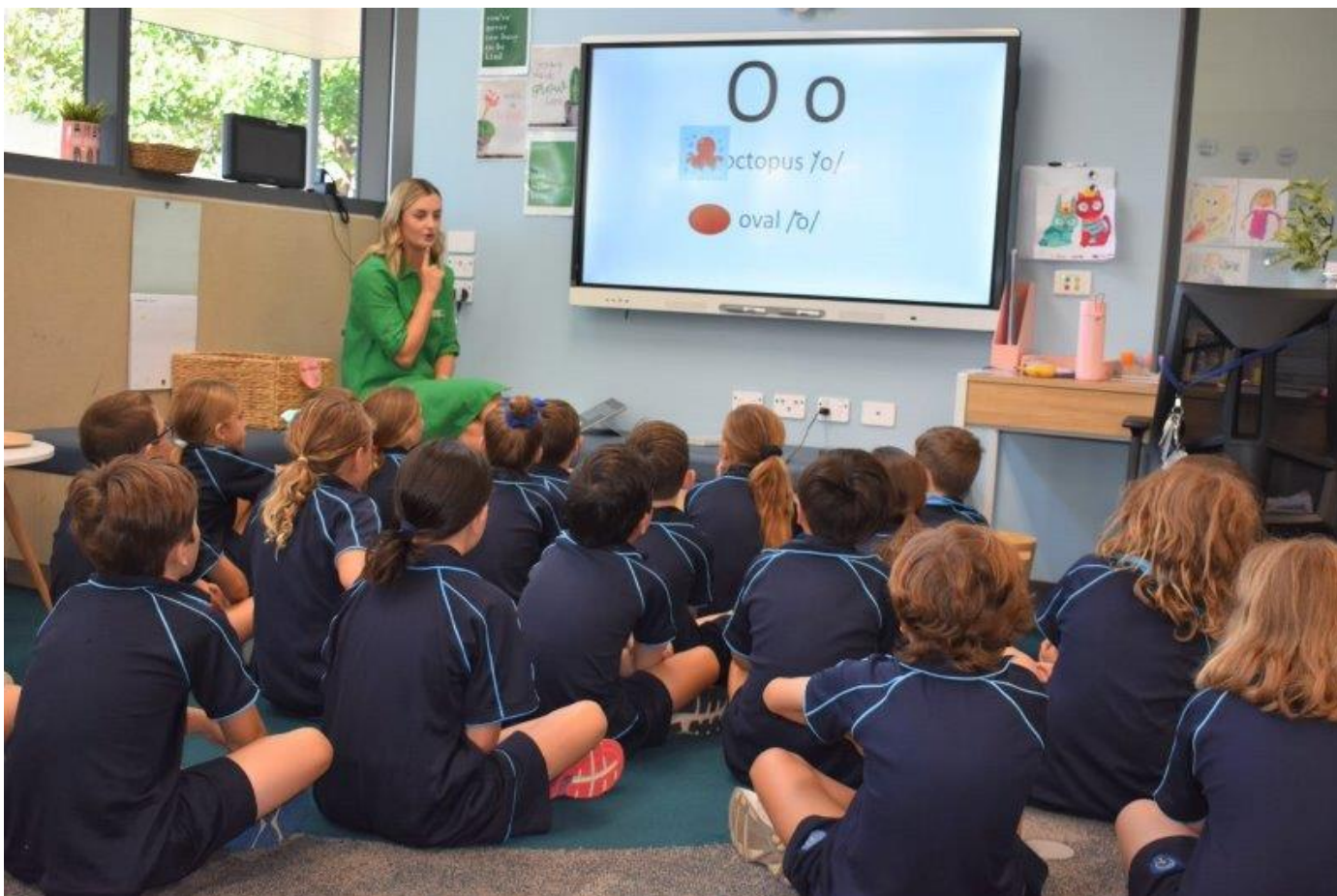


It was wonderful for our Year 3 learners to begin their Word Study program in week three this term as part of the McAuley whole school approach to literacy.

Through explicit instruction, they have been guided through the various activities that reinforce their spelling knowledge, including practising phonemes on flash cards and segmenting and blending their weekly focus words. Each week they participate in a wide range of activities that embed their learning, both in their Word Study book and on Seesaw.

Learners are also excited to start a writing unit on persuasive text. They will spend time learning how to implement the structure of a persuasive text, developing strong, convincing language and excellent arguments to persuade the reader of their opinion.

Their Educators are looking forward to being wooed by their amazing powers of persuasion!



LEADERSHIP: Our School Leadership Team

'A place to achieve'

Friday 3 February



We are very proud of our School, Arts, Eco, Mercy and Sport Leaders for 2023.

Our school community is looking forward to their leadership skills as they celebrate learning and lead whole school initiatives.

Leadership is a quality that all learners are encouraged to develop here at McAuley. These leaders submitted an application addressing four key criteria and were shortlisted and selected after an interview. Proudly supported by Mrs Parslow, Mrs McCormick, Ms Tropeano, Mr Ellul and their Neighbourhood and Specialist Educators.

Congratulations all!





LEARNING: Year 4 Neighbourhood

Literacy

Thursday 23 February

Miss E Barr & Miss A Fuller



This term, during our morning Literacy block, the Year 4 learners will be doing Word Study, Readers Workshop and writing lessons.

Word Study comprises of a different phoneme focus each week to address any misconceptions and expose learners to new sounds and letter/sound relationships and patterns. Daily activities are completed to practise the sounds and on Friday, learners participate in dictation.

As Educators complete the dictation, learners apply phonics concepts to their writing and are faced with the challenge of applying their recently acquired spelling concepts to connected writing of text. This enables learners to transfer spelling concepts to their writing and improves learners listening, auditory memory, handwriting, language and spelling skills.

During Reader's Workshop, they are building a community of readers. Each lesson starts with an introduction followed by the mini lesson. In the mini lesson, a particular routine or strategy is modelled that the learners can use when reading.

They then have the opportunity to practise their skills and improve their fluency and comprehension through independent reading of 'mostly right' texts.

The class novel for this term is 'Matilda' by Roald Dahl. Through the novel, they will practise and learn new grammar and punctuation concepts. Learners will use their creativity to write diary entries, characters descriptions and narratives based on the novel.





LEARNING: Year 5
Neighbourhood
Literacy
Thursday 16 February
 Mrs B Wansley & Miss M Toland
 Absent: Mrs A Mixon



programs.

Word Study occurs daily and our learners have become familiar with the structure of lessons and are developing efficient strategies to complete their assigned activities which change each day.

Similarly, to our Word study program Reader's Workshop follows a repetitive routine that encourages learners to develop new reading skills independently following explicit skills being taught by the Educator.

Educators have been impressed by the engagement and commitment learners have shown towards Heggerty. They are becoming very efficient in quickly completing daily lessons which support the development of phonological awareness.

In conjunction with our Reading, Spelling and Phonics programs they are also exploring the narrative and persuasive genres. They are learning about the structure of each genre and the specific language features required to make an interesting text. Learners are conferencing one-on-one with their PC Educator. From this, the learners have created writing goals for this term.

Learners are now more frequently required to use their device to write. They will spend time this term practising typing at a faster pace, with two hands.





**LEARNING: Year 6
Neighbourhood**

Literacy

Wednesday 15 February

Mr S Charlton & Miss O Angel-Keys



This term the Year 6 learners are continually developing our spelling knowledge and awareness implementing the whole school focus of Structured Synthetic Phonics. They have developed a strong routine to support the learning of their weekly spelling focus.

Term one will also see the Year 6 learners explore narrative writing. Using the Seven Steps Program, learners will develop their skills and understanding toward confidently creating fictional texts. This unit will continue to develop their 'Sizzling Start' skills and writing techniques including 'Ban the Boring', 'Show Not Tell' and 'Dynamic Dialogue'. A focus on storyboards and planning will assist Learners with 'real life' writing procedures and planning to set them up for success in their creative writing.

In Reader's Workshop, learners develop their skills toward reading, inquiring into "What Makes A Good Reader?" Building on this focus, learners will develop their comprehension skills across a range of fictional and non-fictional text types.





**ECOLOGY: Morialta Mukanthi
Nature Play Space**
Whole School Excursion
Friday 17 February



At McAuley, one of our passions is the future sustainability of our natural world. This year we have implemented a whole school approach to Nature Play.

Mindful of the fewer opportunities children have for outside play and contact with our natural environment, we have two whole school excursions planned. Our excursion to Morialta Mukanthi Nature Play Space was an amazing day for everyone, with the second excursion planned for Belair National Park in Term Three.

Outdoor learning inspires creativity, problem-solving and the physical development of children. Opportunities to develop these skills through Nature Play support learning across the curriculum.

Thank you to Nature Play SA for coordinated activities such as watercolour painting and loose parts play. Thank you also to Aboriginal Elder, Trent Hill for talking about the cultural significance of the area to the Kurna people on his guided walks at Morialta Mukanthi.

It was the most wonderful day of free play and exploring in nature!





LEARNING: Premier's Reading Challenge

Literacy

February to Friday 8 September

Mrs N Paparella



2023 marks 20 years of the Premier's Reading Challenge in SA!

To celebrate, learners will have the opportunity to receive a special 20th Anniversary certificate in addition to their usual Premier's Reading Challenge award.

To qualify, step right up and read 20 books in 2023 instead of 12. With the support of your PC educator, fill out the '20 Years, 20 Books' reading record.

The reading guidelines are:

Reception to Year 6: choose 8 books from the PRC list and 12 free choice titles

The 20 book challenge is intended to be a voluntary, enjoyable extension of reading for pleasure for learners who choose this option. We are aiming for 100% participation and completion in the Premier's Reading Challenge in 2023 at McAuley.

A big thank you to Mrs Paparella for coordinating this important activity and looking after our hundreds of books in the school.

Stay tuned for news of a special guest speaker next term!



COMMUNITY: Our Canteen

Monday 27 February

Miss L Ragless



Our school canteen, managed by Lilli, plays an important role in promoting and developing the knowledge, skills and behaviours associated with healthy eating.

This learning is reinforced in our Learning Neighbourhoods, creating a foundation for the development of a healthy lifestyle.

Lunch orders are available every Monday, Wednesday and Friday and are ordered on the QKR app by 7pm the night before. Click [HERE](#) to visit the Canteen page on our website for further information.

On behalf of all our coffee-loving families, thanks for doing a great job as our resident barista Lilli.





COMMUNITY: The Southern Cross Magazine

Click [here](#) to view the digital version of Adelaide's award-winning Catholic newspaper **The Southern Cross** at the Catholic Archdiocese of Adelaide.

Click [here](#) to subscribe to have the latest news delivered to your inbox twice a month.

View this article online to read more

Key Dates

School Assembly led by Yr 4 @ 2:20pm Monday 6 March	Yrs 5 & 6 Swim Trials @ Marion Monday 6 March	Pathways Playgroup @ 9am Monday 6 March	Principal's Tour: 9:30am Wednesday 8 March
Principal's Tour: 9:30am Thursday 9 March	Year 2 Liturgy @ 9:15am Thursday 9 March	Pupil Free Day Friday 10 March	Adelaide Cup Day Monday 13 March
Yrs 1 & 2 Swim Safety begins @ Marion Tuesday 14 March	South West SAPSASA Boys' Football & Girls' Netball Trials Tuesday 14 March	NAPLAN: Years 3 to 5 Wednesday 15 March	Year 4 Mass @ 9:30am Thursday 16 March

NAPLAN: Years 3
to 5

Thursday 16 March

NAPLAN: Years 3
to 5

Friday 17 March

School Assembly
led by Yr 2 @
2:20pm

Monday 20 March

Reception Swim
Safety begins @
Marion

Monday 20 March

NAPLAN: Years 3
to 5

Monday 20 March

Pathways
Playgroup @ 9am

Monday 20 March

Year 1 Liturgy @
9:15am

Thursday 23 March

Learning
Conversations
begin

Monday 27 March

Pathways
Playgroup @ 9am

Monday 27 March

SACPSSA Swim
Carnival

Tuesday 28 March

Year 6 Mass @
9:30am

Thursday 30 March

School Photo Day

Friday 31 March

SAPSASA SW
District Swimming
Carnival

Friday 31 March

Crows Cup Yrs 5 &
6 Girls' Football

Friday 31 March

Palm Sunday
Liturgy

Monday 3 April

School Assembly
led by Yr 3 @
2:20pm

Monday 3 April

Pathways
Playgroup @ 9am

Monday 3 April

Last Supper
Liturgy

Wednesday 5 April

Holy Thursday:
Stations of the
Cross

Thursday 6 April

Good Friday

Friday 7 April

Easter Sunday

Sunday 9 April

Easter Liturgy

Tuesday 11 April

Last day Term
One

Friday 14 April

ANZAC Day

Tuesday 25 April

Pupil Free Day
Term 2

Monday 1 May

Catholic Schools
Open Week
begins

Monday 15 May

Catholic Schools
Open Week ends

Sunday 21 May

Pupil Free Day
Term 3

Monday 24 July

Book Week
Parade

Monday 21 August

Mercy Day
Celebrations

Monday 25 September

Sports Day @
Mawson Oval

Friday 29 September

Pupil Free Day
Term 4

Monday 20 November

McAuley Community School

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Book-a-Tour

www.mcs.catholic.edu.au

(08) 8397 6450

Absentee line (08) 8397 6455 (24-hour message service)

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