Dear Parents and Caregivers

The core business of Trinity Gardens School is to focus on learning. It is the work of every teacher to create a learner centred environment with high expectations for all learners. We believe that with the right support and direction each learner can achieve success in terms of their learning and wellbeing. As we, home and the school, are partners in the learning journey we aim to provide you with information about our focus on learning so that you are able to be involved. At the beginning of the term teachers send home information about the term ahead indicating the curriculum that will be addressed. You are also welcome to a more detailed curriculum program and some teachers display this in their room. When you meet with your child’s teacher more information about their achievement is shared. At the end of this term formal reports are sent home reporting against key learnings.

In addition . . . our walls talk. Well not literally, however they are another way we share examples of learning. Learning is displayed in classrooms and corridors, activity areas and hallways from the ELC, St Morris, OSHC through to the Resource Centre. There are always displays in the front office and these are changed on a regular basis. In this fortnight’s newsletter you will see further examples of our focus on learning from Tiffany’s Reception class and Mark’s Year 3 Class. These examples have a focus on authentic and hands on learning to make it more relevant and enjoyable. Teaching about people in the community could be quite abstract but how much more real (and fun) for 5 year olds to sit in a police car! Did you see the life size skeleton they made with X-rays? There’s no doubt that Mark’s class really know where milk comes from and think of the opportunity they had for being responsible and collaborative during their recent camp to Narnu Farm on Hindmarsh Island. Even if your child is not in either of these classes please have a look at the pages as they are evidence of our focus on learning. Look out for the next newsletter to see whose learning will be shared.

Also in this newsletter is an article from the Mental Health Foundation of Australia about resilience. With the incidence of depression growing rapidly in primary aged children it is important that we learn as much as we can about children’s mental health from current research. We now know that the impact of events on young people’s mental health is influenced greatly by their attitudes and thoughts about what happens in their lives. Rather than viewing child mental health responses to their environment as being ‘caused’ by the environment (eg rejection by others, learning difficulty), we now know that mental health responses of young people are strongly influenced by the way they think and talk to themselves about what is going on in their world. It is not the world, but their interpretations and evaluations of the world that is the key to understanding psychological mental health. I would like to share with you some current understandings as expressed by Professor Michael Bernard.

It is now apparent that all young people possess a range of positive and rational attitudes and ways of thinking that contribute greatly to positive wellbeing and mental health. They also bring with them a range of negative and irrational attitudes and ways of thinking, which greatly contribute to anxiety, depression, rage and poor mental health. Children with mental health problems overwhelmingly are influenced by their own negative, irrational thoughts rather than positive ones.

The attitude of ‘self-acceptance’ is so important to a child’s positive mental health while ‘self-depreciation’ blocks positive mental health and is a leading
Dear Parent/Carer

I am writing to provide you with an update following my letter of 1 May 2009.

South Australia has identified its first cases of H1N1 Influenza 09 (Human Swine Influenza). You may have seen news reports today of a student at Eynesbury College being diagnosed with the virus. Eynesbury College is an independent school and the South Australian Department of Health and the school are managing the situation, and investigating related contacts.

I can advise that, at this time that all DECS sites remain open. I will provide you with further advice should this situation change.

I want to stress that it is of paramount importance that you remember that simple hygiene helps protect against any infection, including all types of influenza, so please make sure that hands are washed regularly.

If anyone has symptoms of high temperatures, fever, coughing and shortness of breath it will be wise to consult your GP. If your children display these symptoms please do not send them to school/preschool.

Please continue to observe the precautions outlined in my previous letter, and thank you for your assistance in ensuring the safety of all our staff, children and students.

Chris Robinson

CHIEF EXECUTIVE

22 May 2009

Education Centre

PYJAMA DAY
FRI 29 MAY

Bring a gold coin for the Stardlight Foundation. Come to school wearing your PJ's, dressing gowns or slippers.

VIRTUES OF THE WEEK

Week 5 - Understanding is thinking clearly. It is using your mind so that you can see the truth about things. It is paying careful attention and thinking about things in order to see their meaning. Understanding is also having empathy and showing compassion. Understanding gives us the power to think and learn and also to care.

Week 6 - Thankfulness is being grateful for what we have. It is an attitude of gratitude for learning, loving and being. Appreciate the little things that happen around you and within you every day. Think positively. Thankfulness brings contentment.

Kind regards

Vicki Stokes
STEINER INFORMATION

Reminder to all parents of Steiner students with siblings wanting a place in Steiner. Classes are filling quickly so please enrol children asap. Thankyou.

YEAR 8 ENROLMENTS

Reminder to all parents of Year 7 students to please return your Year 8 Enrolment Forms before 29 May 2009. Any questions about Year 8 enrolments please call Jane in the Front Office.

THEATRE BUGS

Theatre Bugs is running a school holiday program for children aged 5 to 13 years during the July holidays. Students attend for 5 days to learn the musical “Sleeping Beauty” which is performed at the end of the week for parents and friends. Every child gets a speaking role and everyone gets to dress up in costume. During the week, not only will you have fun rehearsing the show but you will also enjoy playing drama games, painting sets and participating in a percussion workshop with Percussion House. Dates: Mon 6th - Fri 10th July at Norwood and Unley, Mon 13th - Fri 17th July at Norwood, Unley and Glenelg. For more information phone Theatre Bugs on 8332 1228 or check our website at www.theatrebugs.com.au

COMPUTER COMPETITION NEWS—UPDATE

Due to many students being away at a Come-out excursion today Wednesday 27 May, the computer competition will be re-scheduled and held on Thursday 28 May.

YEAR 8 ENROLMENTS

Reminder to all parents of Year 7 students to please return your Year 8 Enrolment Forms before 29 May 2009. Any questions about Year 8 enrolments please call Jane in the Front Office.

STUDENT ROAD SAFETY

Parents/Caregivers, please talk to your children and remind them of the importance of always pressing the button at the traffic lights and waiting for the walk signal before crossing the road. Thankyou.

STUDENT ROAD SAFETY

RANGOLI CELEBRATION

An invitation is extended to our school community to attend our assembly tomorrow (Thursday 28 May) at 10.30am to celebrate our Rangoli Art project.

Our Year 6/7 class have been participating in a Rangoli Arts program with Gus Clutterbuck and Sarah-Jane Cook.

After our assembly there will be an opportunity to view the Rangoli designs which will be displayed in the school grounds.

A morning tea in the Resource Centre from 11 to 11.30 am will be part of this celebration.

STUDENT ROAD SAFETY

Parents/Caregivers, please talk to your children and remind them of the importance of always pressing the button at the traffic lights and waiting for the walk signal before crossing the road. Thankyou.

RANGOLI CELEBRATION

An invitation is extended to our school community to attend our assembly tomorrow (Thursday 28 May) at 10.30am to celebrate our Rangoli Art project.

Our Year 6/7 class have been participating in a Rangoli Arts program with Gus Clutterbuck and Sarah-Jane Cook.

After our assembly there will be an opportunity to view the Rangoli designs which will be displayed in the school grounds.

A morning tea in the Resource Centre from 11 to 11.30 am will be part of this celebration.

STUDENT ROAD SAFETY

Parents/Caregivers, please talk to your children and remind them of the importance of always pressing the button at the traffic lights and waiting for the walk signal before crossing the road. Thankyou.

RANGOLI CELEBRATION

An invitation is extended to our school community to attend our assembly tomorrow (Thursday 28 May) at 10.30am to celebrate our Rangoli Art project.

Our Year 6/7 class have been participating in a Rangoli Arts program with Gus Clutterbuck and Sarah-Jane Cook.

After our assembly there will be an opportunity to view the Rangoli designs which will be displayed in the school grounds.

A morning tea in the Resource Centre from 11 to 11.30 am will be part of this celebration.

STUDENT ROAD SAFETY

Parents/Caregivers, please talk to your children and remind them of the importance of always pressing the button at the traffic lights and waiting for the walk signal before crossing the road. Thankyou.

CANTEEN MEAL DEAL - TUESDAY 2 JUNE

On Tuesday 2 June a canteen meal deal will replace normal lunch orders - No other lunch orders will be available on this day.

Deal for week 6, term 2:

Chicken Casserole with Rice

OR

Vegetable Casserole with Rice

Dessert is Fruit Jelly

Plus Bottle of Water

All for only $6.00

I would like to order a CHICKEN / VEGETABLE casserole (please circle your choice) with dessert and a bottle of water for only $6.00

Name: ________________________________________________________________ Room: ________________

Amount enclosed: $__________________________
**SPORT NEWS**

**SAPSASA NEWS**

In the past fortnight our school has hosted many SAPSASA sporting events.

Our year 6/7 girls’ soccer team played against St. Aloysius School in what was a very close and competitive game. Both teams fought hard without reward until St. Aloysius scored late in the second half and again moments later to defeat Trinity Gardens 2-0. All girls played a fantastic game.

In the boys’ soccer game we played Linden Park. Our boys started well in a very tough game but were unable to stop Linden Park from scoring several times. The second half was much brighter for us as we were able to stem the flow of goals. Final scores Linden Park 12- TGPS 0.

Congratulations to all the boys who persisted and committed themselves to the game.

We also hosted a SAPSASA netball game against Rose Park Primary School. Rose Park took control early but we settled and took the lead in the second half. In a very tight and tense game, we led until Rose Park scored with seconds remaining to tie the game. The game went into extra time with Rose Park eventually winning by 2 goals. The final score was 21-23. A fabulous effort girls.

We would like to congratulate Francesca Mansfield who represented the East Adelaide SAPSASA netball team at the recent state carnival and Emma Mills and Emma Harrell who have been selected as emergencies for the East Adelaide SAPSASA girls soccer squad.

**MARKET DAY**

**WEDNESDAY 17 JUNE**

**After School**

Espresso Coffee, BBQ, milkshakes, cakes, jams, treats, clothes, woodwork, craft, toys.

Have your own stall or just come along to enjoy the delights.

The stall bookings list is available in the front office.

**PLEASE NOTE THAT STALL HOLDERS ARE RESPONSIBLE FOR PROVIDING THEIR OWN TABLES.**

Donate 10% of takings to the school for fundraising.

**BOOK CENTRE**

Anthroposophical Society

Work in progress session

28 June at 3pm

David Skewes will be presenting his work on the following theme: "Contemporary Cultural Spiritual Movements."

Costs: Suggested donation $10

Venue: 96 Halifax St

(Enquiries to bookcentre@internode.on.net)

**OSHC NEWS**

Bookings for After School Care are available and may be made by contacting Edwina, our OSHC Director on 83326901.

An enrolment form needs to be completed before children can attend OSHC.

**UNIFORMS BUY/SELL**

**WANTED:**

Girls Winter Uniform, Size 6yr, in good condition.
Lisa 8332 9828 after hours or husband’s mob: 0404 087 570.

Winter Tunic, Size 5 or 6.
Heather Carroll, P: 8331 7772 or M:0403 335 144

**TO SELL:**

4 Pairs of School Pants, second hand, Size 4, Ring Ann 0416 198 669

4 x size 8 striped polo shirts,
4 x size 8 skirts,
1 x size 12 summer school dress,
Various size 12 long sleeve t-shirts,
1 x gold size 12 short sleeve shirt,
1 x navy size 12 short sleeve shirt.
Contact Steph Burton

Please don’t forget to check the Lost Property basket for missing items.

**SCHOOL NEWSLETTER**

Our school newsletter is available for perusal via the school website. Just go to: www.trinitygps.sa.edu.au
In **Health** we were learning about Healthy bodies and researching the different bones that our body is made up of. We had a guest speaker, Dean Evans (Tyler’s Dad) came in and talked to us about the different bones in our body. He is a radiographer and was able to show us some x-rays of the different bones. We put the x-rays together to display on our window.

As part of our **Society and Environment** topic we are learning about the role of People in our Community. We were lucky enough to have a visit from some Police Officers (one of them Tamsyn’s Dad). They talked to us about how they help to keep us safe and answered lots of our questions. We were able to have a look in their police car and of course, they put the sirens on.

In **Maths** we have been learning about money. We have been sorting coins and using the language of money (cents, dollars, coins and notes). We have been making money patterns and drawing the different coins.

In **Literacy** our class focus this term is learning about procedural writing, to do this we have been looking at recipes and have started a 5 week cooking programme. On Wednesday we made banana and chocolate muffins. We wrote about the steps and took lots of photos. Next week we will be making special fried rice. We love cooking!

The children thought the muffins were delicious.
STEINER THREE FARM CAMP—NARNU FARM

Class Three have been learning all about life on the farm as well as some of the processes involved in bringing food to our tables. As part of this study we went on a Farm Experience camp to Narnu Farm on Hindmarsh Island. It was a 3-day camp and the children had many wonderful experiences. Each morning after breakfast the children had chores to attend to, as would occur on a real farm, and their day was organised around being ready for, and participating in the ‘work’ of the farm. The day started with milking the house cow, ‘Moo.’

She is a very child friendly, jersey cow. We learned that her milk is high in cream content and just right for making butter, which we also had a turn at doing on the camp. Interestingly, some children found out that milk isn’t the only thing that ‘Moo’ produces at milking time and this week we’ve been busy digging a manure pit for our kitchen garden.

We met ‘Blue’, the draught horse. He is 17 hands high, which was interesting because we have been learning about older measures as well, like feet, inches and cubits. Blue pulls around the farm’s single furlough plough to help prepare the soil for the planting of crops. Although in this example, Blue is treading a rather well worn path for demonstration purposes.

Everyone had turns at riding the horses and each child had their own favourite. Like us, the diversity among the horses’ personalities was very interesting. After learning how to mount and dismount, how to sit properly and which commands to give they set off for a walk through the picturesque grounds of the farm. The experience proved to be authentic as there were quite a few sore spots at the end of each ride.

The vintage farm ute was a popular activity as it was used to distribute food to the rest of the animals on the farm. Some that would normally be presumably quite slow were found to be particularly agile and speedy (over short distances, naturally) when suitably motivated.

The end of the working day was fun with games at the beach. In a sadly ironic way we realised it was a lake that we were playing at and all around us were signs of where the water had once been.

Still it had its own beauty which we were able to marvel at.
What is resiliency?

Put simply, resiliency refers to the capacity of human beings to survive and thrive in the face of adversity. It is a term that can be applied to people of any age. It refers to the capacity that some children have to overcome difficult circumstances and go on to lead healthy, successful lives.

Here are some definitions of resiliency, as it has been defined by researchers in the field:

'Remaining competent despite exposure to misfortune or stressful events' The capacity some children have to adapt successfully despite exposure to severe stressors' The human capacity to face, overcome, and even be strengthened by the adversities of life' The process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances'

Why is it important?

Mental health problems among young people are an increasing problem in Australia and worldwide. The World Health Organisation has predicted that depression will be the number one health issue in the world in 2020. In Australia, it has been estimated that 20% of young people suffer from some form of mental disorder, with depression one of the most common problems. Not only is depression the leading cause of youth suicide, but it is frequently a recurring disorder, which has social and economic costs that continue for years.

Resiliency research helps us to understand the factors that help children develop into mentally healthy adults, despite growing up in disadvantaged circumstances. Understanding these factors is of great importance if it means we can learn to help children in adverse circumstances to overcome the odds and grow up to become healthy and productive citizens.

Although the impetus for resiliency research originally came from research into ‘at risk’ populations, what has ultimately emerged from this research is a picture of the building blocks of mental health that is relevant to everyone. Although we may choose to target resiliency-oriented programs at those populations which are most in need of intervention, all children have the same needs for care, competence, self-esteem, autonomy, and the other components of resiliency. Therefore, the information on this website is important for everyone who deals with children, including parents, teachers, childcare workers and social services workers who deal with children.

Components of resiliency

Broadly speaking, resiliency can be broken down into the following components:

Cognitive and behavioural factors - factors include a child’s social, emotional, problem-solving and analysis skills, as well as factors such as optimism, autonomy and self-esteem.

Social and contextual factors – include relationships with parents, peers, teachers and others, as well as access to community support services, attendance at a school with high academic standards, and other environmental factors.

Organic/genetic factors – includes factors such as gender, temperament, intelligence and physical health, Girls, children with an easy going temperament, and children with above-average intelligence tend to be more resilient.

THE RESILIENT CHILD

A great deal of research effort has gone into distinguishing the characteristics of resilient children from their non-resilient peers. These findings consistently show that resilient children tend to display the following attributes:

Social competence

Resilient children tend to be responsive, socially adept, capable of initiating and sustaining close relationships with adults and peers, and able to show appropriate empathy. They have good communication and conflict resolution skills, and possess a healthy sense of humour.

Problem-solving skills

The resilient child is typically able to think creatively and flexibly about problems, to make plans and take action on them. They are able to ask adults for help when needed, and show resourcefulness in dealing with problems.
**Autonomy**

Resilient children show a healthy degree of independence, are able to think and act autonomously from adults, and are able to reflect critically on their environment. They have a well-developed sense of their own identity and believe in their own ability to effect changes in their environment.

**Optimism**

Optimism encompasses the sense of having a bright future, a tendency to see challenging situations in positive terms, and a belief in one's ability to deal with whatever life brings. (Benard, 1995)

**Three sources of resiliency**

Edith Grotberg of the The International Resilience Project defines resiliency in terms of three sources, which she labels I HAVE (social and interpersonal supports), I AM (inner strengths) and I CAN (interpersonal and problem solving skills).

**I HAVE**

- People around me I trust and who love me no matter what
- People who set limits for me so I know when to stop before there is danger or trouble
- People who show me how to do things right by the way they do things
- People who want me to learn to do things on my own
- People who help me when I am sick, in danger or need to learn

**I AM**

- A person people can like and love
- Glad to do nice things for others and show my concern
- Respectful of myself and others
- Willing to be responsible for what I do
- Sure things will be all right

**I CAN**

- Talk to others about things that frighten or bother me
- Find ways to solve problems I face
- Control myself when I feel like doing something not right or dangerous
- Figure out when it is a good time to talk to someone or to take action
- Find someone to help me when I need it

(Reproduced from Grotberg, E. (1995))

According to Grotberg, for a child to be resilient, he or she needs to have more than one of these strengths. For example, if a child has plenty of self-esteem (I AM), but lacks anyone whom they can turn to for support (I HAVE), and does not have the capacity solve problems (I CAN), they will not be resilient. This finding is in line with other research showing that resiliency is the product of a number of mutually enhancing protective factors. It is not a personality attribute, but the result of many factors which combine to buffer a child against the potentially harmful effects of adversity.

**Resiliency as a process**

Resiliency is not an attribute of an individual, as this would imply a fixed and unchanging invulnerability that some have and some do not. Rather, it is a complex process involving both internal cognitive and personality factors and the functioning of external protective factors, such as caring adults. Therefore, rather than labelling any child as 'resilient' or 'not resilient', it is better to think in terms of children who are manifesting resilient behaviours and those who are not. Also, just because a child is showing resiliency today does not mean that he or she will continue to show it tomorrow or next year. The skills that help a child to be resilient at the age of nine may not be adequate for the demands of adolescence. Resiliency is a process that unfolds within the context of development and many other temporal and contextual factors.

Resiliency is also a normal, understandable process. It arises from normal, human adaptational systems such as the ability to rationally solve problems, the capacity to regulate emotion, and the ability to form close, supportive ties with others. It is only when these systems are damaged or overwhelmed that natural human resiliency fails.

Source: Mental Health Foundation of Australia