Dear Families of Trinity Gardens School

At Trinity Gardens School we aim to develop a safe and supportive environment that is so important for student wellbeing and connectedness to school. Staff use a restorative approach to behavior management commonly caused by misbehavior. This approach is also a strategy of the Virtues program.

**So what are Restorative Practices?**

Restorative Practices encourages students and teachers to understand and respect all people and treat them fairly. Restorative practices emphasizes the importance of sound, healthy relationships between all members of the school community. It is a philosophy that focuses on building, nurturing and repairing relationships and moving from the more punitive behavior management measures to one of support for the entire school community. Restorative Practices can effectively address a whole range of harm done in school settings and help students learn from their mistakes, reconcile and resolve problems with others. Within this restorative culture, we teach key social competencies via an approach that encompasses the ability to listen calmly, to be self aware and emotionally literate through practising the virtues of patience, diplomacy, tact, empathy, honesty and integrity.

From a restorative practices approach behaviour problems are viewed as a breakdown in relationships and misbehaviour is defined as a violation against people and relationships in the school and wider community rather than as a violation of the school and its rules. Restorative practices are most successful when every class and teacher in the school understands and makes a commitment to use the strategies of the restorative approach. The staff at TGPS have all engaged in training in Restorative Practices and this week every class is receiving training on the strategy of ‘Circle Time’. The training is being facilitated by Bill Hansberry who is a consultant in the area of behaviour management as well as a practising teacher. He has extensive experience working with schools across Australia and overseas.

**Circle Time**

In the restorative approach we use circles or classroom meetings in which students share their feelings, ideas and concerns and problem solve together on a regular basis. In circle time a teacher models and creates a non-judgemental atmosphere of safety and respect in which children are able to help each other work through concerns that impact on their well-being and learning at school. When there is wrongdoing a circle can be used for discussion to make things right. Teachers prepare students for these discussions through team building games, by practising listening and taking turns and by negotiating a set of clear guidelines for how the group will work. Group guidelines include no ‘put downs’ and not talking about what is said in the group outside the group. In Circle Time all students are involved and mixed so that they interact outside of their normal groups. They help each other while at the same time develop a self awareness. A teacher may use stimulus questions for students to anonymously indicate issues that the group might discuss. Here is an example from another school of a Year 5/6 class who is already well practised in restorative practices. The following questions were submitted by the students in the class: "Why do people talk behind my back?" "Why do some people think they are too good to play with me?", "I
am having trouble with being teased”. “There is a group of girls who are being mean to me and won't let me play even if I ask nicely. What do I do?” The teacher found that circle time provided the forum for her students to express “their feelings openly and without hesitation” and that students were able to discuss these sensitive issues responsibly in the safe structured environment of the circle. When asked for their views about circle time students described it “as a time when they played games, a time for thinking hard and being introspective, a time for sharing personal stories and discussing feelings. It was also described as a fun time and a place for meeting new friends.”

**Restorative Language**

To use the Restorative approach successfully there is particular use of relational language that demonstrates respect, care and mutual responsibility. Feelings are shared and explored through affective statements and affective questions. Conversations about misbehaviour provide opportunities for students to consider how their behaviour impacts on others and how things can be put right. Students are supported to accept responsibility for their actions. A teacher using this approach would talk through what has happened using the type of affective questions indicated below:

Questions for the student who has done something to hurt /upset someone else

- Can you explain what happened?
- How did it happen?
- How did you act in this situation?
- Who do you think has been affected by this?
- How were they affected?
- How were you affected?
- What needs to happen to make things right?
- If the same situation happens again, what could you do differently?

Questions to the student who was affected by the actions of the wrongdoer include:

- What did you think/feel when you realized what had happened?
- How have you and others been affected by this?
- What has been the hardest thing for you?
- What do you think needs to happen to make things better?

The advantages of restorative practices in a school setting include:

- A safer, more caring environment
- A more effective teaching and learning environment
- A greater commitment by everyone to taking the time to listen to each other
- A reduction in bullying and other interpersonal conflicts
- A greater awareness of the importance of interconnectedness to students. The need to belong and feel is valued by peers and significant adults.
- Greater emphasis on responses to inappropriate behaviour that seek to reconnect students.
- An increased belief in the ability of students to take responsibility for their choices and more people giving them opportunities to do this.

*What emerges from asking these restorative questions are systems of school discipline where students are held accountable to each other—not just to the school.* Bill Hansberry

Kinds Regards

Vicki Stokes

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**Disco 2009**

**Wednesday 11 November**

Trinity Gardens Gym

We are very excited to announce our first disco for many years after many requests from the children. Now we have our lovely gym, we are able to offer a disco for different aged groups of children. Activities can be targeted towards specific aged groups.

**Footsteps Dance Company** will be conducting the disco with music, dances and activities for children to participate and enjoy. Children are only permitted to attend at their allocated time to ensure there is enough space for lots of dancing and fun.

Staff will be supervising children and selling drinks and ice-cream for them to enjoy. This means that it will not be necessary for parents to attend the disco.

We request that you are punctual in collecting your child/children at their finishing time so the next group of children can enjoy their activities.

**Times:**

- Rec to Yr 2
  - 5 – 6.30 pm
- Yr 3, 4 & 5
  - 6.30 – 8.00pm
- Yr 6 & 7
  - 6.30–8.30pm

**$5 tickets available through your child’s class teacher.**

No disco tickets are available though the school office.

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**Quiz Night**

**This Friday Night**

**30 October 7pm**

Hope you have found your thinking caps and remembered to book the babysitter!

Take home some fantastic prizes.

There will be plenty of games, raffles, huge silent auction, lucky door prize and of course the major prizes.

So bring along your spare cash so you can join in on all the fun. All monies raised will go directly back into the school.

Drinks available to purchase are -

- white wine (dry and sweet), red wine, beer, lemon cruiser, soft drink and coffee.

**No BYO Alcohol.**

Popcorn is available to purchase as well as the School Port.

Lots of fun and laughter guaranteed!
PARKING

Parking Concerns
Once again a reminder is necessary about three safe parking practices.

1. Children must only enter cars when the car is at the drop off zone and not while the car is stopped behind cars parked in the angle parks.
2. Please do not park across driveways, blocking the residents’ access.
3. It is illegal to park on solid yellow lines.

N.B. Local residents have made complaints and the Council’s traffic management officer will ‘book’ cars not doing the right thing.

Also please do not use the St Morris driveway for a drop off zone. Please use the facilities in Jones Avenue.

Thank you.

AFTER SCHOOL MARKET

Wednesday
Week 7
25 November
Please note change of date

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

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

Please note that stall holders are responsible for providing their own tables and donating 10% of takings to the schools fundraising.

How lucky we were to be able to enjoy the wonderful Peter Combe concert in our new gym in Week 1.
All the children thoroughly enjoyed his lively songs. Also many teachers were singing along, remembering Peter’s songs from their own childhood.

Left is a lovely recount of the concert by Jalian, in Mrs Hum’s Year 1 class.
At the end of Term 3 the class set out on a spring excursion. After a long and winding bus ride we arrived at our hills destination. Once there, we had morning tea and prepared for a long walk around the property.

First stop was visiting the goats. We sat very quietly waiting for the goats to arrive. We found that some of them were very friendly and at times wanted to come too close. Some of the children needed to be brave and stay still rather than running.

We then walked carefully over black berry bushes and arrived at a dam. We discovered who lived there and were able to look at the yabbies very closely.

Our walk continued up and down very steep terrain that in parts was slippery from the light rain. The children did a wonderful job at going carefully and slowly and at times needing to persevere as it became challenging.

We found a place where we were able to sit and listen to the environment, the wind blowing in the trees and different birds calling to each other.

We also found a pine forest with their soft pine needles covering the ground. Here we were able to climb trees, waiting patiently for our turn to have a go.

After lunch we sanded and polished blocks that we were able to take home in little sacks.

We had another winding bus ride back to school but this time the bus was much quieter with some children falling asleep.

We had a day full of exploring and experiencing what Spring brings at the beginning of the season.
Room 17A children have studied a Greek, Roman or Egyptian ancient civilisation. To gain a clearer understanding of their chosen culture, their inquiry learning task was to identify the biggest challenges or threats facing this civilisation. These challenges were then ranked from biggest to lowest, explaining why they were listed in that order. Finally, they suggested what could have been done to deal with these challenges.

The assignment encouraged students to use their research, thinking and problem solving skills. Initially, with Steph and Mrs Welford’s support in Resource Based Learning, they read books, viewed documentaries, talked to people and searched the internet. This helped our learners to gain an appreciation of hardships faced by these ancient people.

Many threats and challenges were discovered. These included building pyramids, dehydration, wars, diseases with few remedies, mummification, tomb raiders, slavery, fires, poverty, criminal punishment, killing newborn babies, famine, gladiators, education, foreign invasions, no rights for women, poor soil, trading by sea, unsafe streets at night, working in mines, rocky and mountainous terrain, narrow roads, religious fights, little fresh water, natural disasters (sandstorms, earthquakes, floods, drought and volcanic eruptions), communication, unjust rulers, dangerous animals, transportation and challenging climate. We found that our modern civilisation is still threatened by some of these challenges today!

Each student presented their Ancient Civilisation inquiry learning task to the class. Here are some photos of these presentations, as well as some responses to their inquiry questions. The class has a clearer understanding of 3 ancient civilisations, and a new appreciation for modern civilisation.

**Challenge 5**

**Natural Disasters**

- Ancient Greece was, and still is, an active volcano and earthquake zone. The volcanoes often spat out charcoal and leaked lava. The land around the volcanoes was very fertile, but dangerous to live near because of the risk of the volcano erupting. The Greeks, who lived right next to the volcano were so desperate to farm a profiting harvest. The Greeks did not know when or how large the earthquakes would be when they shook Greece. Earthquakes were sudden and many people died because of the huge tremor, which caused houses to collapse and trapped many people.

- The only solution to not being hurt in an earthquake is to get out and away from any structure, so that you are not crushed. Natural disasters always struck Ancient Greece. No one could stop them or control what was going to happen or when it was going to happen. The Greeks just had to be cautious of their environment.

**Trade – 9th Challenge – Possible Solutions**

As Egypt was a very advanced country with construction, I think that they could have made more efficient carts with wheels that could be drawn by camels. Also they could agree with the other country to meet halfway between each route. Then the Egyptians wouldn’t have to travel the full way and back. (Caitlin)

**Ancient Egypt’s Biggest Challenge** - I put ‘Finding Food and Famine’ first on my list, since many people would have died. No one can live without food for very long. (Nicki)
Term 3 had some great highlights. We made rockets and launched them. We studied Aboriginal Dreaming stories and worked in teams to make animations on the computer. Of course, we also worked hard at practising to become experts in grammar and punctuation as well as writing a variety of information reports, narratives and learning how to present both sides of an argument in discussion writing.

We examined why Aboriginal people taught their children through Dreaming Stories. This gave us the opportunity to do plenty of reading and talking and we worked in teams to write scripts for a Dreaming story. Steph taught us to use the USB camera to take photos so we used our scripts and made clay characters and drew backgrounds and presented our animated Dreaming stories with MonkeyJam and Photostory.

We also travelled to Warriparinga at Marion to hear about the Kaurna people’s Dreaming and had fun learning a dance.

**Whirlpool: A script by Aidan, Heidi, Will and Jack!**

**Background:** A forest with lots of trees.

**NARRATOR:** Way back in the dreaming time there lived two tribes: the saltwater people and the freshwater people. One day the saltwater people kidnapped some of the freshwater people. *Canoes come into view with people inside them.*

**A FRESHWATER PERSON:** Why are you kidnapping us?

**A SALTWATER PERSON (shouting):** Just be quiet!

**New background:** Night time with huts and a campfire.

**A SALTWATER PERSON:** Let’s guard these dirty, rotten people all night.

**A FRESHWATER PERSON (whispering):** The others are coming and will save us!

**A SALTWATER PERSON (shouting):** Hey, do you hear that?

**Other freshwater people come on to stage with spears.**

**FRESHWATER PEOPLE:** ATTACK!!!

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**Making claymation characters**

**Two Njarrindjeri men fishing for Bony Bream**

**The giant serpent attacks the salt water people**

**William hard at work creating his characters**

**A scene from “Illawarra”**

**Astronauts ready for launching!**
Last term we explored the question ‘Is Earth really the best planet for humans to inhabit?’ Each student produced an information report and at the start of this term, working in groups of three, completed a Web Quest which involved

- designing and constructing a model of a space vehicle that would enable them to land on their planet.
- designing a poster to persuade the rest of the class to visit their chosen planet.

In order to complete this task they had to apply their knowledge of the planet and their skills in writing a persuasive argument that we had been studying in English. They also had to practice many collaborative skills such as planning, assigning tasks, being responsible for their section, monitoring progress and helping and encouraging each other. The poster they produced was evaluated by a peer group using criteria set out in a rubric format. There was much discussion and deliberation by the assessing groups as to how well the poster met the criteria and what score it should receive. Groups then gave an oral presentation of their persuasive poster and again were given feedback by a peer group panel. The whole activity not only gave students the opportunity to use a number of Gardner’s Multiple Intelligences, it also it also required them to use the higher order thinking processes of application, analysis and evaluation as described in Bloom’s Taxonomy.

The wider community is a wonderful resource for enriching students’ experiences and understanding. When we visited the Planetarium, the children saw an awe inspiring visual presentation of the universe and also visited the Fauna Centre where they learnt about the cosmic influence on different creatures. The highlight for most was the opportunity to handle snakes and lizards.

In Room 16 we really value the Arts because they are enriching and ‘food for the soul!’ Children are able to express their creativity and imagination while developing confidence, self esteem and new skills. The Arts enhance learning in other curriculum areas and provide the opportunity for everyone to succeed. Our first art project this term was a still life painting. After examining flowers from the garden and paintings of flowers by established artists the children took great pride in producing their own masterpieces.

For Society and Environment our investigation this term is; ‘Why are cultures different?’ We are going to explore the similarities and differences between the cultures of Australia and Vietnam. We have started by brainstorming the elements of culture and will go on to look at some of the factors that influence a culture’s development.
SPORT NEWS

Basketball News:

New timetables have now been issued to all players. It is essential for parents to contact their child’s coach if they are unavailable for the match. This assists the team and other players in ensuring a forfeit can be organised so all other players and their families can be informed.

Cricket News:

Our cricket team had their first match last Saturday playing Rose Park. Our young enthusiastic team played well with the final score being TGPS 58 Runs to Rose Park 71. This was an outstanding game by all the boys, old and new alike with a wonderful team spirit as the boys cheered on their team mates. Special thanks to the parents for their assistance with scoring and preparing the boys for action.

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Web: www.worldtaekwondo.com.au
Email: info@worldtaekwondo.com.au

MUSIC LESSONS

SAPPS Choir Auditions

This is a fantastic opportunity for children moving into Years 5, 6 and 7 in 2010, who love singing and performing. Rehearsals at Unley Primary School, on Mondays, 4.30 to 6.00pm.

The South Australian Public Primary Schools’ Choir will be auditioning on Wednesday 4 November and Tuesday 10 November, at Unley Primary School, 4.00 to 5.30pm.

For information, go to www.musicfest.sa.edu.au (select Student Page, then SAPPS Choir).

WHERE’S YOUR HAT?!

Our SunSmart policy has recommenced and hat wearing is now a compulsory requirement.

Please remind your children of the ‘no hat, no outdoor play’ policy!

Thank you for your support.

VIRTUES OF THE WEEK

Week 3 - Reliability means that others can depend on you to keep your commitments. Reliability is doing something that you have agreed to do in a predictable way, without forgetting or having to be reminded. When you practise reliability, you really care about doing what you said you would do. Other people can relax knowing it is in your reliable hands.

Week 4 - Compassion is having kind feelings towards someone who is hurt or troubled. It is caring deeply and wanting to help, even if you don’t know that person. Compassion is being kind and forgiving to someone who has hurt you. Compassion helps us to be understanding of others and ourselves.

Trinity Gardens Musical Evening

Wednesday, 28 October 2009

6.30pm

In the Gym

The Annual Musical Evening is a great event for the students in our school to show off their artistic talents!

We hope you can join us for this fun evening.

If your child is involved, please make sure they are dropped off by 6pm for set up before the show. Thank you.