



Respect, Belonging, Fun - Engagement in Learning

Leadership News

As we head towards the end of Term 1, we would like to extend thanks to all of our students and families for a wonderful start to the year. Our students have consistently shown our school values of respect, belonging and fun engaged learning, and also regularly show kindness and consideration to their peers. Our teachers and staff have worked very hard to provide a quality wellbeing and social skills program at the beginning of the year which will continue throughout the year. It has made a very positive difference.

Classroom learning programs are in full swing, and staff are working hard to provide relevant, interesting and challenging learning tasks for students. Our students are well engaged in their learning and have shown some wonderful progress already.

This year **Harmony Day** is on Sunday 21st March. At The Pines School we will be celebrating tomorrow, on **Friday 19th**. Students will be involved in learning about aspects of different cultures in their classes. At our school, everyone belongs, and to celebrate our diversity, students are invited to **wear something orange** or their **national dress/costumes** on the day. All classes will have an opportunity to decorate some river pebbles which will be used to make a harmony path in our school yard.

Music has become a big part of our school and we have many students learning a range of instruments, from recorder to guitar to drums. In addition to this, we have had an outstanding response to our newest instrumental music program. We had 30 applications, and 10 students were selected into the new program, which includes flute, clarinet, trumpet, and trombone. We look forward to following the progress of these students.

Swimming lessons for Receptions to Year 5 will begin next week for Week 9 and 10. Swimming is an important skill for all children to have, so we are hoping to see all of our students attend. Please make sure your child has all of their belongings named, so that any lost items can be returned to the owner.

Lastly, we are very excited about our new school fence going up around the oval, which will be finished in the next 2 weeks. This will mean that gates will be open on Hemming Street and the back of the oval in the mornings and afternoons for parent and student access. The Education Department has funded the new fence after feedback from the community. The school Governing Council and School Leadership Team have worked hard to make the fence a reality, and we will be very pleased when it is completed.

Alicia Phillips
Numeracy and Aboriginal Education Senior Leader

Parking on Andrew Smith Drive

Could parents/caregivers please refrain from parking in the **Bus Zone Area**, in the mornings and after school. The Bus Zone is in front of the double gates down from the school crossing. Thank you



Dates to Remember

Term 1

Week 9

22nd-26th March

**Swimming -
Primary Years 3 to
Year 5**

Week 10

29th Mar - 1 Apr

**Swimming - Junior
Primary Reception
to Year 2**

**Parent/Teacher
Interviews**

Week 10

2nd April

Good Friday

Week 11

5th April

Easter Monday

Term 2

Week 1

26th April

ANZAC Day Holiday

27th April

Pupil free Day

Principal
Mrs Cherie Collings

Deputy Principal
Mr Sam Konnis

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WELLBEING CORNER



Mindfulness at The Pines School

As part of our wellbeing and Positive Education philosophy here at The Pines School, we teach mindfulness in each classroom. There are different ways of teaching children the art of mindfulness. Some of these are as follows:



- Through breath (breathing exercises)
- Through guided imagery (meditation)
- Through movement (e.g. yoga, mindful exercises)
- Through sensory experiences (listening, music, mindful eating)

As part of our daily practice, teachers often implement a variety of mindful sessions throughout the day, often after break or transition times, which serve to 're-set' our students' level of calmness, alleviate anxiety and provide actual strategies for them to do independently at home. Meditations used include scripts teachers can read, or websites and apps such as 'Smiling Mind' may also be used. A quick Google search will come up with apps such as:

- The Mindfulness App
- Calm
- Headspace
- IBreathe

It is so important for all of us to practise mindfulness. It can help us to cope well in a busy, hectic and fast world. Being mindful can help us to:

- Pay attention. It's hard to slow down and notice things in a busy world. ...
- Live in the moment. Try to intentionally bring an open, accepting and discerning attention to everything you do. ...
- Accept yourself. Treat yourself the way you would treat a good friend.
- Focus on your breathing. Listen to your body.

Studies have concluded that "a mindfulness practice fostered a positive learning environment. (Burrows, 2011a) and that becoming more aware of thoughts, feelings and the body's reactions helps with self-regulation and the capacity for a calm, focused mind..." (Burrows 2011a, p. 219).

Burrows, L. (2011a). *Relational mindfulness in education. Encounter: Education for Meaning and Social Justice*, 24(4) pp. 24–29. Retrieved from:

https://www.researchgate.net/publication/260602232_Relational_Mindfulness_in_Education

On a different note, yesterday we took twelve Year 6 and 7 SRC Representatives to the 'Grip Leadership Conference'. The photos below were taken in front of the steps to the Adelaide Entertainment Centre where the conference was held. The students learned a lot about leadership and what it means to be an effective leader, through a number of different games, activities and discussions. Some of the concepts taught at the conference included:

- Identifying our interests, talents and experiences
- Working out how we can use our interests, talents and experiences through our leadership
- Putting our hand up to lead by helping others
- Identifying and inventing solutions to problems
- Finding opportunities to lead and to make a difference

Christin Valley and Sonia Kilmister
Wellbeing Coordinators

Interesting Article ...

The below article by Rebecca Baker appeared in The Advertiser, Sunday Mail on March 7, 2021. The Principal thought it was worth sharing with our school community.

REBECCA BAKER

ADELAIDE preschool directors warn they are increasingly seeing development delays in children, linking the decline to time spent on screens.

They have revealed to researchers from UniSA that school readiness is being affected by excessive screen time in lieu of quality play.

"The result is that many more preschools have children with greater needs, leaving them in desperate need for early-childhood interventions such as occupational therapy, speech pathology and physiotherapy," one of the researchers, paediatric expert Kobie Boshoff, said.

A separate national study has shown that in South Australia, nearly 22 per cent of

Screen time affecting learning, say experts

children are considered developmentally vulnerable, with a much lower than average ability in competencies such as physical health, behaviours, emotional maturity, language or communication.

"School readiness is all about the ability of a child to make a successful transition from preschool into formal school," Dr Boshoff said.

"But as research shows, nearly one in four South Australian children are not meeting the mark.

"In our research, preschool directors indicate that families are overusing screens as 'babysitters' and that this could be contributing to lower levels of social skill develop-



Nearly 22 per cent of South Australian children are considered to be developmentally vulnerable.

ment, concentration, problem solving abilities and self-regulation – all key skills that improve school readiness.

"This is acutely important

for all Adelaide families and children but especially so for families living in rural and low socio-economic areas, where the risk of developmental

delay is known to be statistically higher."

Dr Boshoff said it was important for parents to be better educated on the need to reduce children's screen time and to then replace it with more developmentally appropriate play time.

In Australia, health guidelines for preschool-aged children (two to five years) recommend that they should spend no more than one hour a day on screens, which includes TV, computers and smart devices.

"While screen time has certainly become a normal part of everyday life, there has to be a balance, and we must educate parents about the ad-

verse effect of too much screen time on children's development," Dr Boshoff said.

"Young children need to be spending more time riding scooters, being outside, or playing with traditional toys such as blocks, cars or puzzles.

"A balanced, healthy lifestyle incorporating weekly time for physical activity, positive play time with parents and peers and giving children time to develop independence in their daily routines, are some examples of healthy activities for families.

"If we can get the message out that we all, as a society, need to look out for how our modern lifestyles are influencing our children's development, then perhaps we will start seeing some positive change."

Old Scholar from The Pines



This week we had a visit from Mark Baylon, an old scholar from The Pines, who attended our school from Years 3 – 7. He also came back in Year 10 to do work experience at our school. He has fulfilled his childhood aspiration of becoming a commercial aviation pilot. He is licensed to fly aircrafts up to 5700kgs.

Currently Mark is completing his double degree: a Diploma and a Bachelor in Aviation at The University of South Australia, which will be completed later this year.

Congratulations to Mark for following his childhood dreams.

Here is a photo of Mark with his younger sister, Elisha.

ROOMS 46 AND 47

Room 46 and 47 have been joining together on Mondays to do music and singing. Here they are enjoying the music lesson using the school's new instruments and the Fun Music Company program.

They are pictured here using castanets, claves and finger cymbals making lovely music.



Student Leaders

This week our student reporters have observed some learning in one of our Year 4 classrooms. They have also enjoyed harvesting the produce from our gardens and working as a team to cook some delicious food.

Here is what our reporters Amelia, Jaxon, Annabel and Jamie have to report in this edition of The Pines School Newsletter.

Spotlight on Learning in Room 29

Jaxon from Room 26

This week our school reporters did a spotlight on learning in Room 29. In the morning lesson, the students were learning about grammar with Miss Manju. The students told me they were learning about verbs and how this was going to help with the subject English as they got older.

In lesson 3, the students were doing guided reading. Some of the groups were using the reading strategies 'prior knowledge' and 'predicting'. The students said that using 'prior knowledge' would help them with understanding the book they were reading. Students also said that they can use predicting when looking at the front cover of the book to help them understand what the book will be about.

In the last lesson of the day, students did art. Their topic was Ming Vases. Students said they were designing their own Ming Vases by using repeated patterns and a special painting technique.

Amelia from Room 32

Some things I noticed in Room 29 while doing this spotlight on learning was that all the students in the class collaborated well when Jaxon and I were in the class. In English I noticed that some of the things the year 4's were learning about were the same as the Year 6's and I wondered why? I found out one reason why and that is because it's good to keep revising the important things you have already learnt so you don't forget them.

Amelia interviewed some students about their learning:

English lesson interviews:

Selena said that they were learning about saying, mental and relational verbs.

Learning this will help us with our writing.

Jaytee said they were learning about different types of verbs. This will help students use the right verbs.

Deepika said during guided reading that they were using their 'prior knowledge'. It helps them with their reading and the more prior knowledge you have the better you are able to understand the book.

Emma also said they were learning using prior knowledge. It helps her understand the text and it will help her picture it as well.

Art lesson interviews:

Emily said they were learning about Ming vases. It will help students become artists.

Eric said they were doing a jar and had to make the layers of it thick. Art makes Eric feel happy, because it's fun.

Photos of student learning in Room 29:



Student Leaders

Cooking with Potatoes from Our School Gardens

Jamie from Room 37:

Mr Mark delivered three full buckets of freshly dug up potatoes from the school gardens for students to cook. Some Year 5 and 6 students joined the reporters to make a cooking crew. The cooking crew included Amelia, Jaxon, Annabel and me. The students who joined us were Makenzie from Room 26 and Ella and Jaida from Room 25.

We worked together to cook two spectacular dishes called **potato rosti** and **potato bake**. We used graters to grate the potatoes for the rosti and we sliced potatoes, onions and grated cheese for the bake. There were certain people with specific jobs. Jaida, Ella, Annabel, Amelia and I grated potatoes for the rosti. Additional jobs included grating cheese and squeezing out moisture from the grated potatoes. We also baked the potato bake and fried the rosti. Frying the rosti is where I messed up by breaking it when we tried to flip it. It was hard because the rosti was big and hot which made it seem impossible to flip. Our theory was right because we did break it, but it was still yummy even in broken pieces.

When we were making the bake, Makenzie and Jaxon had tears in their eyes from cutting the onions. When we were putting the potato bake ingredients into the baking dish, we added the sliced potatoes and cheese in layers. When we had almost finished doing this, we suddenly realised that we hadn't added the onion, so we threw it on top and just mixed it in before we finally put it in the oven.

We all worked exceptionally well to do the cleaning and washing up.

We really enjoyed eating the potato rosti and potato bake and we made enough to share with some of our classes.

Annabel from Room 33:



Here are the cooks. Jaxon, Jamie, Mackenzie, Amelia, Annabel, Jaida and Ella with the potato bake ready to



Jamie, Ella and Jaida enjoying the potato



Here are the potatoes we started with. They had to be grated for the rosti.

Student Leaders



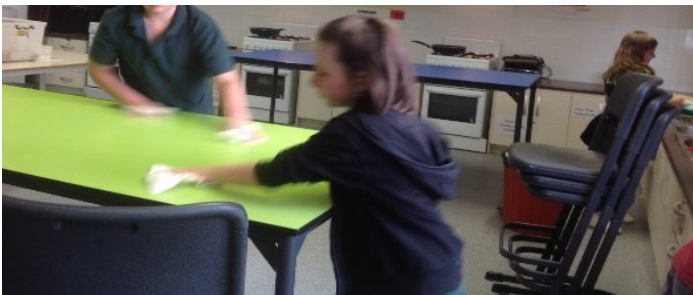
We all did lots of grating and slicing potatoes. We scraped potato into bowls.



The potato bake before it went into the oven to cook.



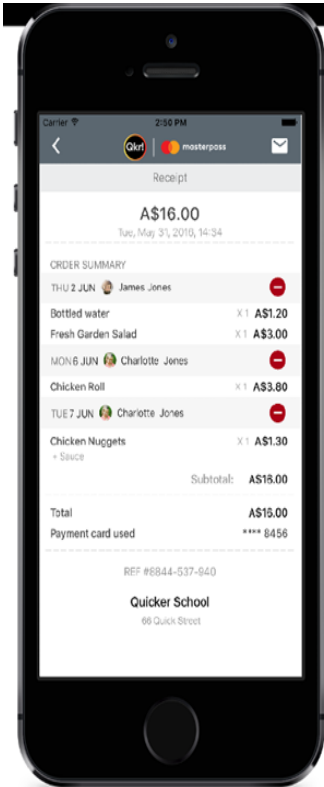
Jamie getting ready to flip the rosti.



We all helped clean up. We did the dishes and wiped down all the benches.



COMMUNITY NEWS



Canteen News

Qkr Ordering Update

Lunch orders can be made as usual through the canteen on swimming weeks. We change to different lunch times for all classes.

To cancel lunch orders that have already been ordered and paid for:

1. Open Qkr App and tap activity.
2. Scroll down to order history and sign in with your password.
3. Tap the red circle on the right side of the order to be cancelled. You can select the entire order or individual items and then press OK.
4. You can cancel any order made by 9am.

If you need to cancel after this time please contact the canteen.

If you take your child home early the lunch order can be

Paralowie R-12 School
ACHIEVEMENT FOR ALL

Invitation

Paralowie R-12 School
Open Night
Wednesday 5th May, 2021
5:30 BBQ
6.00 Information Session
6.30 - 8.00 Tour of R-12 school facilities
For further information contact
Senior Leader Middle School, Stuart Banytis on 8182 7222

Government of South Australia
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