Dear Families of Trinity Gardens School

Next week is SSO Recognition week. For those not used to ‘edujargon’ SSO means School Services Officer. Time is designated every year to celebrate and recognize the important contribution SSOs make to public education in South Australia. At our school we are very fortunate to have an outstanding team of support staff helping to care for and educate your children and assist with administration of the school. I am sure you will agree that we have a well organised school and much credit goes to our SSOs. Most parents will have met some of our support staff, however the full list is printed this week. Please join us in thanking the SSO staff when you see them as we’d be lost without them. In recognition of their efforts a small, and sweet, gift on behalf of the school is presented to them.

Thank you for caring for your children last Monday to enable teaching and paraprofessional staff to attend professional development. The focus for the professional learning was in the use of a new resource for developing quality teaching and learning in South Australia.

The Resource is called TfEL, Teaching for Effective Learning and it draws together the wisdom of South Australian teachers’ practice with the voices of experts from around the world. This research-based pedagogy framework provides resources for ensuring the quality of teaching and achieving sustainable improvement in student learning outcomes.

I hold a personal challenge that no child’s chance of success with schooling should be left to chance. In pursuit of this important aim the TfEL resource will assist us to lead learning. The resource consists of a framework guide, review tools and a DVD with snapshots of exemplary practice, teaching strategies, reflective questions, provocative statements and indicators for teacher and student actions.

The TfEL resource has 4 domains and incorporates 18 elements. Just to provide a taste these are the domains:

1. Learning for effective teaching
2. Teaching for effective learning
3. Creating safe conditions for rigorous learning
4. Developing expert learners
5. Personalising and connecting learning

It will take staff quite some time to become familiar with and use the resource to its best advantage because there is so much in it. We made a great start on Monday and our improvement journey will continue well into next year. As we are focusing on 21st century learning I will finish with this quote:

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.” Alvin Toffler.

Recently I received a visit from a researcher working on a federal government project undertaking case studies of high performing schools in

This Friday—20 August! Footy Fun Day
Plus
27 August Friday—Grandparent’s/Friend’s Day

Term 3 Week 5
18 August 2010

Diary Dates
18 August Wednesday
Steiner Workshop, ‘The Divine Nature of Children’ 7.15pm in the Cottage. See flyer in front office display

20 August Friday
Footy Fun Day

23 August Monday
BOOKWEEK

25 August Wednesday
Open Day 9.15-10.30am
Steiner Info Evening 7pm
Both for prospective parents

27 August Friday
Grandparent’s/Friend’s Day 9.15am

1 September Wednesday
ELC & St Morris—Photos

2 September Thursday
School Photos

8 September Wednesday
Governing Council 6.30pm

10 September Friday
School Closure Day

Virtues of the Week
Week 5 Confidence
Week 6 Consideration
every state of Australia. We had been nominated by ouregional director for a case study. It was convenient that we
were recently reviewed as information prepared for the review
was presented to the researcher. At the end of the visit I
asked the researcher how she thought we 'stacked up' as a
school, after all she has visited many of the nation’s best
performing schools. She made it very clear that we were 'right
up there as a highly effective school'. She then went on to cite
the reasons why such as: high student achievement, high
levels of collaboration, effective planning, improvement
processes, strong principal, building leadership capacity, high
expectations, high support, professional engagement in
improvement, positive school culture, strong whole school
structures, continuous improvement. This was indeed high
praise and I felt it important to share with you. I know there
are many very good schools in South Australia and I am glad
we are one of them! None the less I have another saying that
says even if you think you are on the right track you'll get run
over if you stay still. Hence the importance of staff
growth and engagement with TfEL.

Now to a different topic, the new Resource Centre. . . many
parents are asking why there is no action. In actual fact there
is action but it is happening offsite. The steel structures are
currently being made and I have been informed (fingers
crossed) that the steel construction phase will begin next
Monday, so keep watching.

Many thanks for all the feedback received about the
newsletter. Although one person really supported an online
newsletter the majority clearly still preferred a hard copy, often
to pass on to a grandparent. There are some small alterations
we can make even though most people were very happy and
spoke about their enjoyment of the reading what is happening
in the school. The class learning pages were highly valued as
were updates about our facilities. Some people thanked us for
the effort that obviously went into the production and some
wondered how we could ensure everyone read the newsletter.
Thanks for your input.

Kind regards

Vicki Stokes

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**Resilience**

Resilience refers to an individual’s ability to prevent, minimise or overcome the bad times.

It gives people the capacity to face adversity.

Imagine a piece of elastic which when pulled and released stretches back to its original shape.

Signs of resilient children include:
- being able to bounce back
- developing the capacity for courage
- being motivated and committed
- being able to laugh and share feelings with others
- asking for help
- persistence and tenacity to accomplish goals
- the capacity to connect with others and build relationships.

Some things parents can provide to develop resilience in their children are:
- providing love and support to your child and expressing this verbally and physically
- encouraging your child to share and discuss issues, feelings, and problems
- having clear rules and routines making sure the limits and consequences of behaviour are understood.
- if the rules have been broken, help your child understand what they did wrong and offer understanding. Use the removal of privileges and other forms of discipline that do not harm, belittle or reject the child.
- helping your child accept responsibility for their behaviour and understand the consequences for their actions
- encouraging your child to talk and communicate to others
- solving problems
- modelling behavior you would like your child to show
- encouraging your child to try new things and do things on their own with minimal adult help
- praising your child for accomplishments, good behavior, initiative and independence
- acknowledging and labelling your child's feelings
- encouraging them to express their own feelings and recognize other people's feelings
- developing problem solving - praise persistence
- taking time to talk to your child about the day's events, their feelings, ideas and observations
- accepting mistakes and encourage risk taking
- encouraging your child to be empathetic, caring and considerate.

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**Our wonderful SSOs**

**St Morris:**

**Administration:**

**School:**
- Emma B, Marissa B, Serafina C, Leanne C, Lee H, Rachel M, Sharon O, Carol R, Patricia S, Annalouise S,

**ELC:**
- Peta W, Cher L, Debbie H, C,
Music is a higher revelation than all wisdom and philosophy.

So said Beethoven. His legacy lives on to delight and move people hundreds of years after his death. Music is something that can challenge us to our uttermost and still remain full of hidden depths. Students have begun an artistic journey that will take them through their lives. The appreciation of the music children are doing at school is an unfolding process, one which will reach forward revealing unforeseen benefits as they mature.

Why do music?

From the social point of view, our use of expressions such as “in tune with”, and “harmony” in relationships brings us to the great value of musical activity.

Steiner insisted that all human beings have a relationship with music by their very natures. Hence the challenge in school is great. Instead of streaming out those whose musical capacities are not yet awakened, rather, “no effort should be spared to bring music to the less gifted child”. We can all sing and play an instrument – it is our right as humans.

From Class 1 the children have been learning the pentatonic recorder and experiencing singing as a group. In Class 3/4 they “graduated” to the diatonic recorder, and then can the big step — learning a stringed instrument. The whole class learns to play either violin, viola or cello, even the teacher! It is a wonderfully socially cohesive experience to play in ensemble with one’s class mates, harmonizing and cooperating to make a polyphony of sound. In the orchestral experience as well as in singing in up to 3 parts, there is an element of self sacrifice — I will give up my right to be primarily melodic, and this enables me to contribute something to what we create together, which will be more than we could do on our own. It is a higher unity.

Students take initiatives to form their own small groups for presenting items at special events. In the last holidays a small group played some pieces to an appreciative audience at a Rotary honorary lunch.

Last week we were privileged to be entertained by a group of Marryatville High School students playing double bass. It was fun and inspirational.

The concert showed us what we already know— MUSIC IS FUN!!!

Leadership

The leadership opportunities are also valuable. Less able students are helped by others, encouraging and supporting, demonstrating where needed. When I ask for students to volunteer to lead a section or a whole group, even the less able step forward, enjoying the chance to choose a piece to play, count their colleagues in, and dictate the tempo.

Room 9J
On the Move with Room 7W

We visited the Road Safety School and learnt some of the ways we can move on our bikes safely. We also learnt how we can help our parents stay safe on the roads by:

- Talking quietly in the car.
- Being restrained in a booster seat if we are under 7 years old.
- Sitting still in the car.

Marcus, Jack, Kayla & Christian are riding safely on the correct side of the road.

We were curious about the ways different animals move. Some large animals move slowly and some small animals moved quickly but we found out that animals move in so many different ways. We then painted them and described how they moved.

Have you ever thought about how things move?

Roll Spin Row
Fly Dodge Ride
Swim Float Push
Pull

We brainstormed movements that were consciously controlled and movements that were not consciously controlled. Tamsyn came up with:

- Water
- Swings
- Cars
- People

Mia was curious about:

Why are semi trailer’s so big? How much can fit in a semi trailer? When were they invented? How many people fit in a row boat? How do you move a row boat?

Peyton was curious about:

What are row boats made of? How many people fit in a row boat? How do you move a row boat?

Amelie and Lia stopped at the white line to check for oncoming traffic.

We visited the Tea Tree Gully Library and enjoyed making hands that clap.

As we had been inquiring into things that moved, students had to research a form of transport. They had to identify three things they wanted to know about this transport. We have made a big book with all of their inquiry questions and their discoveries.
Craft or Handwork is an integral part of the Steiner Curriculum. Handwork stimulates the child’s inventive powers and the ability to have creative ideas when facing the unknown. The child must develop judgement and a sense of form and space. Learning of this kind can have a real balancing effect on the child’s whole being.

In Class One the children learnt how to knit. Now in Class Two the children are consolidating their knowledge of knitting to create more challenging pieces. By knitting, the children are introduced to mechanism and fine motor skills, with movement of their limbs and fingers. Also attention to stitches is trained as they are easily dropped.

**TASK: To make a beanie that comfortably fits your head.**

The children chose their own colour pattern or scheme from a range of colours. The wool comes in long skeins and must be carefully rolled into small balls.

Care must be taken to ensure that colours or balls of wool are not finished in the middle of the row but at the end of the row. This ensures that there are tassels at the top of the beanie.

When a certain point has been reached the children use measurement skills to measure around their head and then estimate how many rows they would need to knit to complete their beanie.

**After sewing, tidying, and gathering the beanie is complete!**

**TASK: To make a class blanket out of knitted squares.**

The children cast on 20 stitches and knit until they have a square. They then stitch together each square with an embroidery needle. It is a work in progress!
We have been exploring...

**What do humans need to live?**  **What do animals need to stay alive?**

- We brainstormed two lists about the needs of humans and animals. Our lists included: water, food, a place to live (shelter), love and care, ...

**What animal/s would be a good classroom pet—what would stay alive?**

- We had fun listing all of the animals that would NOT make good classroom pets, including sharks, lions, elephants and whales!
- We discovered that not many animals would stay alive and be happy living at school.

**So, we have had**

**Spiny Leaf Insects**

**in our classroom to try these as classroom pets.**

**What do Spiny Leaf Insects need to stay alive?**

- We observed the stick insects and read about their habitats and behaviour.
- We wrote descriptions about the insects.
- The descriptions included: a colour sentence, a number sentence, a size sentence and an ‘interesting’ sentence.

**How do our bodies grow?**

**How do our bodies work?**

- We have been investigating bones, joints, muscles, and how our skeleton protects our organs.
- We have compared our skeletons to those of different birds and animals.

**We are now exploring:**

**What importance do senses have for animals to survive?**

We are learning a great song called “Echolocation” that helps to explain how sound waves are very important to the survival of bats.

**How important are our senses to staying alive?**

We are doing experiments about our own senses. We are discovering how our senses help to keep us safe: eg: to hear traffic or smoke alarms, to feel heat or cold, to see dangerous situations, ...etc.
Our annual Footy Fun day for children and staff is being celebrated this Friday 20 August.

Children are invited to wear their favourite team colours or their sporting uniform - this does not need to be a football uniform but can be any sporting clothing.

Following the success of last term’s after school market, we announce this term our market day will be Wednesday 8 September 201.

Anyone interested in holding a stall please register at the front office and receive your information pack.

Come along and enjoy the fun, whilst supporting our school.

Any enquiries, please contact:
Anna, Mob: 0409 695 940
Robyn, Mob: 0433 033 042

Thank you.

A Message from Wilbur

Wilbur the White Elephant is making some noise
Toys, Toys, Toys needed from all the girls and boys
Donate, donate and don’t be too late
To help make the school fair truly great

Look in your home; you never know what you’ll find
A box of mixed goodies to donate; I don’t mind
Pop it into the office on your way through
I’ll have a collection stall at market day too

Thanks to you all
Love Wilbur
SPORT NEWS

Soccer News:

A reminder that our Year 2 and 3 soccer teams are not playing this weekend as their games have been cancelled due to elections being held at their venue.

Saturday 28 August is our last soccer game for this season.

After this, please ensure all uniforms are washed and returned to the school office so we can complete our stock take.

Congratulations to our Year 6 and 7 soccer team which is playing in the 12yr Senior Division Challenge trophy on Saturday 4 September.

SAPSASA Basketball

Good luck to our team of Year 6/7 boys who are playing in the State SAPSASA basketball final at Wayville stadium tomorrow.

COMMUNITY NEWS

Adelaide Zoo:

ZooVentures at the Adelaide Zoo
School Holiday Program for 6-12 year olds.

The program focuses on making friends, learning lots and providing unique opportunities to meet with zoo animals and their keepers. Children aged 6-12 are cared for by two qualified teachers for a full day of fantastic zoo experiences. 9.00am-4.00pm on various weekdays during the school holidays. $50 per child per day. Bookings are essential P: 8267 2434.

ASME Young Composers Award 2010.
School Category 18years and under
To access an entry form go to: www.music.adelaide.edu.au/asme/youngcomposers
Entries must be received before 24 September 2010

VIRTUES OF THE WEEK

Week 1 - Confidence is having faith in something or someone. It is a kind of trust. When you have self-confidence, you trust that you have what it takes to handle whatever happens. You feel sure of yourself and enjoy trying new things. When you are confident in others, you rely on them and confide in them.

Week 2 - Consideration is being thoughtful about other people and their feelings. It is thinking about how your actions affect them and caring about how they feel. It is paying attention to what other people like and don’t like, and doing things that give them happiness. When we are considerate, others know that they are important to us.

INSERTS INCLUDED IN THIS NEWSLETTER

1. Postcode Survey, these will be collected by students from 18A. Do not return to front office.
2. Bookweek Timetable.
3. Family Fun Fair Info.

OHSC NEWS

OSHC will operate from 7.30 am to 6 pm on the School Closure Day on September 10.

Bookings are essential for these days and all outstanding accounts must be paid prior to children attending on both or either of these days.

The cost is $38 which is the same as the cost of a Home Day during Vacation Care.

There are places available on all days for Before School Care and After School Care for children attending school.

Contact 83326091 for all OSHC bookings.

SCHOOL NEWSLETTER

You may not realise that our school newsletter is available for perusal via the school website. Just go to:

www.trinitygps.sa.edu.au

And click on the link for ‘Latest News’ on the home page or click on ‘News’ at the top of any page.

UNIFORM SHOP

Please be advised that the Uniform Shop’s opening hours are:

MONDAY AFTERNOON 2.45 - 3.30
FRIDAY MORNING 8.25 - 9.30