Dear Families of Trinity Gardens School

Last Monday I wish you could have been with me as I visited each class to welcome them back to school after the holidays. If you had joined me you would have seen happy children engaged in learning. Some wanted to tell me stories about their holidays but most wanted to share what they were currently engaged in doing. While it was pleasurable to listen to explanations of the learning it was equally satisfying seeing the high level of collaboration between students. They wanted to help each other and were happy to see another be successful. The calm, settled class atmospheres would instil you with confidence that every child has the chance to focus on learning in a positive and supportive environment. This means they are more able to achieve to their potential. The Music class was the last I visited where I was entertained with sweet singing voices. How lucky was I to begin my term this way!

Very soon you will receive a letter from your child's teacher outlining the term ahead. I know quite a few teachers are planning excursions so that learning can take place in different environments. Everyone is looking forward to the annual Bookweek celebration. This year we are making sure that children know they are welcome to invite special friends if they do not have a grandparent available to visit. I want you to know this too so that you can help your child decide who to invite.

During the holidays the school was busy with a range of work being undertaken. Interactive whiteboards (IWB) were installed in three junior primary classrooms, completing the installation in every mainstream class. A second IWB was installed in the St Morris Unit. The IWBs challenge teachers as well as students and take learning to a new level. With every mainstream class now having the use of IWBs the teachers are able to share their lesson plans and learning activities.

Work on the Resource Centre included pouring the foundation for the four new corners that will increase the size of the building to enable us to better utilise the space. This will include an art/science room, increased storage and a bigger foyer. We will need to be patient though as our RC will not be completed until early next year.

The start of the term brings fresh enthusiasm for school and it is a good time to think about how you can support your child. The following parenting article focuses on strategies to help a child be accepted. There might be some suggestions of use.

Kind regards
Vicki Stokes

Supporting your child.
What can families do if their child comes home and says, ‘No-one wanted to play with me today?’

Our first instinct is to comfort and reassure, perhaps we say, ‘Never mind, it will be better tomorrow.’

Next afternoon, parents/carers might anxiously ask their child, ‘Did you have any friends to play with today?’ A more helpful approach might be to begin by following the usual afternoon routines, make a comment about your own day, then try an open ended question, ‘How was your day?’ This is less likely to
result in ‘Yes/No’ answers and encourage more positive responses. Try developing a family tradition of each member sharing one or two good or interesting things from the day. For example

- being on time for school
- sharing with someone
- answering a question
- completing a task
- helping someone

It is important to build our children’s skills in getting on with others and their capacity to make friends and deal with setbacks. Take a problem solving team approach, so a child feels they’re not alone with the problem and that there are solutions. Tackle their negative thoughts with bits of positive evidence. By this I mean when your child says, ‘I never have any friends!’ think of a recent time they told you about and reply, ‘What never? What about last week, you told me about that great game of soccer/netball with some other kids.’

You might want to enlist support from your child’s teachers. Below are a few further ideas from www.cyh.com article on Problems with friends in the Kids Health section.

Getting along with other people:

- Look interested. Give eye contact. Look at the person you are talking to or who is talking to you.

Work on your conversation skills: Work at making that person know that you are really interested in what they are saying. Make listening noises and be ready to answer if they ask a question. Ask them to tell you about what they are interested in.

Learn to read body language: Watch the expression on people’s faces. Don’t interrupt. If they look busy and hardworking don’t try to start a conversation.

Join in: Watch the popular TV shows and find out about the things other kids are talking about or are interested in so that you can join in their conversations. Join in their games and activities too. Practise how to ask about joining in. If they already have even teams you might ask someone if you could have turns with them.

Ask others: If you have a ball or some other thing to play with ask others to join in with you. If you don’t feel confident about asking the “popular” kids, ask kids who don’t have friends to play with to join with you.

Learn to encourage others: Make positive comments to people. “That was a good shot,” ”Well done”, “Great drawing” etc. A quiet word of praise makes someone feel good and gets you noticed as being a kind and positive person. (Making a big production of something can embarrass the person you are trying to compliment.

Offer to help: You can help others by ‘making up the numbers’ on their team, bringing something for them to use in a project, lending things, keeping score, being the referee, taking part in a group activity and showing yourself to be a reliable member of an activity group.

It’s okay to say "No": If you say “Yes” to everyone even when you don't want to do something then you will find that other kids will "put on you". If people say "No" to you when you ask to play or something, you have to understand that they have the right to make that decision, just as you have the right to say "No" when you don't want to do something. If you get upset when people say "No" to you then check out how other kids handle it and learn to expect that you will not always be able to have what you want.

Stay away from fighters and troublemakers: People who are constantly in trouble with the teacher and who bully other kids are really not popular with anyone. They collect 'hangers-on' whom they allow to do their 'dirty work'. Avoid them if you want to have real friends.

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**ACADEMIC EXCELLENCE AWARDS**

Academic Excellence Award winners.

On Tuesday 29 June, the Academic Excellence awards were presented for Term 2 at a presentation in the gym. Congratulations to the following students:

Eliza Hansford, Sarah Wall and Harshil Vinod (English)
Jam Jam Du, Fabian Circelli and Ben Strempel (Maths)
Vince Mingoia, Shantay Budz and Isaac Thomas (LOTE)
Emma Westover, Anthony Pascale and Tiger Huang (Design and Technology)
Adam Rankine, Conor Young and Daniel Parise (Science)
In Room 6 we have been inquiring into things that move. We identified and described human movements on the playground and when playing Musical Statues. We recorded these observations with a partner. Our class was then on the hunt for things that moved in and outside our classroom.

Karla brought in some different toys to school. We had to predict, identify and describe the ways in which the toys moved. Some toys rolled, bounced, jumped and spun.

Steve from Circus Blast came to our school and showed us different ways to move hoops using different parts of our body. He then taught us some different ways to balance the bean bags using our body.

We also made some kites and wrote some words that described our kites. We used the Kidpix programme to draw some kites in computer.

Our class went to the Road Safety School. When we got back to school we made some pictures of us riding our bikes. We discussed what part of our body we used to move our bikes.
Last term our inquiry question was ‘How and why was South Australia settled by Europeans?’

In collaborative groups the students brainstormed the discussion points, ‘what we know, what we want to know, how we will find out.’ Our starting point was to inquire into the geography of South Australia, including its physical features. Then, as well as answering the question of who explored some of the coast of S.A., we used an article on Matthew Flinders to learn how to find key words and use them for note taking. Using an internet website the students were able to go on a virtual tour of Flinders’ ship ‘The Investigator’ and learn about some of the challenges of long sea voyages. The students chose an explorer of early South Australia that they would like to know more about and they carried out individual investigations into their life and work. In group and class discussions we explored the question of why people would want to migrate to an unknown country, the hardships they would face and the virtues they would need to possess. The class had fun preparing and presenting a Reader’s Theatre about a family arriving from England to the early colony at Holdfast Bay. We used photographs of early colonial paintings to discuss the similarities and differences between the past and the present. The interactive website ‘The Victorians’ helped the students to further develop their concepts about what life was like in the past. The highlight of our study was our excursion to Urrbrae House, the once family home of pastoralist Peter Waite. There the students became, for the morning, various members of the Waite household. They experienced first hand what life was like in the early 1900s. The students finished off their inquiry into the past by finding out about their own family tree. Each student used their research into their family history to give an oral presentation to the class.
Inquiry in Physical Education

A typical Physical Education class doesn’t offer much opportunity for inquiry. However, when it comes to teaching the fundamental movement skill of throwing you can use an inquiry approach to assist students in understanding an efficient and effective throwing technique. This is outlined in the steps below.

Step 1 - Students were asked to throw from a sitting position. This was the only instruction given. As you can see Jack, Christian and Hayden had difficulty in remaining seated as they endeavoured to gain distance in their throw.

Step 2 - Students threw while kneeling and facing their partner. Again this was the only instruction given and students had an opportunity to explore throwing while kneeling. Dayne (pictured right) is able to have a good set up with the upper body however is restricted in the lower body.

Step 3 - The instruction given was to stand side-on to partners. Students were then given an opportunity to throw a ball exploring the full range of movement this allowed which is demonstrated here by Amelie and Hayden.

The final stage of the inquiry was a class discussion reflecting on the three throwing techniques mentioned above. Students came to the conclusion that the most effective way to throw is from a standing position. This led to further discussions and explicit teachings about each throwing technique and reasons why the most effective way to throw is from a standing position.

Hugh Ross
Year 6/7, Room 18 students focused their attention to the theme of Flight. Our major inquiry was: **What Impact has Flight had on us?**

**Flight**

**In Science**, students ...
- looked into the **forces** affecting flight – thrust, drag, gravity and lift.
- had to recognise and use **action and reaction** in flight, and
- follow their own line of inquiry into the effects of forces on flight.

**In SOSE and Technology**, students had a choice of paths to follow, including presenting a time-line of the history of flight, a biography of a famous pilot, speed of airplanes past and present, determining the anatomy of birds, flight simulations and more. While focusing on these tasks, each student compiled a list of inquiry questions to keep in mind and answer along the way. Some students constructed models of airships, while others made kites, paper planes and anemometers.

As a result of small group and whole class discussions, the students identified key areas influenced by flight, including ...

**Tourism** ... allows for increased world wide, cost and time efficient travel.

**Food** ... our diet has been markedly influenced by other cultures.

**Trade** ... has increased more cost efficient trade and has assisted communication between trading partners.

**Security Concerns** ... enabled more violent war, terrorism, illegal actions.

**Science** ... technological developments and assists in Astronomy.

**Business** ... allows world wide business communication and employment.

**Health and Environment** ... assists in spread of disease, bush fire and beach rescue, emergency rescue, noise pollution.

**Concluding statement** ...

**Flight has made the world a smaller place.**
JULY VACATION CARE

During July Vacation Care, the children & staff really enjoyed our excursions. At the Seahorse Farm we watched a video, then looked for things from the video in the aquariums and were able to pat a baby shark. The Fun Fit Kids excursion to Marion Fitness Centre was a lot of fun. We split into two groups, one doing high energy fitness to music, while the other played team games. This included a Tug of War against some of the staff. The rest of the session was in the Gymnasium where Ethan showed us his talents. The children loved jumping into the huge foam pits and bouncing on the trampoline. We also went to the Tin Lids Playhouse Café (formerly Jack in the Box). The children always love this excursion and this visit was no exception.

Survivor Day: the children worked in teams to complete tasks associated with various Heroes & Villains. They gave themselves tribal names like; Peace, Harmony & Chaos, designed their tribal symbol and chose a masked pole to carry around. They took turns to complete assigned tasks and a trivia quiz. The Avatar NA’vi Face Painting was the highlight of the day with a fantastic transformation of the children. The expression on parent’s faces was priceless.

The most popular day was our Incursion day. We hired a Jumping Castle, had a Lucky Dip, learnt how to Zumba and played basketball with ex 36er Dwayne Nelson. We all enjoyed hot Milo & made our own healthy hamburgers. These were described by the children as “the best ever” & “even better than McDonalds”.

We also had theme days including a Footy Day, Spain, Australian Indigenous & France. We cooked Paella, Croque Monsieur & sausage rolls. All of these were selected to be in our OSHC Recipe book. We made a Spanish guitar, boomerangs & were lucky enough to have one of our parents, Christian Burkhardt, teach the children how to make lip gloss. We played games like La Arana, Burro, Turi Turi & Croquet. These activities provided opportunities to learn about different cultures.

The Amazing Race was held on the last day. The children enjoyed a ‘free play’ style morning & helped prepare for our famous Taco, Sangria & Guacamole lunch’. After another delicious lunch we embarked on an ‘Amazing Race’. The children worked in teams to follow the clues. The staff dressed up in a variety of costumes throughout the afternoon. They included; a princess, musketeer & builder, various coloured bow ties & hats, Australian, Hawaiian, Mexican, Native American cultures, as well as taxi drivers, pilots & sailors. As part of the challenge they had to look for & record these. The children made their way to stations and were given Detours, Road Blocks and U-Turns. Detours: a choice between two activities for the whole team to do, Road Blocks: one team member to perform & U-Turns: sent back to where they had just been. Challenges included: sing the Australian National Anthem, Learn the Hula or Mexican Hat dance and perform a sword routine. The children had to pay taxi drivers, buy train, plane or boat tickets with pretend money & instruct staff to their destination. The drivers (staff) didn’t always follow the instructions and went the wrong way, had a flat tyre, ran out of petrol and even started to sink. This allowed children to use their problem solving & team work to complete the task. We all had a lot of fun and at one stage the staff looked a bit like the Village people. All children were very keen to get to the Pit Stop mat to Check In for the next challenge.

It really was an amazing day & one of the best Vacation Care days I have experienced. Thank you all for the positive feedback we have already been given. I look forward to your suggestions for October.

Edwina
Director - OSHC
Soccer News:

Soccer games continue this term with Saturday August 28 being the last game for the 2010 season.

It is essential that soccer fees are paid to the office by the end of this week. Thankyou to those people who have already paid their soccer fees.

SAPSASA News:

We are sending three basketball teams of Year 5 to 7 students to the SAPSASA basketball carnival next week.

2010 National Science Week

The Technology Industry Association is hosting the Annual Technology Careers evening for students, parents and teachers. This event will showcase the many benefits of a career in the technology industry.

When: Wednesday August 18 2010
Where: Ridley Centre, Wayville Showgrounds.
Time: 6.30pm–8.30pm

The Purebaby Essential range has arrived!

The Purebaby Essential range provides a basic great value cotton range of clothing sized from newborn to 0. Also Purebaby organic cotton and bassinette bedding.

Rainbow tree will be exhibiting at the Eco Living Expo at the Goyder Pavilion, Adelaide Showgrounds, 7-8 Aug 2010. Entry is free.

SAPSASA News

We are sending three basketball teams of Year 5 to 7 students to the SAPSASA basketball carnival next week.

Twice this week the crossing lights have not been working. Thank you to those people who waited to form a group that could cross safely. The faults were reported immediately and police support was requested. If you are late to school please take extreme care crossing the road.

VIRTUES OF THE WEEK

Week 1 - Co-operation is working together for the good of everyone. It is a willingness to respect others and to follow the rules that keep everyone safe. Co-operation is being helpful to one another and joining others in order to do something that cannot be done alone

Week 2 - Generosity is giving and sharing. It is giving freely because you want to, not because you expect a reward or a gift in return. Generosity is being aware that there is plenty for everyone. It is seeing a chance to give what you have and then giving just for the joy if it. Generosity is one of the best ways to show love and friendship.