



Our students are confident learners and caring citizens prepared for their futures.

– August –

Mon 14 to Wed 16	Year 3-4 Mylor Camp
Thu 24	Elders' Day & Book Week Parade From 8.30am Kids and elders to arrive 9am Formal part of day begins 12pm Farewell elders
Thu 24	Clarendon Primary School Bake Off! Bring your entry and payment on the day
Tue 29	RAA Street Smart Program
Wed 30	2.40pm Assembly with Father's Day Stall to follow (bring \$5 for gifts)
Thu 31	SAPSASA Athletics Day

– September –

Fri 1	Jump Rope for Heart Jump Off!
Fri 8	Premier's Reading Challenge ends
Fri 8	1.40-2.40pm Reception to Year 2 Disco 2.40-4.10pm Year 3-6 Disco

Principal's Message

Seeing our kids out there skipping away over the past few weeks has put a smile on many of our community members' faces. Many of us connect to skipping in our own childhood. It is a fun and amazing healthful activity and it is great to see our kids challenge themselves in this way and raise money for such an excellent cause as heart health. One of the things that has been most interesting to me has been how quickly many of the kids give up when they are first learning. They expect to "get it" right away. But with some words of encouragement, eventually they have all been working out that they can't do it YET and that they have to PRACTICE! This is such an important lesson for everyone in our school in all areas of our learning. The continuum of skills in skipping is great to see too. First step- learning to turn the rope, let it hit the ground, then step over it. Once they have this, however, they magically think they'll be able to do a crossover! It takes persistence, encouragement, practice and most importantly- A GROWTH MINDSET. I encourage you all to pick up a rope yourself and have a go. Why not buy your child a rope for home and show them videos of tricks and skills you think they could learn. The kids can't wait to show you their skill development later in the term. Please register your child via the Jump Rope for Heart website and they can begin to raise money for this great cause.

You will have noticed some major planting going on around the school. Last Wednesday the kids planted 120 shrubs for Tree Day using our \$500 Planet Ark grant. All of the plants are low-care Australian natives and we hope to see what can survive in the variable conditions at our school. This week the kids planted a further 150 plants as part of our Landcare grant. Kathleen Best has been leading this work (with the assistance of our YEL kids) and we thank her for her brilliant efforts. Most of the grasses and shrubs have gone in near the Village fence and on the verge. We hope to see this area thrive and become a habitat for all sorts of native species and creepy crawlies. It will also assist us in ensuring people don't park on the verge which is both illegal and dangerous.

We will soon be sending through our updated goal-setting, feedback and communication agreement. You would have noticed our dedicated staff have been working hard, sharing goals and feedback about and to your students. We have been working on the consistency of communication of these goals and feedback. Parallel to this, we will be setting "office hours" on our Seesaw accounts and email accounts. As you will know, many of us communicate outside of working hours which has stretched the workday considerably for us all...parents included! All staff will endeavour to have "office hours" on their Seesaw accounts and will have a reminder of their working days and hours on their email signatures so you know when you might expect a reply. As it stands we have agreed to communicate between 8am and 5pm on our rostered workdays and endeavour to reply within 24 hours on a work day. We are hoping to model this best practice to the entire community, kids included! When we are home we want to BE home, listening and interacting with our families and not distracted by constant notifications and buzzes. Staff will no longer have their school email or Seesaw linked onto their personal phone. You can still send emails/Seesaw messages when it suits you and we will see them when we access them during our office hours. As usual the school phones are available between roughly 8am and 4pm as well as my school mobile phone. Let's work together to DISconnect from the tech a bit more and REconnect with each other.

Kind regards

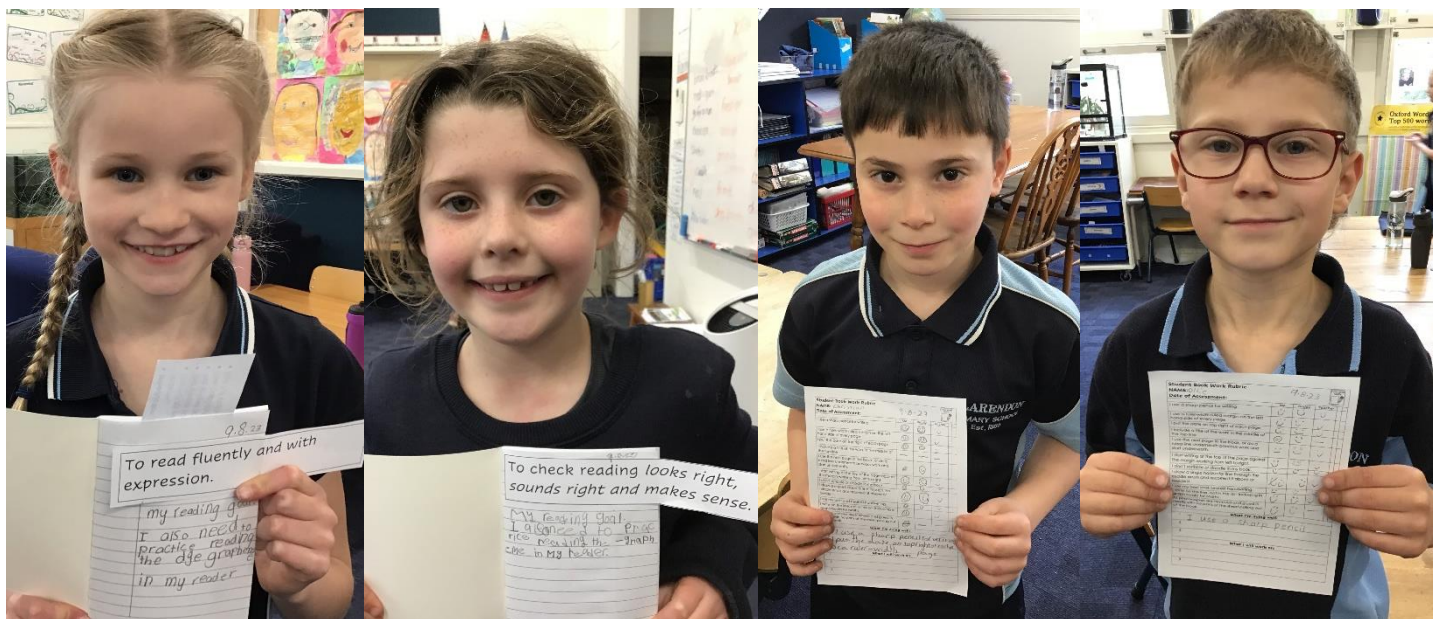
Regan

Regan Birrell, Principal

*We acknowledge the Kaurna people as the traditional owners of this land.
 We acknowledge their living culture and unique role in the life of this region.*

Featuring the Year 1-2 Class

A big part of this term for the Year 1-2 Class is for the children to use their own learning goals in reading, writing and numeracy. This week we have set two reading goals based on fluency and comprehension skills and our individual grapheme needs. We are also focusing on taking pride in our book work and producing the best written work possible.



The children have written their first persuasive argument piece, learning the structure and language features required, and using goals set in Term 1.

In numeracy we have learnt how the connection between addition and subtraction can make subtraction easier and how to complete adding and subtracting in columns. Dice games and colour patterns have helped reinforce this learning.

The children have started listing tools to help them when they are in the blue, yellow or red zone. These include for the blue zone: read or stretch. For the yellow zone: get some fresh air, go into nature or breathe. For the red zone: have a sip of water, count to 10 or read.

Our learning goal is to develop individual toolboxes so when we aren't feeling great we can go to our toolbox and use a tool to help.

We recently celebrated **100 Days of Learning** along with the Reception Class and came to school dressed as 100 year olds! The double-doors between the two classrooms were opened and the kids floated between the two classes as they worked on various activities together. It was a great day and many of the kids remained in character for the whole day, even as they played around the school at break times or traipsed to and from the toilets. See some more pictures on the next page.



We have lots of things to look forward to this term: Elders' Day & Book Week, SSO Week and our overnight camp to Monarto Safari Park in September. We look forward to sharing about them all soon.



Zoo Excursion – Year 5-6s

The Year 5-6 Class had an eventful day at the zoo yesterday. An amazing race was put together by student teacher Jayde (who also happened to turn 21 yesterday!).

The kids made their way to different exhibits using a map with co-ordinates that they had to find, then answered questions specific to the animal at that location. It was a different and exciting way to see the zoo and everyone managed to see most, if not all, of the exhibits. Jayde will discuss the race results with the kids next week when they return to school (today most of the class was at basketball...we're still awaiting results as this goes to print!).



A Message from Hannah Lamb, Pastoral Care Worker

I'm not sure about you, but I am shocked that we are already in week 3. I have a bit of a long update, but there are a few different important things I want to bring to your attention.

You may have seen my SeeSaw message; I will be available for parents to drop into my office (the room on the left when you enter the library) from 3pm on my workdays (Tuesday and Friday). This could be to discuss something significant, or simply to have some company while you wait for your child to finish for the day. Feel free to also message me on SeeSaw if you wish to book a different time.

I have also found a great free program run by the Junction Australia Community Centres for 7-12-year-olds focused on friendships, resilience, and empowerment. I think any young person could benefit from this program. Search Hackham Community Centre on Facebook for more information.

The final thing I want to share about is the eSafety Commission. I did a webinar with them last week and it was very eye-opening to the extent of how bullying occurs online. However, it was also very encouraging and useful to hear how to best support our young people when this does happen. I encourage all parents to join a 30-minute webinar (no camera or voice involvement required!) to be prepared in case your child does become a victim, and for how to set boundaries with online use, and how to get started with social media. Head to www.esafety.gov.au/parents/webinars for more information.

Hope you had a great start to the term 😊

Kitchen Garden

The Reception Class has been **eating a rainbow** this term, starting with **Team Orange**! Thank you to Year 5 student Crosby and his mum Louise for making the homemade orange juice “gummies” that the chefs decorated with orange calendula petals. The **Team Orange** chefs made freshly squeezed orange juice slushies to go with the gummies...YUM! They will continue to work their way through the rainbow this term.



Spotlight: Oppositional Defiance Disorder (ODD) & Pathological Demand Avoidance (PDA)

As a part of our continual learning on students with additional needs, at our Pupil Free Day we participated in a session delivered by Kirby from the Special Education Unit. This session focused on Oppositional Defiance Disorder (ODD) and Pathological Demand Avoidance (PDA).

ODD is defined as ‘a condition where the learner is consistently angry, argumentative and defiant, particularly towards figures of authority’ and can be diagnosed. The characteristics of ODD include:

- being stubborn and not following instructions
- being unable to accept boundaries and often testing limits.
- not accepting responsibility for their own actions and blaming other people
- intentionally saying or doing hurtful things when upset
- being unable to regulate their emotions

PDA has similarities to ODD, however, it is the anxiety-driven need to be in control and avoid demands and expectations. PDA is a profile of learners who have Autism Spectrum Disorder (ASD). You cannot have PDA without ASD. The characteristics of PDA include:

- resists and avoids the ordinary demands of life
- uses social strategies as part of the avoidance
- appears sociable but demonstrates some gaps in social understanding
- experiences excessive mood swings and impulsivity
- appears comfortable in role play and pretence
- displays fascinations that can be either positive or negative and can focus intently on other people

Our staff were exposed to a range of strategies to manage students with ODD or PDA:

	Strategies for Students with ASD	Strategies for Students with PDA Profile
Visuals	Visuals should be literal, precise and fixed	Flexible, non-directive, choice based, collaborative
Structure	Consistent	Balanced between predictability and novelty/spontaneity and choice
Routine	Predictable and unchanging	Flexible routine (not lack of routine) includes both incidental change and certainty
Language	Direct, concise, and instructional	Depersonalised, complex and declarative
Behavioural Approach	First this then that, working towards tokens	Immediate tangible rewards