Hi everyone.

Thanks to all the families who attended our Meet and Greet last week. It is absolutely fantastic to see so many people engaged and interested in their children's learning journeys.

Last week we had lots of visitors to the school and it was so good to see students engaged in their learning. Tania Sweeney came on Tuesday and the Upper Primary class had the challenge of creating a new environment for Pedro. This was a fantastic opportunity for students to use their measurement skills and allowed students to problem solve and think mathematically.

On Thursday Penny Ellin came to visit us for our first face to face Indonesian lesson for the year. The students always enjoy Penny's visits and it was a good way to 'kick start' Indonesian for the term. Students will now use Open Access and the Interactive Whiteboards to complete their weekly Indonesian lessons. Thank you to Penny who always makes Indonesian engaging and fun, and for visiting us last week.

Both classes are working extremely well at the moment and all staff are working hard on helping students achieve their best at school; socially, emotionally and academically. We are all very happy with our consistent whole school approach to behaviour (Positive Behaviour for Learning). Each week consists of explicitly teaching children behaviours and allowing students the opportunity to develop their social and emotional skills. It is important to reinforce positive behaviour at home as well and it's so good to see so many families encouraging positive, respectful behaviour at home.

Governing Council AGM is coming up this Term (date to be confirmed). At this meeting we need to make an amendment to our school constitution. In addition to this all positions are vacant and will be filled at the AGM.

I would like to thank everyone for all your involvement in the school and your children's education so far. The library is looking fantastic, we had some great discussions at the P and F meeting last week and there have been some very helpful volunteers in the classrooms reading with the children. Thanks to Rachel Telfer for organising the Bunnings Fundraiser and a huge thanks to Janet.

Sinclair who has written to Bakers Delight and organised all the bread for the Bunnings fundraiser and Petrina Fauser for organising the drinks from Tumby Bay Foodland.

Finally if anyone can offer their assistance at the Farmers and Fisherman's markets in Tumby Bay, that would be greatly appreciated. The kids have been working extremely hard picking and preserving produce to sell at these markets as a fundraiser for the school Kitchen Garden Program. (See return note) There is also an exciting catering opportunity coming up at school for the UP class to raise money for their school camp later in the term.

Don't forget next week is Dance Week with The Footsteps Dance company. Have a good week. Ashleigh
Positive Behaviour for Learning

For the past two weeks we have been focussing on:
1. Remaining seated to eat lunch until the school bell goes
2. Using manners at all times
3. Knocking and asking permission to enter an adult area

I am so excited to say that there has been a huge improvement in all three areas. All students are consistently using their manners both inside and outside of the classroom and in both school and non-school hours. Mrs Foster was so pleased to see all the children even remembering to use their manners at the Meet and Greet when they were lining up for their ice-creams 😊

Positive Play Awards:
Positive play awards week 1—32
Positive play awards week 2—40

Well done to all students who are making the playground an inclusive place for everyone. I am so pleased to see so many positive play awards coming through the doors at the end of every recess and lunch break. Week 2 saw an increase of 8 positive play awards! Well done everyone.

It is also fantastic to see so many students working hard and thinking about their behaviour in the classroom. There are all ready 3 students on club 20!!

Respect  Excellence  Resilience  Integrity

Attendance

Everyday Counts

<table>
<thead>
<tr>
<th>If your child misses...</th>
<th>That equals...</th>
<th>Which is...</th>
<th>And over 13 years of schooling that’s</th>
<th>Which means the best your child might perform</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day per fortnight</td>
<td>20 days per year</td>
<td>4 weeks per year</td>
<td>Nearly 1.5 years</td>
<td>Equal to finishing in grade 11</td>
</tr>
<tr>
<td>1 day per week</td>
<td>40 days per year</td>
<td>8 weeks per year</td>
<td>Over 2.5 years</td>
<td>Equal to finishing grade 10</td>
</tr>
<tr>
<td>2 days per week</td>
<td>80 days per year</td>
<td>16 weeks per year</td>
<td>Over 5 years</td>
<td>Equal to finishing grade 7</td>
</tr>
</tbody>
</table>

RESPECT  RESILIENCE  EXCELLENCE  INTEGRITY
Selamat datang!

Welcome back! This year we will be having our centre Indonesian lessons on Thursday mornings. However, this week, we had a face to face lesson where we did some revision of some of the learning from last year and also practised introducing ourselves and finding out other people's names—using games like "Nama saya harimau".

In the Junior class, we created a puppet to take home and use to practise our introductions.

The 4-6 class used the ipads to create a comic introducing different classmates. Mega bintang! 🌟

There are some great websites that can assist with your Indonesian study at home. Make sure you check out:
Or download the free app Rasa Bahasa from itunes.
The children in the Junior Primary class have settled into the school year very well. We have been focusing on pets so far and the children have been busy designing our class book about how we look after our pets. The children researched different pets and enjoyed sharing their ideas with the class.

“Birds need cold water and worms and they need a habitat and a cage” Ben Baines.

“My cat needs water and chicken and it also needs somewhere to do wees and poos and a warm place to sleep” Lauren Franklin.

The children created a habitat for their pets outside. They made sure that the habitat they made had everything their pets needed.

Above: “I am making a Fox House and they need lots of room to run fast” Tiffany Pugsley.

Marika and Tahnee were problem solvers! They noticed that the water kept leaking through the side of the bricks so they changed what they were doing and used a bucket.

In Kitchen classes have continued our journey to various countries around the world.

Last week we visited Peru and cooked Corn and Zucchini Fritters.

This week Mr Rowley gave us an introduction to Vietnam by showing us some photos of his holiday which included many different foods and markets. We then went on to prepare a very popular Vietnamese dish Sung Choi Bao (pork and lettuce cups).

The JP’s have received their ‘Tasting Passports’ which they will use each week to record their food travels and opinions.
Key points for supporting children's coping skills

For children to manage fear after they need adult support and guidance. Acknowledging children’s fear is an important step. Help children to understand how fear affects their bodies and what they can do to manage it. Parents and carers also have an important role in helping children have a copybook coping skills to reduce fearful feelings.

Provide tools to talk

Your support and encouragement will help your child to talk about their fears. Some children may be hurt by what they understand about the meaning of their fears. You can help your child recognize when they are feeling scared by naming the feeling, for example, “I sound like a fear and I’m scared about...” or “I’m feeling a bit scared, are you?” Labeling feelings in this way helps children recognize that they are feeling scared in a normal feeling that can be managed.

Model appropriate behavior

Children learn a lot about fear by getting through difficult situations in life the examples set by parents and carers. If a child comes to a take a wrong turn, you may say, “You were also afraid, you can lose confidence and become an extra fearful.” Instead, you can help children get over their fear by sharing your experience, for example, “I was feeling the same when I first got trusted a room on my own. I told him he was so difficult then you can make the risks more manageable by taking a few smaller steps. You might go next to a tree and offer to take you into the home. He can help you, you might want him to go to the tree alone.

Spend time preparing for a scary situation before it happens

Prepare children for situations that they may find scary by planning ahead and providing clear times about what to do. Children need to know what they are afraid of, because they need to know what to do to remember what they are expressing. Preparation and practice help them to feel their coping skills and see that they can manage it.

If engaging fear and worry are raised for children to enjoy the time without their ability to manage everyday activities at home, at school or socially they may need help for an anxiety disorder.

For more, see the on-line Australian Primary Information sheets on anxiety with children.

How children experience fear - continued

<table>
<thead>
<tr>
<th>How thinking is involved</th>
<th>Age</th>
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</thead>
<tbody>
<tr>
<td><strong>Early infancy</strong></td>
<td><strong>Common fears</strong></td>
</tr>
<tr>
<td><strong>Late talking 9-12 months</strong></td>
<td><strong>Scared</strong></td>
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<tr>
<td><strong>Pre-school 2-3 years</strong></td>
<td><strong>Separation</strong></td>
</tr>
<tr>
<td><strong>Early primary age 4-6 years</strong></td>
<td><strong>Fun activities that require new skills</strong></td>
</tr>
<tr>
<td><strong>Upper primary age 6-9 years</strong></td>
<td><strong>Fear of failure</strong></td>
</tr>
<tr>
<td><strong>Adolescence 10-15 years</strong></td>
<td><strong>Making new friends</strong></td>
</tr>
</tbody>
</table>

Skills for coping with fears and worries

Learning to manage fear involves social and emotional skills for self-awareness and self-management. Children need to learn to recognize and manage physical sensations, anticipate thinking and fear behaviors. Depending on the ways on how children respond to fear, they may experience the same symptoms in different situations.

Why some children are more fearful than others

All the fears described in the previous tables are normal, but for some children their fears seem to be more serious or they are more frequently than other children. Some children seem to experience fears more strongly or more frequently than other children.

Children with an anxious temperament may have more fears than others, so for most, things are more difficult and they are more likely to avoid doing some things that they think might be frightening. They are also more likely to remember what they have seen and what they have heard in social situations. What children see in others is what they avoid and may fear. It is especially important those children to learn to cope with fear and anxiety.

How children experience fear

Everyone experiences fear. It is one of the most basic human emotions, helping to keep us safe by alerting us to danger. The fear response prepares us to flee or withdraw from threatening situations. An important part of children's growth involves learning how to cope with the common fears of childhood. As children learn to manage their emotions and overcome everyday fears, they gain confidence for taking on new challenges. Parents and teachers can play a crucial role in helping children develop skills for managing feelings and coping with fear.

About fears and worries

Children who experience fear are more likely to show us than to tell us that they are afraid.

How fears are born

Feelings are made up of physical changes, emotions and behaviors. The body responds to fear by speeding up the heart rate and breathing so that we can see quickly and respond to danger. Along with this, we may experience physical sensations such as feeling light-headed or the knees, or getting shaky or tremors or feeling butterflies in the stomach. Sometimes people turn pale with fear—usually when the fear is very strong.

Children often simply describe the unpleasant feelings in the stomach or feeling sick. These sorts of physical responses in the form are associated with psychological responses such as feeling scared, tense, nervous or worried.

Children who experience fear are more likely to show us than to tell us that they are afraid. They may do this by seeking reassurance, by trying to avoid the situation that makes them fearful, by becoming agitated or by becoming quiet. In the situation that makes them fearful, in fact, they cannot avoid it. They may try to get a parent or other trusted adult to help them. Some children feel a lot of anxiety, fear, ringing and trembling, result from children's attempt to avoid situations they are afraid of.
In week 2 we had a Wet 'n' Wild water play day, with lots of fun activities involving H.O. Our bubble snakes were heaps of fun and well done Freya on gaining a 'school' Positive Play award at lunch time. Sofia and Sasha helped out after lunch.

This week we have begun our two week focus on the ocean and it’s creatures. We learnt that there are five oceans—Pacific, Atlantic, Indian, Arctic and Southern. Our icy Arctic table was a big hit and the children found it interesting that the ice slowly melted into the ‘ocean’, just as it does in real life.

We have been concentrating on our independence skills in the afternoon sessions in the following ways: by being responsible for our own bags (putting things in and out ourselves) and putting on our shoes and socks on ourselves. We can remember using the acronym FAIL (First Attempt In Learning) If at first we don’t succeed we try and try again! Our year six students are practicing their leadership skills so Will came and read the children a story about Olly Octopus. As part of our development of fine motor skills children practiced the correct way to use both scissors and the sticky tape dispenser and astounded us with the great ocean dioramas they produced. Thanks to Rachel and Tammy for their assistance.

Next week we conclude our ocean theme with “Creatures in the Ocean”. Sasha and Trish will be our afternoon helpers.

We also need to discuss when we can have our AGM in the next couple of weeks—yes, it’s that time again!

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WEEK 2 From left: Funny Adele, Jeff and Tex with the Bubble Snakes, Jayden does ice painting, Peyton and Nana, Positive Play award for Freya, Receptions students learn knife skills and used the scales to weigh 1 kg bags of nectarines for our enterprise.

WEEK 3 From left: Calen, Levi, Seth and Tex with the melting artic ice, Will practices his leadership and reads us a story, Freya and Mila practice putting their own shoes on, Jayden explores the icy world and it’s creatures.
**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 off’ or on a more regular basis. Please contact Lisa if you are keen to get involved in any of these lessons.

**TERM 1 2016 MONDAY LUNCH, FRUIT AND READING ROSTER**

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Monday</th>
<th>FRUIT/LUNCH</th>
<th>JP READING</th>
<th>UP READING</th>
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<tbody>
<tr>
<td></td>
<td>Kyrie</td>
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<tr>
<th>Week 5</th>
<th>Monday</th>
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<th>UP READING</th>
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<tbody>
<tr>
<td></td>
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<thead>
<tr>
<th>Week 6</th>
<th>Monday</th>
<th>FRUIT/LUNCH</th>
<th>JP READING</th>
<th>UP READING</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Sofia</td>
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<tr>
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<th>FRUIT/LUNCH</th>
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<tr>
<th>Week 8</th>
<th>Monday</th>
<th>FRUIT/LUNCH</th>
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<tr>
<td></td>
<td>Sofia</td>
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<thead>
<tr>
<th>Week 9</th>
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<th>FRUIT/LUNCH</th>
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<table>
<thead>
<tr>
<th>Week 10</th>
<th>Monday</th>
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<tbody>
<tr>
<td></td>
<td>Sofia</td>
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<thead>
<tr>
<th>Week 11</th>
<th>Monday</th>
<th>FRUIT/LUNCH</th>
<th>JP READING</th>
<th>UP READING</th>
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<tbody>
<tr>
<td></td>
<td>Sofia</td>
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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.
OTHER SCHOOL NEWS

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.

SLAPES GOURMET MEATS

A huge THANKYOU to Slapes Gourmet Meats for donating sausages for our Meet ‘n’ Greet night last week. Based in Adelaide, Slapes is a family business and are the second largest sausage manufacturers in Australia. Their delicious sausages come in a wide variety of flavours, contain virtually no fat AND are available in Tumby Bay Foodland. Check them out.

SCHOOL SORES

It seems school sores are out and about again at the moment. Please see attached fact sheet FYI. Students are to remain home until antibiotic treatment has commenced and weeping blisters must remain covered at all times.

EP FARMERS MARKETS

To showcase our school we are in need of students and families to help man our school’s stall.

Our ..............................................family is  Able / Unable (please circle) to assist on Sunday March 13th at the Taste of EP Farmer’s Market for approximately 2 hours. The market runs from 10 am until 5 pm with assistance needed to set up and pack up our school marquee etc. Time slots could work from 9 am -11 am, 11 am-1 pm, 1 pm-3 pm, 3 pm-5.30 pm.

Please indicate your family’s preferred time slot and we will do our best to accommodate..........................................................

NUT POLICY

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

THANKYOUS

A big thanks to Justin Modra, Jordan Telfer, Jamie Phillips and helpers for cooking the BBQ for the Meet ‘n’ Greet night last week and to Trish for garden produce.

COMMUNITY NEWS

Tumby Bay Foodland. Check them out.

flavours, contain virtually no fat AND are available in Tumby Bay Foodland. Check them out.

Please note that if your child is interested in attending dance lessons, and these times do not suit, please contact Julie directly as other arrangements may be able to be made.

Yallunda Flat A & H Society AGM

Starting Monday 15th Feb

DANCE CLASSES

MODERN JAZZ & BASIC CLASSICAL

Monday afternoons at the Soldiers’ Memorial Hall
(During school terms—excluding public holidays)

TOTS (3-4yrs)
2:30-3:00pm

CLASS 1
3:15-4:00pm

CLASS 2
4:15-5:00pm

TEENS (13-15yrs)
5:15-6:00pm

ADULTS
7:15-8:00pm

Enrolment forms available at Tumby Bay Library
or email juliehennelldance@gmail.com
Julie Hennell  0428 239 617
facebook.com/juliehennelldance

Please note that if your child is interested in attending dance lessons, and these times do not suit, please contact Julie directly as other arrangements may be able to be made.

Yallunda Flat A & H Society AGM
Monday 29th Feb 2016
7.30pm - Yallunda Flat Hall. New constitution to be tabled. Apologies to Whitney Mickan 0428726747

INTEGRITY