Dear Parents and Caregivers

Sustaining high performance so that every child attending Trinity Gardens School is able to achieve at the highest possible level of learning and well-being is our core business. Yesterday at the pupil free day staff across our campus engaged with the task of continuous improvement. We used the DECS Improvement and Accountability framework (DIAF) to engage with the principles of:

- **Focus on learning** - this principle requires us to create a learner centred environment with high expectations for all learners. We believe that with the right support and direction, each child can achieve success in terms of their learning and well-being. Quality teaching lies at the heart of this learner achievement.

- **Make data count** - this principle is about the collection and analysis of a variety of data to strategically evaluate and improve outcomes. This data includes student achievement, such as running records, NAPLAN and attendance data such as days absent or late, perception data such as surveys, process data such as teaching and learning and assessments. The analysis of this data informs practice.

- **Think systemically** - this principle means understanding the complex relationships between all parts of our school. It requires us to work together to develop effective processes and strategies, involving the school community, to support the needs and aspirations of our students. This is where we balance state and federal initiatives with our local school priorities. For example staff are currently reviewing a number of policies. Professional learning is a further example of this principle.

I feel very proud of our collegiate staff team because critically reflecting on your own performance and de-privatising practice and working with colleagues isn’t always easy. What it does do though is improve the quality of everything we do. It is also more enjoyable to plan and evaluate with others.

The second half of the day was focused on developing our Culture of Inquiry through the setting of inquiry questions that encourage students to think for themselves rather than simply collect information. Thirteen of our teaching staff recently attended a professional improvement day facilitated by Jamie McKenzie who is a world renown leader of using ICT as a tool for learning. The staff who attended this training worked with someone who had not attended. Jamie focuses on avoiding the ‘cut and paste’ culture which is bred by the ease with which any of us can locate and save information, often by using Google or Wikipedia, and this may be unsubstantiated opinion. Staff set challenges that require students to conduct research to make answers rather than find answers. An example Jamie uses to easily illustrate this concept is about Matthew Flinders. The *scoop and smush* approach might ask students to find out about Matthew Flinders while an inquiry approach that requires students to think might ask students which of the following captains was the best at navigation: Captain James Cook, Captain Matthew Flinders or Captain William Bligh? The latter question requires the collection of and weighing of data informs practice.

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**Term 2 Week 7**

**10 June 2009**

**Dates to Remember**

- **10 June Wednesday** Science Competition
- **11 June Thursday** 11.30 Choir Assessment
- **16 June Tuesday** Transition Visits 9am-10am
- **17 June Wednesday** Governing Council—6.30pm
- **19 June Friday** Winter Festival
- **22 June Friday** SESC
- **23 June Tuesday** Transition Visits 9am-11.30am Spelling/Writing Competition
- **30 June Tuesday** Transition Visits 9am—12pm
- **3 July Friday—Last Day of Term 2** Early Dismissal 2.05pm

**GOVERNING COUNCIL**

**17 JUNE, 6.30pm**

**Virtues of the Week**

**Week 7:** Helpfulness

**Week 8:** Determination
evidence to substantiate a judgment and of course is much more powerful in the learning stakes. This approach is more rewarding as it equips students with transferable learning.

Developing the learning capacity of our students also means developing their ability to be creative, original and to dream of what is possible. For those interested you may enjoy reading a short book at this website http://www.veryawesomeworld.com/awesomebook/inside.html.

We finished our day by reading this book and being inspired to encourage our students to think for themselves. In term 3 at our Showcase Evening you will be invited to school to share in a classroom activity with your child that involves Higher Order Thinking Skills and/or you might like to make a Mind Map on the computer. Yes at TGPS we get the HOTS!

Kind regards
Vicki Stokes

I would like to extend a big ‘thank you’ to all the hard working people who volunteer their time to help our school. There are many different areas in which our volunteers help out. Canteen, listening to reading, helping in the Resource Centre, classroom maintenance and as members of our various sub-committees, to name a few.

We are always seeking people to join our sub-committees. The commitment is only a few hours per term, the benefit is the completion of projects and the action of programs that support our children. The following are examples of work undertaken by our various sub-committees: the lizard seat; the playgrounds grant; healthy choices canteen menu; various sports teams; the family fun fair; the future bigger and better gym.

There are 10 sub-committees to choose from: grounds, grants, canteen, school community care, OSHC, uniform, sports, special events, environmental sustainable development, built environment. No previous experience is needed in order to be a valuable member of a sub-committee.

At the front office is a form you can fill out and return. The form contains information about each sub-committee and space for your contact details. You may elect to join more than one committee, and more than one person may use each form.

This opportunity is open to families from the whole school, including the St Morris Unit and the Early Learning Centre. I would especially like to hear from families new to our school. Becoming involved is a great way to meet other families with interests similar to yours.

I look forward to a strong and positive response from our school community.

Thank you
Caralyn Lammas
Chairperson

Week 7 - Helpfulness is being of service. It is doing useful things for people such as things they cannot do for themselves, something they do not have time to do, or just little things that make life easier. There are times when we need help from others. We need people to teach us, and people to give us their strength or ideas. Sometimes we just need a friend to talk to. This is a good time to ask for help.

Week 8 - Determination is focusing your energy and efforts on a task and then sticking with it until it is finished. Determination is using your will power to do something when it isn’t easy. You are determined to meet your goals. Even when it is really hard, or you are being tested, you still keep going.

WORKING BEE

Please note that the Working Bee planned for this Saturday 13 June, has now been rescheduled to:

SATURDAY 27TH JUNE
9.30AM—11.30AM

More details to follow.
Thank you
Sally
Grounds Committee

FRONT OFFICE DISPLAY

Have you been through the Front Office? There are always wonderful displays of our children’s learnings.

Currently plans of our new gym are on display.

Grounds Committee

VIRTUES OF THE WEEK

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GROUND COMMITTEE

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**Chicken Vegetable Frittata with Garlic Bread Fingers**

**OR**

**Vegetable Frittata with Garlic Bread Fingers**

And for Dessert Fruit Turnover

plus a bottle of Water

All for only $6.00

I would like to order a **Chicken & Veg Frittata** OR **Vegetable Frittata** (please circle your choice) with a dessert and a bottle of water - for only $6.00

Name................................................................................................................................. Room.................................

Amount enclosed $............................................

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**“Cover Your Cough” to Stop the Spread of Germs**

“Cover Your Cough.” This campaign is designed to stop the spread of germs that make you and your children sick. Everyone is encouraged to follow simple rules in order to reduce the chance of contracting serious respiratory illnesses, such as influenza, meningococcal disease and whooping cough. Coughing or sneezing and unclean hands spread the germs that cause influenza, colds, and other respiratory illnesses like whooping cough. These illnesses spread easily in crowded places where people are in close contact.

Follow these simple procedures to stop the spread of germs - and teach your children to practice good hygiene:

- Cover your nose and mouth with a tissue every time you cough or sneeze. Throw the used tissue in a wastebasket.
- If you don’t have a tissue, sneeze or cough into your sleeve.
- After coughing or sneezing, always clean your hands with soap & water or an alcohol-based hand cleaner.
- **Stay home when you are sick.**
- Do not share eating utensils, drinking glasses, towels or other personal items.

Stay healthy by following these tips:

- Clean your hands often with soap and water or an alcohol-based hand cleaner.
- Avoid touching your eyes, nose or mouth.
- Avoid close contact with people who are sick, if possible.
- Get vaccinated. Vaccines can prevent serious illnesses, including some respiratory illnesses like influenza, pneumonia, measles, and pertussis (whooping cough). There are new vaccines out this year for pertussis and meningococcal disease for adolescents and adults. Ask your physician to see if it is appropriate for anyone in your family to receive these vaccines.
- If you have questions or concerns about your family’s health, check with your family physician or pediatrician.

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**HEALTH INFORMATION**

Many parents/caregivers have given positive feedback on the helpful health information topics we have included in past newsletters. In this week’s newsletter two topics relevant to everyday school life have been included. “Cover your Cough” and “Understanding Asthma”.

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**CANTEEN MEAL DEAL - TUESDAY 16 JUNE**

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Name................................................................................................................................. Room.................................

Amount enclosed $............................................
Understanding Asthma

Asthma is one of the most common chronic childhood diseases. Asthma is a disease that causes the airways of the lungs to tighten and swell. An asthma “attack” happens when lungs aren’t getting enough air to breathe. A child may cough or wheeze during an attack.

**Signs and symptoms of asthma**
- Coughing especially at night
- Wheezing or breaths that sound high pitched when exhaling
- Shortness of, or gasping for breath
- Chest pain or tightness
- Increased mucus production
- Excessive fatigue

**Asthma triggers**
Knowing what can cause an asthma attack is part of knowing how to control asthma. Common triggers include:
- Dust mites
- Animal dander from feathery and/or furry pets
- Secondhand tobacco smoke
- Mould
- Some foods
- Strong emotional feelings
- Air pollution
- Chemicals or strong smells

**Asthma action plan**
Every child with asthma should have an asthma action plan. Your child’s plan tells you:
- What your child’s triggers are
- What medications your child is using, and how to use them
- What to do during an asthma emergency
- Who to call during an emergency

Talk to your doctor and together develop your child’s asthma action plan. Make sure you give the school a copy of your child’s asthma action plan along with any required puffers clearly labelled with your child’s name.

Please keep disabled parks free for those drivers with permits. The undercover drop-off/pick-up zone must always have one lane clear and is also only for disabled permit holders. This will ensure the safety of all our students. Thank you.

**WEDNESDAY 17 JUNE**
**After School**

E s p r e s s o  C o f f e e ,  B B Q ,
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.

THANK YOU TO EVERYONE WHO HELPED RAISE FUNDS FOR THE STARLIGHT FOUNDATION AT OUR RECENT PJ’S CASUAL CLOTHES DAY.

A TOTAL OF $311.70 WAS RAISED. WELL DONE!

**PAVERS**

Buy a Brick Paver to help further improve our fantastic school environment!

$40 for one paver and $30 for subsequent pavers.

Don’t forget that orders for brick pavers are due by the end of Term 2. Please contact the Front Office staff if you have any enquiries. Thank you.

**UNIFORM SHOP**

Uniform Shop’s opening hours are:

**MONDAY AFTERNOON 2.45 - 3.30**

**FRIDAY MORNING 8.25 - 9.30**

Also don’t forget to check name tags on your child’s clothing. Are they wearing theirs??

PLEASE CHECK THE VERY LARGE LOST PROPERTY COLLECTION.

Thank you.

**SCHOOL NEWSLETTER**

Our school newsletter is available for perusal via the school website. Just go to: www.trinitygps.sa.edu.au
RBL Explained

RBL has long been recognised as a means to improve information literacy. It has several ‘close relatives’ in Project Based, Problem Based or Inquiry Based Learning. The main goal of resource-based learning is to provide the opportunity for all students to develop independent learning skills, in conjunction with the acquisition of a basic body of knowledge. RBL is identified by the following features:

- Students actively participate in their learning;
- Learning experiences are planned based on instructional objectives;
- Learning strategies and skills are identified and taught within the context of relevant and meaningful units of study;
- A wide variety of resources are used;
- Locations for learning vary;
- Teachers employ many different instructional techniques;
- Teachers act as facilitators of learning, continuously guiding, monitoring and evaluating student progress.

Teachers work together to implement Resource Based Learning across grade levels and subject areas.

Ancient Greece

At the commencement of a topic, we start by finding out what the students already know. For this purpose we used a KWHL strategy. partners wrote on a graphic organizer their knowledge of Greece, Greek culture and ancient civilization. KWHL refers to What we Know, What we want to find out, How we will find out and what we have Learnt. This strategy is revisited at the end of the topic to find out what the students have learnt.

The students undertook a webquest on Ancient Greece. A Webquest is an inquiry oriented activity, where the student conducts a series of tasks which is based on online content. The tasks are sequenced and information is pre-arranged. The students are involved in ‘online orienteering’ finding out the answers to key questions as they move through the activity.

We involved the whole class on a virtual trip from Trinity Gardens School to Greece using Google Earth. This generated discussion of distance, size, The Olympics and what Greek people eat and what they would have eaten in Ancient Times. An excursion during ‘Come Out’ to see Jason and Argonauts assisted students understandings of Greek Mythology.

The assessment task for the unit of work is for student partners to create an interactive quiz for an audience to respond to.

Water

2/3 Mrs Hales & Mrs Baker

This topic began with finding out what students already know. In small groups and using KWHL strategy, we generated questions and ways to find out the answers.

The students examined ways water gathers and how it travels. At school by examining pipes, drains, gutters and water tanks.

At home students conducted a water audit, to establish the ways water is used and tallied water use for their family from Monday to Sunday.

Using ‘inspiration’ the children gathered information from a variety of sources. Online learning objects and Activstudio flipcharts provided much of the content.

We used ASK.COM search engine to find the answers to our initial questions. We learnt how to use the library cataloging system to search for topics and found many print resources to assist us with our research.

Resources Used:

Books / Magazines ✔
People/organisations ✔
Excursions / camps ✔
Online environments / eLearning objects ✔
CD ROMs ✔
Film ✔
Posters / photos ✔
Role Plays ✔

Where does water come from?

Where does all that water go?

Mind map by Lewis
**Indigenous Studies**

Catherine’s class began their learning with this topic by sharing their own cultural background with their peers. The premise for this is for students to gain an understanding of the diversity of their own cultural background.

With this in mind, students found places of significance to them on a world map and conversations around language and various cultural practices followed.

Prior to European arrival in Australia, Indigenous language groups were diverse and numbered around 480. Students viewed a language map of Australia, which shows the location of these different language groups. This was compared to a European map and the differences between European countries in terms of language and culture. For example: what are the similarities / differences between Sweden and Italy? Do the same differences relate to Aboriginal Language Groups?

The students were split into groups and were given an environment descriptors for a language group in South Australia. Use an atlas to research geographic features and climate of relevant parts of SA and aspects of traditional life in SA using Aboriginal Studies documents, eg language, stories, relationship terms, laws, games, foods, especially those relating to Kaurna, Narungga, Ngarrindjeri, Adnyamathanha, Kookatha and Pitjantjatjara/ Yankunytjatjara. Each group created a landscape according to their instruction. We eventually used these in a role play of European settlement in South Australia and the

More information regarding this camp is in this weeks newsletter.

**Transport**

Initial engagement required students to conduct a survey on the various ways children get to and from school.

Follow-up activities included using a flipchart on the IWB and sorting various transport into; Land; Air; Water.

We watched two short films on Water transport and Air transport and learnt about why we need these transports and how each works. Some terms used were: ballast, streamlined, float, speed.

We conducted an experiment using paper planes and to see what style of plane flew further.

We used print resources to find out more about specific transports and used these to create mindmaps using ‘Inspiration’ to report on what we found out.
Class 4/5 Steiner
Coorong Capers

Brrr! Camping in June? At the Coorong? You must be joking! With lots of excitement, anticipation and just a little trepidation, 23 children set off in a big bus last week with Catherine, Mr Clutton and two parents, Juanita Hanna and Jacqueline Mitchell, for Camp Coorong near Meningie. The weather forecasts were for cold, and a chance of rain.

The class had spent a large part of term 1 learning about the Kaurna people of the Fleurieu Peninsula, and their near neighbours, the Ramidjeri and Ngarrindjeri. We had been looking forward to going to Camp Coorong which is run by the Ngarrindjeri as a cultural learning centre.

The Ngarrindjeri people’s country is tidal lagoons, coastal and river banks. Reeds proliferated around water and the people used them to make baskets, nets, back warmers and mats. Two of the Ngarrindjeri women had collected armfuls of reeds for us, dried them and then soaked them in water again. They demonstrated the simple weaving technique and before long everyone was sitting in rapt concentration making a start on a basket or mat. From then on, for the rest of the camp, children could be seen sitting in spare moments weaving - it was hard to put down. Now we know that Mr Clutton has an artistic talent, we'll be asking him for coaching in weaving!

That night before bed we listened to Tom who runs the camp, telling us the creation story of Nurrunderi, the dreaming ancestor who created the River Murray and the Murray Cod.

Next morning we travelled south to the “42 mile crossing”. Here we saw the southern ocean in all its majesty and wave crashing power. Tom showed us the middens, piles of mussel, oyster and shellfish debris left by the wandering aboriginal groups who fished and gathered here in days gone by.
Class 4/5 Steiner
Coorong Capers

Everything was shared. We imagined staying here, as part of a seasonal trail of camps that took the Ngarrindjeri to the coast in the summer, and back inland in winter. After this the children had fun sliding down the very steep sand dunes and beach combing. We found delicate sea weed, sea sponges and Mr Clutton found a whale vertebra. On the way back to camp we stopped at a mallee fowl nest, constructed very carefully of leaf litter to incubate the eggs, and meticulously tended by the male fowl.

Back at camp that night Tom showed the children the Museum of the Ngarrindjeri at the camp - baskets, weapons, art works, carvings, old photographs gave a fascinating insight into their life style. Tom told us that he was a Noori (Pelican) totem, which means that he must always protect them. Then he shared some “teaching” stories - stories that show how to live and get along together peaceably.

Next day we saw the town where aboriginal people were sent to live when they lost their land. Tom showed us a bush camp where he grew up, living in a humpy, hunting, gathering from the bush and yet also eating European food, going to school at Meningie. “Half and half living”, he called it.

The children all learned to respect and honour the Ngarrindjeri culture; they learned how to work in a team to cook, to help each other out.

We had fun!
Catherine Banner
Class 4/5 Teacher