Welcome back everyone. I hope you all had a lovely break and an enjoyable New Year. I firstly would like to welcome back all staff and students from 2015. I would like to welcome Samantha Anderson who is new to the school this year and will be teaching in the Junior Primary Class. I would also like to welcome Henri Bates, Tahnee Modra, Alfie Telfer and Bryn Pugsley, who are our four new receptions this year.

It is great to see all students settling back into the school routines. I have spent time in both classrooms and all students have been working hard and there is a very positive feel both classrooms and in the yard at recess and lunch. Students have already begun to receive positive play awards for playing cooperatively and including everyone.

I would like to thank Jon and Marion for taking care of the gardens over the holidays. There is so much fruit on all the trees and the grounds look amazing.

2016 Goals—

I would like to thank all staff who worked extremely hard last week for our first pupil free days of the year. It was a very productive two days and the year is already off to a great start.

Goals for the year are:

- Reading and reading comprehension
- Mathematics
- Behaviour

This year we are having a focus on reading and reading comprehension. It is crucial for all students to be reading daily to an adult. If anyone has spare time or can volunteer in either classroom, please let teachers know. Every minute of help we can get is valuable and much appreciated.

I really looking forward to this year and working with all the students, parents and staff. I am very passionate about creating a safe and supportive learning environment for all students to enable them to be successful individuals.

I am also looking forward to seeing you all next Tuesday for the meet and greet.
Dear Families,

My name is Samantha Anderson and I am so pleased to have the opportunity to teach Junior Primary at Ungarra Primary School. I have lived in Nairne in the Adelaide Hills most of my life. I have also spent a few years living in Darwin. I went to Flinders University and studied Early Childhood and Special Education. I have worked in childcare for 4 years and I absolutely love working with children. In my spare time, I enjoy reading, travelling and going to the beach. I love all animals and I spend as much time outdoors as I can.

I am so excited to meet everyone! Feel free to come and have a chat before or after school. I think we are going to have a fantastic year.

Positive Behaviour for Learning

Positive behaviour for learning provides a framework for the school and its community to collectively support the wellbeing of every student and established positive social expectations for everyone in the school community.

This week’s focus areas are:

- I remain seated to eat my lunch until the school bell goes
- I use my manners at all times
- I knock and ask permission to enter an adult area

Positive play awards will continue this year and a whole school approach to positive behaviour for learning has been implemented in all classrooms.

Make Every Day Count

It is very important to make every day of learning count. Absences quickly add up over each term. The table below shows how quickly absences add up each term and this directly affects the amount of time students are engaged in learning each year. Please ensure that if your child is absent from school a phone call is made to the office, or classroom teachers are notified through students communication.

<table>
<thead>
<tr>
<th>Amount of absences each term</th>
<th>Amount of learning each year</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 days = 50 days of learning!</td>
<td>0 days = 200 days of learning!</td>
</tr>
<tr>
<td>2.5 days = 47.5 days of learning</td>
<td>10 days absent = 190 days of learning</td>
</tr>
<tr>
<td>5 days = 45 days of learning</td>
<td>20 days absent = 180 days of learning</td>
</tr>
<tr>
<td>7.5 days = 42.5 days of learning</td>
<td>30 days absent = 170 days of learning</td>
</tr>
<tr>
<td>10 days = 40 days of learning</td>
<td>40 days absent = 160 days of learning</td>
</tr>
<tr>
<td>More than 10 days absent every term = less than 40 days of learning</td>
<td>More than 40 days absent every year = less than 160 days of learning</td>
</tr>
</tbody>
</table>
This P&F roster will be circulating at next week’s Meet ‘n’ Greet night for parents to fill in or, you can get in first with your preferences and call the school on 86888029.

On Mondays the rostered parent cuts up the lunch and the fruit; all other days it is fruit only, which needs to be done by 9.45 am. Both classes have asked if parents or community members could volunteer to listen to reading at a time of their choice. (no history checks required)
Everyone gets scared

Six year old Jessica doesn’t want to go to sleep in her own bed. “You stay with me Mum,” she says. Jessica’s Mum reads another story. Her Mum gives her one more kiss and leaves.

A few minutes later, Jessica appears in the doorway. “I’m scared something might happen to the house. The roof might blow away. Nothing’s going to happen to the house,” her mum says. “But I saw it on TV!” Jessica wails.

Jessica had not seemed to be bothered about the TV before. Now her parents realise she must have become worried after seeing TV news items about recent storms.

Understanding children’s fears

Children get scared for all sorts of reasons. Often their fears seem unreasonable to adults. But even what may seem logical, can be very real to children.

Some fears are very common amongst children, with different sorts of fears appearing at different ages. Preschool children are often afraid of imaginary things like monsters hiding under the bed. In early primary school, children are usually more fearful of real things that might happen, like being hurt. Later, fears are more typically about possible failure at school or sport.

Noticing when children are afraid

It’s not always easy to tell when a child is frightened or worried. Obvious things that the child responds to immediately, like thunder, are easy enough to recognise. But some things are not so obvious. Children may not tell you they are scared. Often they show it through their behaviour instead.

When children are affected or worried, they may:
- become clingy or demand that a parent or carer stay close to them
- have sleepwalking difficulties or want to sleep in their parent or carer’s bed
- lack confidence to do things they did happily before
- avoid situations that make them feel scared or anxious
- ask a parent or carer to do things for them or with them
- complain of tummy aches or headaches.

The following suggestions may be helpful

Children who have a wide range of interests are more likely to have something in common with others and so find it easier to make friends and get along.

Make time to play too

Parents and carers can improve their children’s social skills by playing with them regularly. Letting children choose and lead the play allows you to be playful with them and encourages them to practice skills for cooperation and negotiation. Making time for play helps strengthen your relationship with them as well as their skills. Avoid criticising and make it fun.

Allow your child to try all sorts of different activities

Children who have a wide range of interests are more likely to have something in common with others and so find it easier to make friends and get along.

Invite children for play dates

Having fun with children helps children to establish friendships and practice their social skills. It also provides an opportunity for you to provide on-the-spot coaching for children as they develop their friendship skills. Providing positive guidance and helping to structure activities (without being overbearing) can be very important when establishing new friendships.

Child says...
- “There’s this girl in my class who is really mean to everyone in class, and so we are all mean right back to her.”
- “Maybe she thinks we don’t like her, and so she’s being mean.”
- “I like her when she’s not being mean.”
- “Maybe I could invite her over to play after school?”

Parent/carer asks...
- “Why do you think she’s being so mean?”
- “What could be the reason. Do you like her?”
- “So how could you show her that you do like her, and that there’s no need for her to be mean?”

Affirm: “That sounds like a great idea to me.”

This resource is part of a range of KidsMatter Primary information sheets for families and school staff. View them all online at www.kidsmatter.edu.au.
It was a great turn-out for our first morning back in 2016, and wonderful to have our newest baby Dane make his first visit with proud mother Richelle and big brother Kye. The weather was wonderful and everyone was busy, busy, busy.

Below is our program for this term. With our larger numbers this year we will most likely need two volunteers each afternoon. Therefore the first person on the list is a definite and the second name will be required if there are more than 5 children booked in. Please make sure you write your kids name of the afternoon lists as soon as you arrive so that we will know if the second person is needed or not.

Next week Child and Youth Health will be visiting.
OTHER SCHOOL NEWS

KITCHEN VOLUNTEERS

We are looking for interested parents or community members who might like to volunteer to help out during kitchen lessons on either a Tuesday (JP) or Wednesday (UP) (from 11.30—1.15) OR for an enterprise session at 12.15 on a Thursday for 45 minutes. No prior kitchen knowledge is necessary. It could either be a ‘once of’ or on a more regular basis. Please contact Lisa if you are keen to get involved in any of these lessons.

DO YOU HAVE A THERMOMIX?

Over the next few Thursdays we are looking to make various jams and sauces during our Enterprise lesson at 12.15 pm with a small group of children. If you have a Thermomix and 45 minutes to spare to help cook up some produce it would be much appreciated. We are starting this Thursday.

If anyone has a second hand Thermomix for sale, the school may be interested also.

SPECIAL THANKS

A big thanks to Cummins Mill for donating flour and sugar to our Kitchen Garden Program. Thanks also to Marion Ashworth for helping harvest and prep fruit after the rain this week and John De La for filling gas bottles and collecting flour from Cummins.

NUT POLICY

Our ‘no nut’ policy has been lifted for staff and students. Peanuts only, will not be used in kitchen lessons.

NOTES

There are a lot of notes coming home this week so please ensure you read all of them carefully and those notes that need to be signed and returned to school are done so promptly.

Newsletter day is Wednesday. Odd weeks is a printed copy, even weeks is just a diary date email. All items for the newsletter need to be received to Lisa by Tuesday lunchtime.

Email: lisa.fitzgerald819@schools.sa.edu.au

HATS We currently have a NO HAT, NO PLAY policy and spare hats will only be given out for fitness and garden lessons. Children without hats will need to remain under the office verandah at recess and lunch play times. Please make sure hats are clearly named.

MEET ‘N’ GREET RSVP

Our family WILL / WILL NOT (please circle) be attending next Tuesday’s Meet ‘n’ Greet afternoon. (please return by Thursday for catering)

FAMILY NAME…………………………

Staff Changes for 2016

Ken has reduced his hours this year to 4 days a week and his day off will be Monday. I will be in his classroom every Monday to begin the year off.

Lauren Foster will remain here every Tuesday and will work with both the Junior Primary class and the Upper Primary Class.

CPSW: Janet’s role will be filled within the next couple of weeks.

SSO’s: Sharon will be here every Monday
Lisa will be here Monday-Thursday and will be in Playcentre every Monday.
Sue will be here every Thursday and Friday.