Government of South Australia
Department for Education and Child Development

Renmark Primary School
Newsletter

58 Murtho Street, Renmark, SA, 5341
Phone: (08) 8586 5737
Fax: (08) 8586 4020

Website: www.renmarkr7.sa.edu.au
Email:dl.0376_info@schools.sa.edu.au
Principal: Ms Lyn Bretag

No 13/2018 **Term 3, Week 6** **Thursday, 29 August 2019**

• Respect • Excellence • Self Belief • Trust

News from the Principal

PARENT-TEACHER-STUDENT DISCUSSIONS

Don't forget to book a discussion time with your child/rens' teacher.

Teachers are available from 2-13 September, after school until early evening so you can find a time that best suits you.

It's a great opportunity to discuss your child's progress and areas for further development and acknowledge their growth.

Interviews are strictly 20 minutes and spaces are limited. If you require more time with a particular teacher, please contact the school on 08 8586 5737 to arrange a double appointment.
Please book online at:

www.schoolinterviews.com.au

If you do not have access to a computer or need extra assistance with making a booking, please come into the office or call on: 8586 5737.

SCHOOL IMPROVEMENT PLAN PROGRESS

The 2019-2021 School Improvement Plan identifies our teaching and learning focus areas using student data, Challenges of Practice, Actions, Success Criteria, and everyone's specific responsibilities in improving student outcomes.

***Goal 1:* To increase R-2 achievement in Reading (decoding)**

***Goal 2:* To increase year 5 student achievement in Reading (comprehension)**

***Goal 3:* To decrease % of students in low progress and increase % in upper growth students in NAPLaN Numeracy**

We are on an exciting journey, with overall pleasing improvement in Reading and Numeracy over the past three years. We maintain our focus on all curriculum areas and ***how we teach***, which is absolutely critical to student engagement and progress. Teachers must have high expectations and differentiate for all students regardless of their achievement to date.

Teaching and learning is strengths based; we need to know what they already know before we begin a new concept/topic, then tailor learning to meet their needs. Children learn so much from each other, not just the teacher. Lessons are designed to maximise opportunities for students to discuss their learning and problem solve together.

During the upcoming discussion with your child's teacher, you may like to ask about your child's progress in these areas and see examples of their work and how far they have come.

As a staff and leadership team, we constantly monitor every child's progress. Together staff review student data, highly effective teaching and learning strategies and problem solve.

Our school was Externally Reviewed at the end of last term and I've received the report. It was very positive, acknowledging our progress since the last review. All previous directions have been very successfully addressed.

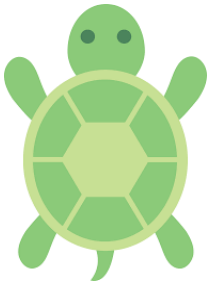
The latest External School Review provides clear direction for the next three years. It is on the school website along with our School Improvement Plan. I would strongly encourage you to read them to have a clear idea of our school's direction.

If you have any questions, please don't hesitate to ask your child's teacher or senior staff.

HAPPY FATHER'S DAY

to all of our dads, step dads and grandfathers. We hope you have a wonderful day on Sunday!

Self- Regulation with the Lower Primary



This term the lower primary staff and students have been working on self-regulation strategies.

What is self-regulation?

Self-regulation is a child's ability to manage their behaviour, including to focus and to control impulses.

The capacity to regulate emotional responses is a skill that needs to be learned. It is not present at birth, and occurs as part of the healthy growth and ongoing development in a child.

This development is dependent on the formation of a secure attachment with a primary caregiver which begins with early parent-infant interactions. When a parent/carer is protective, available, attuned and responsive to the child, secure attachment develops.

Since the beginning of this term, students have been learning specific breathing techniques which can help to calm emotions and regain control - for example 'Smell the flower, blow the petals' (breathe in through the nose, and out through the mouth); STAR breathing - Stop, take a breath, and 'belly breathing'.

They are also learning to recognise and verbalise feelings- sad, angry, happy and scared.

This week, we learnt a new strategy to help self-regulation - The "Tucker" Turtle Technique.

The 'Tucker Turtle Technique' is an excellent tool developed by Carolyn Webster-Stratton.

Step 1: Recognise your feeling(s)

Step 2: Think "stop"

Step 3: Go inside your "shell" and take 3 deep breaths

Step 4: Come out when calm and think of a "solution"

What strategies can you can you try at home?

- Accept your child's emotional outbursts as a form of communication, recognise that the behaviours are not intentional nor a deliberate attempt to make parenting hard for you.
- Provide stability and consistency as much as possible, predictable routines and clear household rules.
- Model self-control and self-regulation in your words and actions.
- Try to learn the triggers for your child, for example, parent being late; aggressive voices; particular smells; being told "No"; chaotic environments. This will help you to be prepared, find alternatives and help your child to understand their triggers.
- Teach your child 'mindfulness'. (www.smilingmind.com.au)
- Practice steps frequently
- Prepare for and help your child handle possible disappointment or change
- Recognise and positively comment when your child stays calm.

For further information, please visit:

http://www.pcafamilies.org.au/uploaded-files/Supporting-your-child-with-Self-Regulation-of-their-Emotion

http://www.parentingcounts.org/parent-handouts/information-for-parents-self-regulation.pdf

Student Wellbeing Survey

Earlier this term, students in the main building discussed the results from this year's Student Wellbeing Survey.

Here is some of what the students had to say!

The following are some comments about what student worry or bothers them in the classroom:

I feel like the classroom needs to be cleaner
I don't like the noise level going up
When people are sitting on the bench, I feel like they might fall through the window
I don't like it when kids leave the classroom
I don't like it when students slam the door
I don't like it when people come over and talk and interrupt our learning
I don't like it when I try to do my learning at my table and others will not let me
I don't like it when people are mean and bossy
I don't like it when people argue and back chat the teacher
I don't like it when people are annoying
I don't like students hurting others

What are your classroom expectations?
How can we all ensure that students are not bothered by others or their learning impacted?

What are your classroom expectations?

- We show everyone respect, manage ourselves so we can be successful and use a growth mindset.
- The class is tidy at the end of the day, we manage ourselves, show respect to others, listen to others who are talking, work cooperatively, use a growth mindset, follow all instructions, be honest, try our best, learn from our mistakes.
- Personal space, wait for our turn, clean up after ourselves, don't sit on the bench, have legs crossed, have a water bottle, less interruptions
- Be gentle and calm if something happens, calm ourselves down, don't rage, move away and tell a teacher, especially if someone keeps doing it
- Respect – no rudeness
- Be Kind
- Follow a reasonable request
- Work together

How can we all ensure that students are not bothered by others, or their learning impacted?

- Don't compare learning to others and tell a trusted adult if something happens
- Trust from our teacher to do the right thing
- Use "I" statements
- We know what is right and wrong
- We have a clear language in our class
- Equity to equality
- 5L's
- Ask how others are going, think about who we sit next to, have fewer students on each table, make sure there's a responsible person there, move to another place if I need to
- Show everyone respect
- Always use a growth mindset
- Manage myself so we can all be successful
- Persist, self-manage and be curious

What bothers or worries people in the yard:
Not enough playground equipment
Students playing rough in soccer and football
Students name calling, swearing and bullying
Students running and not watching where they are going
When students say they don't want to play with me
Students being bossy
When students take other students hats

How can we be kind to each other in the yard?

How can we be kind to each other in the yard?

- Don't do any of that (above)
- Don't take each other's hats
- We need more play equipment so that nobody fights over it and it is not so crowded
- We need the Nature Play so we can be more spread out
- Try and do kind things for others
- Ask a teacher for support if you need to
- Remember, team mates look out for each other
- Support people who get hurt
- If people do the wrong things, they should miss their play
- Consequences for people doing wrong thing
- 3 things wrong in the yard, contact parents, tougher consequences
- Don't be mean
- Share
- Don't take people's hats, let people fit in, ask others to play, buddy chair, more empathy, place for alone time
- Respect everyone ideas
- Don't hang around people who are being mean
- If arguing about a game, play 1 at lunch/recess

Room 4, 5 and 6 Loxton Historical Village Reports

Butter Making
By Sophie

In the olden days, people didn't have Coles or Woolworths like we do. They had to make their own butter.
All they needed was cream, water and some salt. First they had to put a lot of cream in a bowl. They then added a bit of water and mixed it with an olden day beater until it turned yellow. This would take around two to three minutes. At first it looked like normal cream, then scrambled eggs and then a sort of creamy butter. They added just a pinch of salt.

As people were making this butter they had to use a little tool to shape it. They used the same tool again to squeeze out buttermilk. This would make it less watery. They had to do this a couple of times to make sure all of the buttermilk was gone.
To keep it cool they put it in a cooler with a quilt on top. The quilt trapped all the coolness inside. They did this mostly in the summer. The cooler was outside.

Damper Making
By David

In the olden days, they had something to eat like us but it was something different. It was called damper and this is how we made it.
After we got the self-raising flour out, we could use as much of it as we wanted. If there was too much, we could just remove some. We added water later and mixed it with a knife.
We added flour to our hands to make our mix into a circle-like shape. We washed our hands with soap and a bucket filled with water to get rid of the spare dough on our hands.
The people that were working there showed us how they cooked our damper. They used gloves and a tool to grab mostly everything. Coal was put on top for it to heat up the pot. Left over coal would be put near the damper to cook it.

After it was done cooking for 5-10 minutes, we could add butter, jam, both or none. When we finished eating we continued the rest of our excursion. That's how damper is made.

The Olden Day Rope Making
By Sarsho

We participated in rope making at Loxton Historical Village on Friday. We had three thin pieces of green string. The men tied the string onto a twister. Two people were at either end and would spin the wheel in a very specific way. A man used a jig to make sure the rope wouldn't get jumbled and mixed up. The machine would twist it until it made a thick or thin rope, this depends on what kind of string was being used. To spin the

magnificent machine we had a handle made of strong metal to turn.
I was the first one to start spinning the wheel. I felt happy to go first. All you had to do was spin the handle until the men said stop. Everyone had a go at making the rope.
It was fun because the rope would just keep spinning and turning in one way. It was my absolute favourite thing at the Historical Village.
Whatever you do, do not over spin the spinner because the rope will break apart and it won't look nice.
At the end of the making of the rope we played a game of skipping. The highest score was Sophie who got nine jumps. We also had two or more people skipping at once. No one got more than four skips and yet again Sophie's group got the most.
Thank you for reading my report about the Loxton Historical Village. (The best was…rope making)☺

Schools Back in the Day
By Leapphea

Every day the teacher would start the day with a bell to let the students know it was time to stand in front of the Australian flag. They sung the oath with their right hand above/on their hearts standing in straight lines from youngest to eldest in years. Afterwards, the children would stay in their straight lines and march to their classroom. There were two people at each chair and they had to be careful not to bang the chairs with each other so they wouldn't get the big, long, scary cane from the teacher.

There would always be a student to give everybody their chalk and white boards at the start of the day to practice cursive writing for spelling or other tasks. Children would have a little slot for their chalk or inkwell to go in to so it wouldn't roll down the table and make a big mess on the floor.

The cane was a hard bamboo or stick that was bendy and was very hard to break. The teachers would use it if the children were misbehaving or talking in class. Sometimes they would be whooped if they were left handed or in any way different such as having nits, untidy teeth, messy hair and slouching.
For lunch the kids would play games like noughts and crosses, hoops, knuckles and horse shoes. The boys would play ball games like soccer and the girls would play dolls or pretend lunches.

Renmark Primary School Choir

Our choir students have been having a great time practising on Thursday afternoons. We recently sang in the Riverland Festival of Music at the Chaffey Theatre, and the performance was very much enjoyed by the audience! We are looking forward to learning some new songs during Term 3, before we start on our Christmas repertoire! Here we are enjoying the sunshine back at school after one of our group practices in Loxton.

Mrs Talbot

Basketball SAPSASA

Well done to our boys and girls teams who represented Renmark Primary School at the SAPSASA Basketball carnival last Friday 23 August. Both teams finished the day with 3 wins, 3 losses and 1 draw. The students displayed great sportsmanship and team spirit, Mrs Ferber and Rachel were very proud of you all. Thank you to Mrs Hueppauff and all of the parents who came and supported the teams on the day.

Mrs Ferber and Rachel

WHAT'S ON ???

Community notices

Riverland Oral Health Centre (school aged dental)
Address: 10 Maddern Street, Berri SA 5343.
Open Monday to Friday 8.30am-4.30pm Phone: 8580 2700.In an emergency or for after hour's advice call: 1800 022 222.
Dental care is free for most children-SA Dental bulk bill Medicare.

Renmark Out of School Hours Care
OSHC opening hours: 6.30am-8.30am & 3.15pm-6.30pm, Pupil free days and School Holidays 6.30am-6.30pm.
Please Call: 8586 4481 for bookings.

National Karate Academies Renmark
For R-7 at the RPS Hall on Wednesdays (enter from 19th St. Renmark).
Phone Jeff on 0417 938 076.

Family Activities Program
Follow the link below to access a fantastic 'Family Activities Program' put together by the Renmark Paringa Council.
The Program includes activities suitable for all age groups.
http://www.renmarkparinga.sa.gov.au/familyactivities

School Uniform Donations

Do you have any second hand school uniforms; particularly T-shirts that you would consider donating? Any school uniform donations are very welcome. Second hand uniforms can be purchased from the front office for a gold coin donation.

2019 Term Dates

Term 3: 22 July – 27 September	(10 wks)
Term 4: 14 October – 13 December	(9 wks)

Don't forget to check out our NEWLY UPDATED School website @
http://www.renmarkr7.sa.edu.au

And Like Us On facebook

Renmark Primary School – Official

Dates to remember!

Term 3

Week 6

August	**27**	**School Photos - GROUPS**
August	**28**	**School Photos – SINGLE/SIBLINGS**
September	**1**	Fathers' Day

Week 7 and 8

September	**9**	Governing Council 6pm

Week 9 and 10

September	**17**	**Assembly 9.10am**
September	**19**	**SPORTS DAY**
September	**27**	**2.30pm DISMISSAL (Casual day)**

Please Note: *Dates are subject to change*

Parent Reminders...

Sports Day – Thursday 19 September

Assemblies

Week 9 Tuesday 17 September

Breakfast Club

Breakfast Club is held every **Thursday from 8.15-8.45am;** in the kitchen.

School lunch orders

Fridays only – orders **MUST** be in by 9.00am on Thursdays. Menu's and order bags are available at the office. Please ensure all lunch orders include the **CLASS NUMBER**, not just the class teacher's name.
PLEASE NOTE – NO LUNCH ORDERS AVAILABLE ON FRIDAY 6 SEPTEMBER

Tri State Graphics

Have introduced an online store. Shop from the comfort of home, order and pay direct online and receive a contact message when your goods are ready, or request that your goods be shipped out to you direct.
https://www.tristategraphics.com.au/shop/