PRINCIPAL: Ms Monica Williams
DEPUTY PRINCIPAL: Mr Mal Jurgs
SENIOR SCHOOL COORDINATOR: Ms Kathryn Hese
MIDDLE SCHOOL COORDINATOR: Ms Kathy Quinn
JUNIOR SCHOOL COORDINATOR: Ms Katrina Hood

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NEWSLETTER 13
17 August 2012

TERM 3

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<td><strong>20th August</strong></td>
<td><strong>BOOK WEEK</strong></td>
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<td>Resources Committee 7.30pm</td>
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<td>School Governing Council 8.00pm</td>
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<td><strong>21st</strong></td>
<td>1st Kindy Transition day</td>
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<td><strong>22nd</strong></td>
<td>Library Board meeting 4pm</td>
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<td><strong>25th</strong></td>
<td>SACE Formal @ Meningie Cheese</td>
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<td>Factory Restaurant</td>
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<th>Week 7</th>
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<td><strong>27th August</strong></td>
<td><strong>NATIONAL LITERACY &amp; NUMERACY</strong></td>
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<td>WEEK</td>
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<td><strong>28th</strong></td>
<td>2nd Kindy Transition day</td>
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<td><strong>29th</strong></td>
<td>Junior School Assembly 10 am</td>
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FROM THE PRINCIPAL’S DESK

I was fortunate enough to attend the SA Education Leaders’ Conference last Thursday and Friday in Adelaide, along with around some 700 Principals and Pre-school Directors across the state. The theme of the conference was The Key Drivers For Leading Public Education. There is no doubt that the Premier, Minister and the Chief Executive are committed to whole system reform.

We were fortunate to hear from a number of National and International speakers over the two days. Of course every Principal there will have taken away a number of messages that relate to them and to their own school context.

On Tuesday night at the General Staff Meeting I shared those messages that I got and will do so with Governing Council at our next meeting on Monday 20th August. In short though the following were probably the most important to share.

- **Moral Purpose**: This means that every generation of children achieve more that the one before. Raising the bar and closing the gap.
- **Quality Teaching and Learning**: This means continuing our focus on professional development, student mentoring, using data, different types of assessment and feedback to students and parents/caregivers.
- **Relationships**: Positive relationships across the school community, especially the relationship between teacher and student.
- Collaborative working relationships with both schools and pre-schools in a way that develops better social capital across the district resulting in improved student achievement for all of our students.
- The important links between health and education, especially the impact of wellbeing on students and achievement.
- Understanding of current Brain Research and how this knowledge can lead to better understanding of learning and teaching.

**Relationships**

At the start of this week the Kids Helpline Newsletter came across my desk with a letter accompanied by the general manager of
Counselling Services. The most recent edition looks at the most important issues in the day to day lives of children and young people - school and friends.

In particular I was drawn to an article about peer relationships and the importance of school.

In summary:

- For most young people school makes up the framework for the bulk of their bonds with friends and peers
- These important connections are lost through moving schools, and not being at school regularly.
- The quality of relationships is influenced by medical conditions, lack of sleep and emotional, developmental and learning challenges.
- Positive student – teacher relationships build trust and can help young people to deal with the daily pressures and ups and downs.

For more ideas for both children and their parents/caregivers www.kidshelp.com.au is a great starting point.

Parent Surveys

The annual DECD parent surveys have been sent out through the post as selected randomly by DECD. We seek your response as it gives us feedback as well as guides us in setting directions and priorities within the school.

Sports Review

All families have been posted out a survey, seeking your ideas and opinions. We look forward to your response, returned in the enclosed envelope that can be returned to the front office as indicated in the covering note.

Governing Council welcomes your response along with that of our students and staff.

Monica Williams

THANKYOU!

As part of the school’s Ag program, students in Years 10 – 12 raise calves in our eco shelter every year. We have been fortunate that David and Gwenda Eckert have been generous enough to take these calves at about 6 months old and agist them until they are ready for sale. We have just sold 10 2 year old cattle that have spent the last 18 months at Eckert’s. The proceeds from this sale will go toward future Ag projects, and to the Connecting Spirits group this year. A big thank you to David and Gwenda for their support over the last 4 years and to Jeff and Anne Wright who have supplied the calves. We currently have just weaned another 12 calves. If anybody else is in a position to support the school by agisting some or all of these calves please contact the front office. They would be ready to move early in the New Year.

Mal Jurgs
Ag teacher

CANBERRA TRIP

All students in Years 8 – 10 have received a note seeking expressions of interest in a trip to Canberra next year. I have received a number of replies but there are still many to come back. The number of replies received so far is enough for me to investigate the possibility of combining with another school but not enough for a stand-alone Meningie Area School trip. If you are interested in your child attending please return this note as soon as possible. If you have not seen the note or need further information please contact me at the school.

Mal Jurgs
Deputy Principal
After the success of our World Water Day program in March, the Lakes Hub offered us the opportunity to have a “Frog Day”.

Lou Mawson from the Lakes Hub and Regina Durbridge from the Goolwa Wellington LAP came to the school to talk to students in Years R – 5 about the frogs that can be found in the Lower Lakes area and how the numbers of these species have been affected by different factors.

Mrs Woolston’s class looking at the frogs

The students were then given the chance to look at each of these species in person and to see a race between a Banjo Frog and a Painted Frog to see which could bury itself the quickest.

The expressions on the faces of the students showed us how engaged they were with the program, and once again Lou and Regina commented on how great Meningie Area School students are.

Unfortunately Lou finishes her role at the Lakes Hub this week. We thank her for all of the great opportunities that she has provided for our students and wish her the best in her future endeavours.

Regina and Lachlan

ASTHMA SPACERS

From July 2012 Asthma Australia has implemented a change to the national policy by now using only single-person use spacers. This applies across all settings and users of spacer devices, including Asthma Emergency Kits in schools.

Asthma Australia now recommends that best practice for infection control is to no longer reuse or try to clean spacers and that previously used multi-use spacers in schools must now be discarded.

The National Health and Medical Research Council of Australia also advises that if a spacer touches someone’s mouth then, unless it can be autoclaved (sterilized) it must not be reused by another person.

DECD promotes best practice at all times in relation to infection control and recommends that all DECD sites follow this advice regarding the use of spacers currently in asthma emergency kits.

It is also department policy that all children who require regular intervention for asthma management should have their own equipment (spacers) and medication supplied by their family; together with an asthma health care plan. This has no impact on the use of a student’s personal spacer, whether it be kept at home, in a student’s bag or held at the front office – the washing and use instructions remain the same.

It is vital that parents provide a spacer for their child as this makes the asthma preventative medication more effective and use of a spacer is recommended by the Asthma Australia.
JUNIOR SCHOOL NEWS

Dessie the pelican came to visit in Week 3. He was found dying in the middle of the desert, not far from Cameron’s Corner. Dessie was rescued by one of our Year 1 parents and, with some advice from National Parks & Wildlife Service, is now doing well on a diet of Coorong Mullet.

Students from Years R – 5 found Dessie (named after the desert) very entertaining.

Rosie, a joey kangaroo, made an appearance as Addison’s morning talk subject in Week 4. She came in a calico bag slung over the shoulder of one of Mrs Woolston’s Year 1 mothers. Rosie was a bit overawed, with some 60 students who came to see her and she soon jumped back into her ‘pouch’, the calico bag. We have been promised another visit next term to see how she has grown. She was the size of a large cat; a very leggy one!

Last week (Week 4) Meningie Area School hosted a visit from the Meningie Kindergarten. Children were paired with students from Ms Wilamowski’s and Mrs Woolston’s classes. They then went on a tour of the school grounds and buildings with the R/1/2 class. The highlight of the visit was a romp in the new sand pit with some of the Kindy’s fabulous sandpit toys, and the sharing of outside games.

YEAR 4/5 CAMP TO ADELAIDE

We left on Monday 6th of August and returned on Tuesday 7th of August. Judy Appelkamp our awesome bus driver drove us to and from Adelaide where we stayed at the Warradale Urban Campsite.

Thank you to Alicia Anderson, Bill Brown and Karin Rebner for being such wonderful and supportive parents on camp. I was really impressed with the way the students handled themselves visiting the SA Museum, Marion Bowland the SA Aquatic and Leisure Centre at Marion as well as riding the train between Adelaide and Oaklands Railway Stations. They were a real credit to our school, families and community. This did not go unnoticed as one of the Swimming Instructors said to me “This is the best behaved class I have ever had since teaching children to swim.”

We have had many lessons about camp particularly during Maths and English both before and since Camp. Here are two students’ recounts of our camp. Thank you families for entrusting you children’s care to me while in Adelaide, I had a ball too.

Anyupa Giles
Class Teacher
Monday
We went to the Australian Museum colliding worlds. I learnt that Aboriginals can make a plane out of rushes that was cool as but I don’t know how they made it. The museum was cool especially the spears from the Aboriginals. Also because when we finished our work booklet we went to the top of the museum.

We caught the train to Oaklands Railway Station. It was weird because I’ve never been on a train before.

We went bowling at Bowland and Miss Giles got a strike, she won. After when we finished bowling we all played games. Jake A was the only person who won something he won a football from one of those Claw games.

All the boys couldn’t get to sleep because Jake kept making us boys laugh, it was Fun. All 7 boys couldn’t get to sleep BUT when Bill came into the bedroom to sleep we could get to sleep for some reason??

Tuesday
On the last day we went swimming at the SA Aquatic and Leisure Centre at Marion. The pool was warm but when we went to the diving board it was cold. Then we went to the big water playground and it was cool especially the big bucket because when it fills with water and the water comes down it hits you and sometimes it gets you really hard and it hurts!

We went back to camp and had lunch, juice and Chocolate, it was cool but then we went home.

The best bit was when we went to bed because we couldn’t go to Sleep because Jake. A kept making us laugh and we were playing piggy in the middle with his football. The milo was a bit strong and there was a lot of chocolate on the bottom of the cup.

By Dylan Gubbin

On Monday we went to the school to get ready to go on camp. We hopped on the school bus ready to drive up to Adelaide. When we were on the bus there was a lot of talking and singing on the way up to Warradale Urban Camp. When we got to the camp we set up the beds and left to go to the Adelaide Museum.

We were all put into a group with the 4 adults. All 7 boys were in Bill’s group. We looked at the Aboriginal section of the museum the topic was Colliding Worlds. I learnt that Aboriginal people did not have metal they used stones and wood for hammers and axes. They used tree sap instead of glue. Aboriginal people made bark canoes. They didn’t have the same sort of stuff to make the things like we have today to make the similar things that we use today. For example axes and canoes.

After the museum went on the train to Oaklands Railway Station.

The boys went shopping with Bill for the rest of the food and carried the bags back to camp. We got dressed and had tea. Then we went to bowling we had to walk about one and a half kilometres to Marion Bowland.

We split into 4 groups to bowl. I scored 117 points and I got 3 strikes. Some people played games, like the car racing and Air Hockey.

On Tuesday we ate breakfast, played 8 square then went to SA Aquatics and Leisure Centre at Marion. We played a lot of activities and we swam in a heated pool and had relays. Then we jumped off a diving board into a 5 metre pool. The last thing we did was we played in a splash park. After that we went to camp, ate lunch and packed up before we hopped on the bus back home.

On the way home there was singing and talking finally we were home.

By Tom Schaefer

NUMERACY IN THE JUNIOR SCHOOL – PARENT INFORMATION SESSION

In this newsletter I have included some of the mathematical strategies children in the Junior School will be learning.

There will be a Parent information session on Tuesday 28th August from 9.30 – 11.30 am. (Morning Tea will be provided). During this session I will be demonstrating how the skills are taught and some games that reinforce the skills. Interested parents/carers should register with the Front Office so that appropriate materials and catering can be arranged.

Ph 8575 1106

Katrina Hood
Maths Facilitator (Murray & Mallee Region)
Mathematics in the Junior School (Part. 1)

Junior School students are working on strategies to help them with mental computation in mathematics.

**Subitise** – To suddenly know, this is an important skill that lays down the foundation for much later.

**Count on** – Although an early strategy, it is more complex that it first appears as it relies on students having the concepts of altogether and breaking the counting sequence.

**Double** – a strategy often used in dominoes or board games with dice. Doubles lay the foundation for near doubles and are part of number splitting strategies.

**Rainbow facts** – also known as build to 10, identifies the pairs of numbers that add to 10. Rainbow facts lay the foundation for understanding ‘friendly numbers’ and then later ‘bridge through 10’ strategy.

**Turn around** – the order in which numbers are added makes no difference to the answer, however is can make a difference to the ease of counting. Eg: 2 + 6, it is faster to turn the numbers around and count on 2 from 6.

**Near double** – sometimes described as double +1 or Double -1. This process become very important when the student is extending their number facts beyond 20 and in to the 10’s or 100’s.
**YEAR 6/7 CAMP TO ADELAIDE**

‘Tuesday, the 7/8/12 the 6/7 classes left the school on the Big Yellow Bus and went all the way to Adelaide to Warradale camp. We were dropped at Torrens Parade Ground and walked through the University of Adelaide to the Museum of South Australia.’ *Harrison*

‘I saw a Mustang and it was a two door.’ *Hank*

‘At the Museum we put our bags down and went to see the animals where there’s a lion that moves its tail and a huge moose the size of a truck. We got put into groups. My group was Meshayla, Aimee, Lachlan, George, Hank, Taylor and I. All groups were given a four page booklet for the Ancient Egyptian Exhibit and started answering questions.’ *Emma*

‘We got off and walked to our camp site. When we got to our camp site we all got settled in and chose our beds. We played games outside and inside. Mrs. Mason’s group had to prepare ingredients for dinner. We had pizza.’ *Georgina*

‘Then we had to get ready to go to the movies to watch Step Up 4 Miami Heat. That was alright! When we got back some people had dessert and went to bed.’ *Courtney*

‘The next day we had breakfast and got changed into our bathers and walked to the Marion Aquatics Centre and went swimming for about two hours. We went diving, we played water polo and got some free time swimming in the other big swimming pools.’ *Aimee*

The Year 6/7 Adelaide Camp Experience proved to be a great opportunity for the students to see some different things in Adelaide and enjoy each other’s company. We would like to thank Mrs Appelkamp for driving us there and back.
**Numeracy Quiz 2:**

**Name:**

The following questions are Open-Ended and can often give teachers a better picture to the knowledge and understanding a student has. Feel free to complete these quiz questions, place your response in the Box in the Front Office.

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<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td><strong>1.</strong> Ben was counting by <strong>fractions</strong>, the last thing he said was 10. <strong>What might the four numbers before this have been?</strong></td>
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<td><strong>2.</strong> Jenny put these fractions into two groups but they got mixed up. <strong>What fractions would you put into each groups and why?</strong> 2/5, 3/4, 6/10, 1/3, 1/10</td>
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<td><strong>3.</strong> The answer is 3/7, <strong>what might the question be?</strong></td>
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<td><strong>4.</strong> Kris has received six test results so far. On the first two he scored half marks, he then scored 60%, 70% and 80% for the next three. <strong>What might his scores have been?</strong></td>
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