



Respect, Belonging and Engagement in Learning

Leadership News

The term is fast coming to an end and the holidays are just around the corner. The whole school community needs to be congratulated for remaining “agile” and working together to navigate through all the challenges that have come our way this term.

Naplan for Year 3 and 5 students will be held in Week 3 of Term 2. Earlier this year, a note was sent home asking parents/caregivers to indicate if they didn't want their child to participate in this year's test. These forms must be returned to the office before the end of Week 2 next term. If you have misplaced your form, we have spare copies in the front office.

We have postponed school interviews for this term and have rescheduled them for the first and second weeks of Term 2. Notes will go home very soon. Our preference is for parent/caregiver interviews to be held over the telephone.

We have had many concerns from parents, about student safety and people parking illegally while waiting to pick up their children. This practise is illegal and potentially it could cause an accident. The Police and Salisbury Council have become aware of it and unmarked cars are going to be monitoring the situation and fines will be issued.

For the last few years we have talked to our students about the power of having a ***Growth Mindset***. This concept is about always working hard to achieve success and not giving up because you think you can't do a learning task. All the research clearly indicates that intelligence is not fixed or set, we are all capable of achieving learning goals if we work hard and see mistakes as part of the learning process. We have seen many children make positive progress with their learning because they have changed their attitude and showed perseverance and resilience towards challenging, learning tasks.

The Growth Mindset becomes an even more powerful message when it is reinforced by parents/caregivers at home.

Many classes have adopted the word “**Yet**” in helping children achieve their learning goals.

“YET” is the most important word you'll ever need to know. With it, you'll be able to achieve incredible things. No matter how difficult something appears to be, or how many times it takes you to get to where you want to be, always remember to add the word “YET” to your sentence.

I can't do thisYET.

Dates to Remember
2022

Term 1

Week 10

4th April

Musica Viva Performance

Week 11

15th April

Good Friday Public Holiday



Term 2

Week 1

**Starts back on
2nd May 2022**

Principal
Mrs Cherie Collings

Deputy Principal
Mr Sam Konnis

Assistant Principal
Mrs Toula Girgolas

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WELLBEING CORNER



Worry and Anxiety in Children

Being anxious is a normal part of life and can affect anyone, including children. It is sometimes hard to know the difference between normal worries and something more serious. Normal worries might be:

- being upset before or after being dropped off at school
- being shy
- worrying about schoolwork or sport
- presenting in front of the class
- worrying about getting a vaccination

When children are anxious or worried, it is natural to want to help them feel better, but the best way to help children is to teach them different strategies to deal with their worries as they come up. If a child gets upset in an uncomfortable situation and you take them out of the situation, children learn that getting upset is a good way to cope. It is more helpful to let children know that they are going to be okay, even if they are scared. By expressing confidence and gently encouraging your child to face their fears, they will feel less afraid over time.

You can show empathy without agreeing with your child's fears. For example, you might say, "I know you are scared to present in front of your peers but you can get through this and I am going to help you." A few ways to help you manage your child's worries are to:

- Ask open questions (How are you feeling about your presentation tomorrow?) instead of leading questions (Are you worried about your presentation tomorrow?)
- Model a calm tone of voice and body language - showing that you are calm, will also keep your child calm.
- Distract children before doing something that might be upsetting, like going to the dentist.
- Make a plan about what would happen if their fears came true - what would they do? Who could they ask for help? Having a plan often calms anxiety.
- Avoid labelling children as 'shy' or 'anxious'.

To support students to learn ways to manage stress at school, we teach them about the importance of mindfulness and the idea of being present in the moment. We practise this every day after playtime. Here are 2 mindful techniques you can do at home:

- **Squeeze Muscles:** Starting at your toes, pick one muscle and squeeze it tight. Count to five. Release, and notice how your body changes. Repeat exercise moving up your body.
- **Belly Breathing:** Put one hand on your stomach and one hand on your chest. Slowly breathe in from your stomach (expand like a balloon) and slowly breathe out (deflate).

We are here to support your children and can provide strategies to help them work through their worries so they can engage in learning.

If you are concerned that your child is suffering from severe anxiety, please make an appointment to see your local GP. They will provide you with a mental health care plan and refer you to the appropriate services.

Sources:

Anxiety in Children - Healthdirect

What to do (and not to do) when children are anxious - By Clark Goldstein PHD - Child Mind Institute

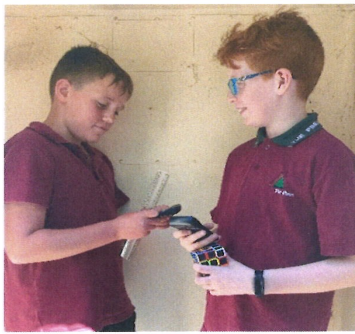
Student Leaders

Challenging Maths Problems at The Pines

Providing maths problems that both support and challenge our students is a focus at The Pines School. One of the ways that we provide some extra maths challenges for our students is through participation in the national, Maths Olympiad Challenge.

This year, students in Year 3-6, who love maths, and want an extra challenge tried out for one of our Maths Olympiad teams.

Two of our reporters are participating in the Maths Olympiad for their second year and share their experience with you:



School reporters Kai and Ben from Room 37

Ben from Room 37:

I'm Ben and I am in Year 6. This is my second year in the Maths Olympiad. The maths strategies I like using are *guess, check and improve* and *draw a diagram*. The maths questions I like the most involve multiplying and dividing because they are my strengths.

This year there are 3 different Maths Olympiad teams. There are Games, DJ and Explorer Teams. All the teams have equally challenging problems. The Maths Olympiad is for students in Year 3 and up. The competitions are spread throughout the year and the students have 30 minutes to complete the questions in each competition. Students learn various maths strategies they can use to help them in the competitions. Schools all around Australia are part of the competition. The strategies that students learn for the Olympiad also help them with their maths back in class.

Kai from Room 37:

I'm Kai and I'm in Year 5 and this my second year doing the Math Olympiad. The things that I like the most about the Olympiad is that I learn different maths strategies. The types of questions I love the most are challenging addition questions. My goal for this year is to try to learn more strategies to help me when it comes to answering harder questions.

You don't have to do the Math Olympiad. It is for those students who love doing maths and think they want an extra challenge. The score you get in the Olympiad does not go to your grade and your teachers don't see your score at the end of the year (unless you want them to).

Throughout the year there are 5 competitions and that's where everyone who is in the competition has 30 minutes to answer up to 5 questions. Students in schools all around Australia do the Maths Olympiad as well.

Here are some Olympiad problems for you to try at home. What strategy could you use to solve the problems?

Use the suggested strategies or try your own!

Question 1:

Lily and Billy ate all 30 jelly beans in the packet.

Lily ate 6 more jelly beans than Billy.

How many jelly beans did Billy eat?

Strategy:

Try drawing a picture or diagram.

Question 2:

Sandy writes every whole number from 1 to 100 without skipping any numbers.

How many times will Sandy write the digit "2"?

Strategy:

Try making an organised list.



Student Leaders



Caitlin from Room 26 writes about Harmony Day at The Pines School this year. She spoke with Ms Rotha one of our teachers to find out a bit more about Harmony Day. She also took photos from around the school to share some of the ways students at our school celebrated this special day:



Caitlin:

On Friday 25th March, we celebrated Harmony Day by dressing up in traditional costumes and orange clothing. Some classes made hats and did other fun things to celebrate Harmony Day. Our school is very multicultural with both staff and students coming from a range of different backgrounds and cultures. Celebrating Harmony Day aims to foster inclusiveness, respect and the idea that people of all the cultures can make a valuable contribution to society, to belong and be kind to one another.

Reception students in Room 3 made baked potatoes on Harmony Day using potatoes from our very own school garden. They then had a lovely picnic together where they got to eat their delicious potatoes to celebrate Harmony Day.



Our reporters Daniel from Room 25 and Selena from Room 29 interviewed Oliver and Aubree from Room 3 to find out more:

Selena: What did you like about the potatoes?

Aubree: When we ate the potatoes.

Oliver: They had a good colour.

Selena: What did you put on your potato?



Oliver: Yogurt, cheese, salt and pepper.

Aubree: Cheese, tomatoes and salt.

Selena: What else did you do for harmony day?

Oliver: Some children got yogurt on their faces. We also ate carrots and oranges.

Aubree: We made orange paper chains. We walked near the park and had a picnic.



Daniel: Where did you get the potatoes?

Oliver: We dug them up from the garden with Mr Mark.

Aubree: Then we put them in the pink bucket.

Daniel: What did you do with the potatoes?



Aubree: We washed them and put them on a tray.

Oliver: We cooked them in the oven. We let them cool down.

Aubree: Then we ate them!

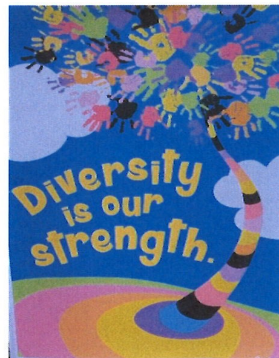
Daniel: What did they taste like?

Oliver: They tasted like cheese and salt and they were delicious, delicious, and delicious!

Aubree: They tasted good!

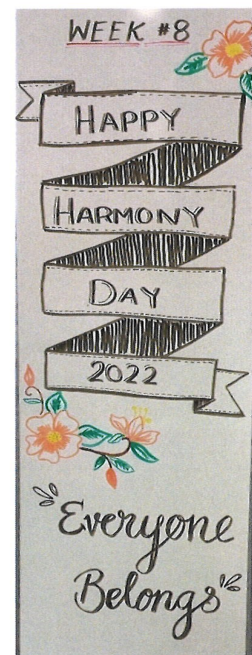


Student Leaders



Students across the school learned about and celebrated Harmony Day by making displays, decorations and dressing up in clothes from different cultures. Some students also wore orange which is the colour chosen for Harmony Day. Orange is said to represent open conversation, the development of new ideas and respect of others.

Here are some pictures showing how Harmony Day was celebrated by some of our students.



COMMUNITY NEWS

"Our aim is to see every student successfully placed in higher education, training, employment or community service."



SALISBURY HIGH SCHOOL

Empowered to create successful futures



Principal: Sylvia Groves

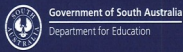
ENROLMENT ENQUIRIES

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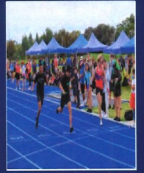


TIA South Australia Government Schools CRICOS PN 00018A



Parafield Gardens High School

Achievement • Respect • Determination



ENDEAVOUR COLLEGE



Sunday 3 April
1pm-4pm

OPEN DAY

Register online www.endeavour.sa.edu.au

COME & TRY JUNIOR GIRLS INDOOR CRICKET



9-16 year olds
ICA SPORTZWORX STEPNEY
 Fri 8 April: 5:30 – 7:00pm
ACTION INDOOR SPORTS SALISBURY
 Thu 21 April: 5:30 – 7:00pm
 Thu 28 April: 4:00 – 5:30pm & 5:30 – 7:00pm

REGISTRATION ESSENTIAL

RUGBY LEAGUE



COME & TRY



With NRL State of Origin Player

TRENT HODKINSON

WEDNESDAY 30th MARCH

What to Bring:

Water Bottle & Sneakers

Where:

LJ Lewis Reserve
Top Oval

Times:

U14's 4pm - 5:30pm
14+ 6pm - 7:30pm

A Night for
Family Fun



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