Volume 9

Wednesday 22nd June, 2016

REPORTS

This week your child will be bringing home their mid-year reports. These reports contain grades against three different aspects of your child’s learning and development.

- Student achievement
- Student commitment to learning
- Student development within the Australian Curriculum Capabilities
  (Personal and social, critical and creative thinking, intercultural understanding and ethical behaviour)

These aspects all reflect different skills, abilities, understandings and dispositions which together tell you about how well your child’s learning and personal development is progressing.

The achievement grades are mandated under an agreement with the Commonwealth Government. Every student must be given a grade ranging from A-E. This grade must be an assessment of the degree to which they meet the standard from the Australian Curriculum for each subject. If they have shown that they can on balance understand and do the great majority of what is required by the standard and demonstrate this in a range of different contexts, they receive a "C" grade. The different context reference means that it is not enough to get items correct in a spelling test for example, but they must be able to use the words in their other writing or apply maths skills in a problem solving situation. These grades are moderated across the year levels both within the school and, as of this year, we have started doing this across schools in our Partnership. This allows you to have confidence that the grades reflect consistent interpretation of the various levels within each standard at each year level and are not dependent on teacher’s personal opinions. The standards can all be accessed on the Australian Curriculum website.

The mid-year report is an estimate of whether they are on track to achieve the standard by the end of the year. It is quite challenging for students to demonstrate the standard to the extent required to gain an A or B grade. We would ask parents to be aware of this before offering any rewards to your child for achieving these higher grades. Achieving a “C” grade is truly the first goal for all students in every subject. If your child has been given a “D” or “E” for achievement, you can expect that their teacher may have already, or will shortly ask to meet with you to discuss whether this is a cause for concern at this stage.

We would strongly encourage you to consider the grade for commitment to learning as possibly equally important at this stage of your child’s schooling as this tells you about how much effort they are putting into their learning, how engaged they are and whether they are showing persistence and resilience in their learning. These are the attitudes and dispositions that will make them successful into the future.

The capabilities are important as they identify how well your child is maturing in their attitudes and those capabilities that will support them to become an active and informed citizen.

If you have any concerns with anything in the report, please be sure to make a time to meet and discuss this with your child’s teacher. It is important that all parents have access to their child’s reports and we try to anticipate where two reports are needed, however we do sometimes miss people so if you need an extra copy either sent home or mailed to someone, please let us know.
We aim now with all our Connected Curriculum modules each term to have an action event where every class participates in an activity that highlights the big ideas from the terms work.

This term we are asking each class to do an assessment of the amount of waste that they produce in class on one day in the next week or so. We then ask them to discuss how they could effectively reduce this waste and to have a try at this towards the end of term, doing a second audit of the amount of waste produced to see if they have made a difference. Parents can help with this by trying to reduce the amount of waste packaging that is in student’s lunches. This has been the goal of the Nude Food movement. Every piece of packaging or excess food that we can save from landfill makes a difference. As part of the Wipe Out Waste schools Less to Landfill Challenge, we encourage parents to focus on reducing the amount of material that we send to landfill.

Below is some advice from them about reducing the amount of waste in student lunch boxes. We feel that it is better to try and change to a more sustainable way of doing this over time rather than just do it on one day and then revert to old practices.

<table>
<thead>
<tr>
<th>Try to pack</th>
<th>Avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Waste-Less Lunchbox</strong></td>
<td><strong>A Disposable Lunchbox</strong></td>
</tr>
<tr>
<td>- Snacks in reusable containers</td>
<td>- Lunches packed in plastic bags or wrap, foil, wax paper</td>
</tr>
<tr>
<td>- Drinks in a reusable container</td>
<td>- Disposable drink boxes, pouches, cans, cartons, and bottles</td>
</tr>
<tr>
<td>- Reusable utensils when needed</td>
<td>- Disposable forks and spoons</td>
</tr>
<tr>
<td>- A reusable lunchbox or backpack</td>
<td>- Pre-packaged single-serve snack items</td>
</tr>
<tr>
<td>- Small pieces of fruit, yoghurt or snack items in a reusable container</td>
<td></td>
</tr>
</tbody>
</table>

More details on the Nude Food Movement can be found at [http://www.wow.sa.gov.au/nude-food.html](http://www.wow.sa.gov.au/nude-food.html) There are some companies that produce food packaging in line with these aims including those found at the following website. [http://www.nudefoodmovers.com.au/](http://www.nudefoodmovers.com.au/)

Next term we will be celebrating Book Week. The theme this year is: **Australia: Story Country.** During Week 5 (20/8-26/8) the whole school will be celebrating with buddy class and lunchtime activities and a whole school assembly for which we encourage students to dress up. This year we would like students to dress up in keeping with the theme. They could dress up as a character from an Australian book or as an Australian hero, icon or legend. For example, the Rainbow Serpent, Tiddalick the Frog, Ned Kelly, Blinky Bill, Snugglepot and Cuddlepie, an early settler, etc. Simple costumes that students design are encouraged. We look forward to seeing how thoughtful and creative our school community can be.

In DO1, we have been learning about how things grow and change as part of our Science. Miss Alinta brought some Monarch caterpillars from Cape Jervis to help us with our learning. We all got a caterpillar each. There were 27 altogether. We all named our caterpillars and predicted if they would be girls or boys. We had to look after them to make sure they have a long life. We observed our caterpillars every day and wrote about them in our science book. We all got to watch a caterpillar turn into a chrysalis. Last week, the chrysalis’s started to change into butterflies. We watched a chrysalis turn to into a butterfly. It was amazing! We have shared our learning journey with other classes who have been visiting us to watch our caterpillars grow and change. After a couple of days, we let them go outside into nature.

With the cold weather upon us we recommend that our school dress is not an ideal option for this time of year. We have noticed children wearing skivvies and stockings under the dress. As an alternative to this we suggest you clothe your child in long pants and a jumper or jacket to better suit the climate.
Please note that the following items are non-compliant school uniform:

- White skivvies or tops
- hooded jumpers or hooded jackets
- leggings or tight active wear pants
- black jumpers/jackets/pants
- brief shorts and skirts
- clothing with brand names, writing, pictures, stripes or logos

Nail polish is not acceptable.

Our school colours are navy and jade. Plain navy or jade clothing is acceptable provided it is not already on the non-compliant list.

Many students inadvertently wear other students’ jackets and jumpers. Please take time to check that your child is wearing his/her own clothing. If you find that you have another students item by mistake, please bring it to the school office ASAP.

**HAPPY RETIREMENT**

Parents of students in SD7 were notified last Friday of the upcoming retirement of Vicki Lawless. Vicki has been teaching in S A for over 40 years, of which the last 13 were at our school. Her last day at school will be on the 8th July. We are sure every one joins us in wishing her all the very best for her future retirement.

We are anticipating that Jacqui Thomas will be her replacement.

**LAST DAY OF TERM 2 CORRECTION**

Unfortunately an incorrect date was printed in the previous newsletter. The last day for Term 2 is Friday 8th July 2016. There is an early dismissal at 2:15pm for all students.

**LUCKY LITTLE PAWS CHARITY**

My name is Alicia and I am fundraising for the Lucky Little Paws Charity. Lucky Little Paws is a place that saves cats that have been tortured and found on the streets. If you are able to help out by donating the following suggested items listed below we would appreciate it very much:

- Cat toys,
- food,
- cat carriers,
- scratching poles,
- litter trays,
- kitty litter or any other useful items.


**SCHOOL FOOTBALL RESULTS**

**SATURDAY 4TH JUNE**

2/3 WLSS 2-4(16) vs Fulham North 8-6(54)
Goals: Jack Mc, Tom H (1)
Best: Haydn E, Tom H, Jordyn H

4/5 WLSS 2-0(12) vs Fulham North 9-13(67)
Goals: Owen H, Tyson G (1)
Best: Jamie R, Mitchell R, Cy H

6/7 WLSS 4-12(36) vs Fulham North 7-6 (48)
Goals: Jackson H, Zach M, Jay W, Callum F(1)
Best: Deacon D, Hudson B, Zach M

**SATURDAY 18TH JUNE**

2/3 WLSS 7-7(49) vs Hendon 4-3(27)
Goals: Jack Mc, Tom H (2), Dylan J, Jai E, Lucas H (1)
Best: Jai E, Lucas H, Declan J

4/5 WLSS 7-9(51) vs Hendon 2-0(12)
Goals: Michael O, Cy H (2), Jamie R, Owen H, Darcy C (1)
Best: Darcy C, Michael O, Tyson G

6/7 WLSS 5-8(38) vs Hendon 15-8(98)
Goals: Bailey B, Noah H, Zach M, Wil V, Oscar R(1)
Best: Cameron M, Oscar R, Brodie H

**FOOTBALL TEAM PHOTOS**

Saturday 25th June on the School Oval

2/3’s – 8:00 am
4/5’s – 8:45am
6/7’s – 9:45am

**S A JUNIOR STATE SOCCER**

Selected students played in the SAJSA State Championships soccer on the June long weekend and represented our district team North West Junior Soccer Association. Both U/12 girls and boys teams finished runners up at the end of the championships.

**ANSWERS TO STRETCH CORNER T2Wk6**

1. Answer: 78
2. She kicked the ball up meaning gravity pulled it down.
3. It didn’t roll, roosters don’t lay eggs.
4. He’s not driving, he’s walking.
5. The egg won’t crack the concrete floor.
It seems strange to talk about promoting good mental health in children.

Shouldn’t all children naturally have good mental health habits? After all, childhood is supposed to be a pretty relaxed time of life, free from the pressures and stresses that can come with adulthood.

Sadly, it doesn’t seem that way. According to the Australian Psychological Society one in seven Australian children experience some type of mental health issue, with ADHD, anxiety and depression being the most common kind.

Having good mental health doesn’t mean that kids don’t experience difficulties or worries. Feeling worried, sad or fearful is normal. Kids who are mentally healthy are equipped to handle many of life’s curve balls that come their way. They also don’t let their emotions overwhelm them. As a result, they learn better and have more friends as well.

As a parent it’s useful to reflect on the mental health habits that you promote in your kids. Here are five basic mental health habits that you can consider right now:

1. **Sleep:** Sleep is the one of the building blocks of mental health and well-being. Many children and just about all teenagers are sleep-deprived at the moment. Many parents are sleep-deprived as well!!!! Children need between 10 and 12 hours sleep to enable proper growth and development, while teenagers need a minimum of nine hours. One of the single, most powerful strategies to improve kids’ ability to cope with stressful or changing situations is to ensure they get enough sleep.

2. **Exercise:** When my mum told me all those years ago to turn the television off and go outside and play she didn’t know that she was promoting good mental health. She just knew that physical activity was a good thing for an active, growing boy. Kids today get less exercise than those of past generations, which is an impediment to mental health. Exercise stimulates the chemicals that improve mood and release the stress that builds up over a day. An hour’s movement per day seems the minimum for kids. **How much exercise does your child receive?**

3. **Help others:** Social isolation is a huge predictor of poor mental health. Encourage your child to be connected to others and to help others in any way possible. Helping others reinforces social connectedness and the importance of being part of a community, as well as providing opportunities for positive recognition.

4. **Talk:** A problem shared is a problem halved! Talking about what’s worrying you is a great way to remove the burden of worry and reduce anxiousness. Some kids bottle up what’s inside, while others will catastrophise a situation, which can make matters seem worse. If your child or young person has a problem let him know that his concerns are important to you. Kids often can’t tell you what may be wrong, so be observant and gently ask questions to help you get a clearer picture of how they may be feeling.

5. **Relaxation:** Make sure your child or young person has a hobby or activity that relaxes them. The ability to relax and get away from the stresses of everyday life is essential. Some children who have real difficulty switching-off may benefit from practising meditation or mindfulness, but most kids just need to have the time to chill out, and they’ll relax quite naturally.

These five habits are basic common sense. However, as kids’ lives get busier these essentials get squeezed out. Here’s my recommendation to ensure that mental health habits don’t get overlooked or neglected.

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**First,** see these habits as the building blocks of mental health. Don’t ignore them or trivialise them. Talk to your children and tie these activities to their mental health but do so in your own way and in your own timeframe.

**Second,** assess which of these five essential habits need your attention and make some adjustments over time to push the pendulum back, if necessary, in favour of your child’s mental health.