

Goolwa Primary School



Gardiner Street GOOLWA SA 5214

T: 08 8555 2261
F: 08 8555 3899
W: www.goolwaps.sa.edu.au
E: dl.0157_info@schools.sa.edu.au



Skoolbag
Smartphone school to parent communication



Government of South Australia
Department for Education



NEWSLETTER

No. 9

MAY 30, 2018

FOR YOUR DIARY...

May

28 Reconciliation Week
31 DISCO

June

1 Wear red, black and/or yellow
Performance 9.25am
JP News 2.30pm
7 State Cross Country
11 Queen's Birthday Holiday
12 Student Free Day
20 Governing Council
25 – 29 SAPSASA Hockey

July

5 STOMPIN' IT school concert
6 Early dismissal 2.15pm

IN THIS EDITION...

- From Leadership
- Awards
- SAPSASA
- Flags Flying High
- Reconciliation Week
- Library
- Room 6
- Walk Around Australia
- Concert Costume Information
- Room 10 Fritter Faces
- SkoolBag app upgrade
- Community News
- Kidsmatter

NEWSLETTER

“Quality Education in a Caring Environment”

OUR SCHOOL VALUES ARE:

Organisation • Persistence • Confidence • Getting Along • Resilience

Dear Parents and Caregivers,

IMAGINATION



Our Reception and Year 1 students had their first opportunity to paint the new perspex on their fence. The perspex serves two purposes – a great canvas that we can use to show off art work that can easily be cleaned for the next great masterpiece AND it also makes a great windbreak for that breezy area!

CYBER SAFETY

Below are some links that parents will find useful to make informed decisions about the online games and activities that their children participate in. The best advice given on all sites is to sit with your children and judge for yourself what is actually happening, who is talking to them, etc.

<https://www.esafety.gov.au/education-resources/iparent>

Lots of information on all this cyber, produced by Australia Federal Government.

<https://protectyouneyes.com/apps>

This website gives lots of information about many different apps.

<https://protectyouneyes.com/no-social-media-until-high-school-waitingisloving/>

An interesting read on social media. The recommended age of 13 for social media is for a reason!

<https://www.esafety.gov.au/education-resources/classroom-resources/hectors-world>

This section of the e-safety website contains lots of games and activities that you can do with your children while both learning about online safety. Hectors World suits 5-7 year olds. Visit this site to easily get to resources for older children.

Louisa Guest
Principal

Louisa.Guest741@schools.sa.edu.au

Adele Kenny
Deputy Principal

Adele.Kenny426@schools.sa.edu.au

Letitia Hayward
Wellbeing Leader

Letitia.Hayward354@schools.sa.edu.au

QUEEN'S BIRTHDAY HOLIDAY Monday 11th June
STUDENT FREE DAY Tuesday 12th June

The third Student Free Day for this year will be on Tuesday 12th June. Staff will be reflecting on teaching practices and moderating grades for the end of term reports.

The previous Monday, 11th June is a Public Holiday.

Contact Camp Australia directly for OSHC, bookings essential, phone 1300 105 343.

AWARDS

Congratulations to the following students who received an award at the recent school assembly.

Room 1

Kirra – improving the fluency and accuracy of her reading.
Oliver – for being a caring friend and consistent worker.

Room 2

Joel – persistence – wrote an amazing procedural text.
Alyshia – organisation – always trying her best with her work.

Room 3

Ashlee – confidence and making great contributions to class discussions.
Justin – working hard and having a positive attitude towards learning.

Room 4

Haylee – for being a caring friend to others.
Savanna – for always considering others.

Room 7

Tahlia and Levi – always being confident and thoughtful within the class.

Room 9

Kirsty – sharing and participating in class.
Isabelle – preparing crossing monitor rosters and reminding students of duties.

Room 10

Lanaya – keeping an excellent diary and completing her homework on time.
Caitlin – producing great work in spelling contracts and high marks in spelling tests.

Room 13

Elsbeth – always speaks nicely to her peers.
Casey – putting in the extra effort on her mouse comic.

Room 14

Daman – confidently reading 400 sight words.
Alyssa – confidently reading junior fiction books.

Room 15/16

Ayla, Ash, Liam and Charlotte – for being a friendly and caring class member.

Literacy Lab

Josh P, Elijah D, Sari, Sam L, Laryn and Tyler F – completing level 1 of Minilit.

In Yard

Yasmin – for including others in games during play time, you are very thoughtful.

Thank you to the Goolwa Concert Band who played at our recent school assembly.



SOUTHERN FLEURIEU SAPSASA



CROSS COUNTRY

SAPSASA Cross Country was held on Wednesday 9th May. 6 students represented our school on the day. Well done to Madi, Jett, Harry T, Riley M, Oscar and Elijah. Congratulations to Jett who won the 11 year old boys race and will compete at the State Cross Country Carnival at Oakbank on 7th June.



BADMINTON

On the 11th and 18th of May we had a team of 5 boys and a team of 4 girls represent our school at a Badminton carnival. Well done to Clayton, Noah, Josh B, Cameron, Jack S, Lily, Breanna, Jordyn and Jess H. This was the first time our school been involved at the carnival and both teams represented our school fantastically, especially as it was their first time playing competitive badminton. Both teams won a few games throughout the day and they all had a great time, making the most of the experience. It is really exciting to see our students willing to try new sports at carnivals and we hope that more students take note of the carnivals and events around our area that they can participate in.

HOCKEY

Congratulations to Tegan who will be competing in the District Girls Hockey Carnival from Monday 25th to Friday 29th June.

SOCCER TRIALS

Trial 1 Tues 5th June 4pm
Trial 2 Tues 12th June 4pm
Trial 3 Tues 19th June 4pm Final Team Selection
Carnival Monday 25th to Friday 29th June at Barratt's Reserve West Beach.

Please contact Ms Maidment for further details and forms for any SAPSASA event.

FLAGS FLYING HIGH



Each school morning, 4 enthusiastic students raise the Australian, the Aboriginal and the Ngarrindjeri flags on the flag pole at the Gardiner Street entrance. Thank you to Leteisha, Ryder, Josh G, and Harry T who have been regularly flying the flags and Connor Bo who also helps some mornings.

The Aboriginal flag was created as a symbol of unity and national identify for Aboriginal people during the land rights movement of the early 1970's. The symbolic meaning of the flag colours as stated by Mr Harold Thomas are
Black: represents the Aboriginal people of Australia
Red: represents the red earth, the red ochre and a spiritual relation to the land
Yellow: represents the sun, the giver of life and protector.



Australia

..Australia, a federation of six states and two territories, is one of the world's great economic and migration success stories. Australia is a unique, modern and dynamic trading nation of 22 million people with an ancient indigenous history, and a European cultural background

The Ngarrindjeri flag was first flown on Kumarangk (Hindmarsh Island) on 21 November 1999. The 18 dots represent the 18 tribes (Laklkinyeris) that make up the Ngarrindjeri Nation. The spears represent the traditional fishing spears and the boomerang is the sacred boomerang that when thrown, circles the Laklkinyeris informing their clan leaders to attend a National Meeting called Tendi (Tendi made and interpreted Ngarrindjeri Law). The blue: represents the waters which surround Ngarrindjeri country. The yellow sun is the giver of life and the ochre colour of the boomerang represents our Mother – Mother Earth.

RECONCILIATION WEEK



National Reconciliation Week is an annual celebration held from 27th May to the 3rd June. It is a time to build better relationships between Aboriginal and Torres Strait Islander peoples and other Australians - and a time to come together to acknowledge the enormous contributions that Australia's First Peoples have made to shape our nation. National Reconciliation Week promotes and facilitates respect,

trust and positive relationships between the wider Australian community and Aboriginal and Torres Strait Islander peoples. As part of our library lessons this week, the younger students have looked at reconciliation as a part of our school value of 'getting along' – including being inclusive and after apologising waiting for forgiveness. The year 3 and 4's looked at the flags – Australian, Aboriginal, Torres Strait Islander and local Ngarrindjeri Flags – identifying the symbols on each and the significance of those symbols. In keeping with this year's theme - "Don't Keep History A Mystery: Learn. Share. Grow" our older classes looked at the significance of the 27th May 1967 Referendum which was a momentous turning point in Australian history. The 1967 referendum altered the Australian

Constitution with more than 90 percent of Australian voters choosing 'YES' to count Aboriginal and Torres Strait Islanders in the census and give the Australian Government the power to make laws for Aboriginal and Torres Strait Islanders.

In addition, each class is undertaking activities too! Our week will culminate Friday 1st June with children encouraged to wear "Red, Black and Yellow" - ribbons or coloured clothing and a performance by the Deadly Nannas, followed by a performance by Eddy Peters, a Torres Strait Islander man. The hour long performance will be in the gym starting at 9:25am, families are welcome to attend.



Jean Waddington
Teacher Librarian

LIBRARY



National Simultaneous Storytime is held annually and every year a picture book, written and illustrated by an Australian author and illustrator, is read simultaneously in libraries, schools, pre-schools, childcare centres, family homes, bookshops and many other places around the country. Now in its 18th successful year, the event that aims to promote the value of reading and literacy, using an Australian children's book that explores age-appropriate themes, and addresses key learning areas of the National Curriculum for Foundation to Yr 6.

This year all students in Reception, years 1, 2 and 3 visited our library to participate. The book, 'Hickory Dickory Dash' by Tony Wilson and Laura Wood is a story for anyone who has ever wondered just why the mouse was running up and down the clock as it struck one. The rhyme has been told, and song sung, for generations, and in *Hickory Dickory Dash* we learn just what could have happened in the preceding few hours to cause a mouse to behave in such a way. With her children vanished, and a cat in hot pursuit, the tension builds as the Mother Mouse continues the frantic search for her missing babies. What will happen to cause her to take up clock-running at the appointed hour, and will she find her children, evade the cat, and manage to get them all safely home? Ask your children!

All enjoyed the story especially the visit to the Nursery! Happy reading,

Jean Waddington
Teacher Librarian

FINANCE

Our annual cultural exchange to Kenmore Park for Year 7 students is drawing closer. Thank you to the families who have made regular payments. This is a reminder that camp payments need to be finalised by 6th July.

M&S Fees (School Fees). Statements for these were sent out at the beginning of this term. School Card approvals/declines have been sent to those families who submitted applications. Thank you to those who have finalised their payments. Payment of fees were due by 31st March. If you are having difficulties and need to make other arrangements for payment please see Mrs Johnston as soon as possible.

2018/2019

Adelaide Entertainment Book



Get your Entertainment Membership NOW to help GOOLWA PRIMARY SCHOOL raise much needed funds!

Help us raise funds for our annual Yr 7 Kenmore Trip by buying an Entertainment Membership from us. You'll receive hundreds of valuable offers for everything you love to do, and help our fundraising at the same time. Hurry, Entertainment Memberships sell out quickly.

Over \$20,000 worth of offers the whole family will love!



and much, much more...

GOOLWA PRIMARY SCHOOL

Contact: Pam Johnston Phone: 85552261 Email: dl.0157.info@schools.sa.edu.au

To order your Book or your Digital Membership securely online visit:

<https://www.entertainmentbook.com.au/orderbooks/9g15541>

Alternatively, please complete your details below:

Name: _____ Phone: _____ Email: _____
Address: _____ State: _____ Postcode: _____

«Title» Edition SXX including GST: # ___ Book(s) # ___ Digital Membership(s) \$ ___

«Title» Edition SXX including GST: # ___ Book(s) # ___ Digital Membership(s) \$ ___

Post my order \$12.00 TOTAL ENCLOSED \$ _____

Payment Type: CASH VISA MASTERCARD CHEQUE (made payable to <Chopayabieto>)

Credit Card Number: _____ / _____ / _____ Expiry Date: ____/____/____ CVV*: _____

Cardholder's Name: _____ Signature: _____

The 2018/2019 Adelaide Entertainment Book is available for purchase from our school. Orders can be made through the front office or online at

<https://www.entertainmentbook.com.au/orderbooks/9g15541>



DISCO

Thursday 31st May

Years R – 3 5.00 – 6.00pm
Years 3 – 7 6.30 – 8.00pm

BBQ starts at 4.30pm

Sausage Sizzle - \$2

Theme – Neat casual dress

No eating or drinking in the Gym

Drinks – water or juice - \$1

Cupcakes 50 cents

Gold coin donation entry

Please note change in start time. Children need to be collected from the Gym promptly at the end of their disco session.

COMMUNITY NEWS



Diverse Learning

Working with the Autism Community

Free Volunteer Training

Presented by: Meg Eusope,
Diverse Learning

Location: Goolwa Community Centre

37a Gardiner Street, Goolwa

Date: Friday June 1st

Time: 12pm–3pm

Afternoon Tea Provided

This is a free training session designed for volunteers and professionals working with members of the Autism community and their families.

Meg Eusope is the program coordinator of Asperlutely Autsome a not-for-profit organisation formed by families living with Autism Spectrum Disorder. Meg is the recent recipient of the Autism SA 'Hilary Johnson Award for Professional Excellence'.

RSVP: reception@alexandrinaconnect.org.au
Phone: 85553941

Proudly supported by:



Cultural diversity and children's wellbeing

Australia is one of the world's most culturally diverse societies. Our community in Australia is diverse. Census figures show 27 per cent of the resident Australian population were born overseas. Twenty per cent of Australians have at least one parent who was born overseas, and the number of languages spoken at home by Australians is more than 400 (Australian Bureau of Statistics figures 2009 – www.abs.gov.au). Schools in Australia therefore have contact with students and families from many different cultural backgrounds. We all learn to communicate and understand our world through sharing language, customs, behaviours, beliefs and values. Our cultural experiences and values shape the ways we see ourselves and what we think is important. Cultural perspectives influence how we parent, how we understand children, and how we educate them. This overview looks at influences related to cultural diversity that may affect the social and emotional development and wellbeing of children from cultural and linguistically diverse (CALD) backgrounds. Some of the issues discussed in this resource may also be relevant to Aboriginal and Torres Strait Islander children and families. However, to adequately address the mental health and wellbeing of Aboriginal and Torres Strait Islander children and their families, a more specific understanding of their particular cultural needs and circumstances is required.

What is cultural diversity?

Cultural diversity refers to people who identify with particular groups based on their birthplace, ethnicity, language, values, beliefs or world views. This does not mean that everyone from a particular cultural group will hold exactly the same values or do things in the same way. Showing support for cultural diversity involves talking with people to find out how best to include them and respect their cultural needs. Valuing and respecting diversity encourages people to accept individual differences amongst individuals and groups.

Culture and belonging

Research in many different cultures confirms the importance of all children developing secure emotional connections with the adults who care for them. However, the ways that parents and carers go about developing these connections vary based on cultural beliefs about parenting and child development, as well as individual preferences and capacities. For example, in some cultures children are expected to always listen and respect their elders, while in other cultures children are taught from an early age to speak up for themselves. Children's connection to their culture develops through their experiences. Having a strong sense of their own cultural history and traditions helps children build a positive cultural identity for themselves. This also supports children's sense of belonging and self-esteem. To be able to get on well in another culture, children need to understand and respond to different expectations (eg school versus home). It can be complex, and sometimes confusing, for children from diverse cultural backgrounds to fit within two cultures and make sense of the different expectations. In some cases children may experience 'cultural conflict' and feel that they have to choose one culture or the other, even though they have to live in both. This can be stressful for children and have negative impacts on their mental health and wellbeing. However, when children have a positive sense of belonging to both cultures, their mental health and wellbeing is supported and so is their learning.

Particular challenges that may affect children and families from CALD backgrounds

Children and families from CALD backgrounds may face a range of challenges as they find their way in the broader Australian society. Some of the common challenges include:

Migration and resettlement

Families migrate from one country, region or place and settle in another for many reasons. Some families may migrate because they fear they will be harmed and discriminated against; they might voluntarily leave their country of origin to live in another country; or they might leave a country and ask to be recognised as a refugee to be protected. Resettling in a new country or community can be complicated. Families need to find housing, employment, schools, social connections and services. Lack of knowledge about how things work in the new environment and communication difficulties can make the challenge of resettlement all the more stressful. Family, friends and others who would normally provide support may have been left behind in the move. Feelings of loneliness, isolation or concern for those left behind can occur. These difficulties affect all members of a family.

Language and communication

Language can be a major barrier for newly-arrived families. Difficulties communicating in English can cause challenges for families and undermine people's confidence. This may make finding a job or learning at school more difficult, and contribute to social isolation. Concern about language skills can make communication with schools and other services more difficult for parents and carers. Communication issues can arise in other ways as well. When the experiences, customs and beliefs of children and families from different cultural backgrounds are not recognised or valued, it can lead to miscommunication. For example, making eye contact when speaking to someone else may be considered a sign of respect in some cultures; however, in some other cultures respect is shown by lowering eyes or looking away. If these differences are not understood by both people, it can lead to miscommunication and misunderstanding on both sides. It is very important that families have access to support in the language they are comfortable with and are able to develop their communication skills if they so desire.

Effects of trauma

When migration is prompted by particularly stressful experiences, as is the case for refugees, there can be additional challenges for resettlement and wellbeing. Traumatic experiences may have occurred through being exposed to violence, war or torture. Children and families may have lived under threat and in fear; they may have witnessed the deaths of relatives or friends, or experienced hardship and danger in coming to Australia. Some have received harsh treatment in immigration detention on their arrival here. These kinds of highly stressful circumstances can affect people long after the events have passed. Some of the common reactions that may occur in children who have been through traumatic events include an increase in fear and anxiety, which may lead to clingy behaviour, re-experiencing the trauma when feeling threatened, or difficulty in trusting and connecting with others. Such difficulties may lead to children experiencing difficulties trusting others, making it difficult for them to form relationships with adults or with their peers. For some children who have been traumatised, feelings of pain and anger can sometimes be seen in their behaviour, for instance, some children may tantrum or show high levels of emotional reactivity (eg become upset very easily). Difficulties associated with past trauma and resettlement can affect the learning and school performance of children who have been traumatised.

Discrimination and racism

Sometimes some people may resort to harmful words and behave negatively toward others as a way of managing their fears and lack of understanding about differences. This is called discrimination. Discrimination impacts negatively on individuals and entire communities. Being subject to discrimination can be a difficulty faced by many people from diverse backgrounds. This can be an issue especially for minority groups, such as those who look different from the majority of a population. Both direct discrimination (eg name-calling, bullying) and indirect discrimination (eg ignoring or excluding others from important events) can leave people feeling shut out and powerless. This can then have a negative impact on mental health and wellbeing. Racism increases children's sense of difference and vulnerability by devaluing their culture and making them feel unwelcome. The effects of racism and discrimination can make life more difficult for families, and create undue stress and social disadvantage. Valuing diversity and being inclusive also helps promote respectful relationships and reduces the likelihood of discrimination and isolation.

Parenting across cultures

Cultural differences in parenting practices can lead to misunderstandings and be stressful for families. Common differences in parenting practices can relate to the ways affection is shown to children, attitudes to physical punishment, and how much emphasis is placed on family responsibility, compared with promoting children's independence. Some cultural practices can have very strict codes of behaviour according to age and/or gender. When children from CALD backgrounds are exposed to different cultural values, parents and carers may find practices that once worked in the home culture may no longer be effective. This can create confusion and miscommunication, and may also become a source of family conflict and tension, especially as children grow into the teenage years. Families might also be concerned about children losing their cultural identity through contact with children with different cultural backgrounds, for instance through the influences promoted in the media, at school, or through contact with children from different backgrounds. Questions of cultural identity are common themes causing tensions within CALD families, as family members may try to maintain their own cultural values while adapting to the range of cultural influences found in the wider community.

It takes time and effort for families and individuals to work out how to keep their own cultural traditions and, at the same time, understand and find a place within the wider Australian culture.

The role of schools

Schools play a central role in the lives of students and their families. The experiences of children and families from CALD backgrounds within their school communities can have significant effects on their sense of inclusion or exclusion and subsequent quality of engagement within the wider community. In order to meet the learning, social and wellbeing needs of students and their families from diverse backgrounds, it is important for schools to understand their particular circumstances. These may include migration, refugee and resettlement experiences as well as different cultural values and styles of communicating and learning. Schools can play a critical role in supporting and engaging students and families from diverse backgrounds. They also have a significant responsibility to promote values of mutual respect and understanding, and to effectively address problems of discrimination when they occur in the school setting. By actively promoting the needs and interests of students and families from culturally diverse backgrounds and building relationships of trust and understanding with parents and carers, schools can make a positive difference to CALD students' mental health and wellbeing. Having a positive sense of belonging in both settings helps children move between cultures with greater ease and confidence, and increases their motivation and engagement at school. School staff can support children when they respect and understand that they come from diverse backgrounds and have different cultural identities (including specific expectations of behaviour and communication). Under these circumstances children and their families also feel more comfortable in and valued by their school.

Cultural competence and children's wellbeing

Cultural competence begins from the understanding that we are all influenced by the different social, educational and organisational cultures in which we live and participate. Recognising that our beliefs and values are not the only way of seeing or doing things opens us up to learning about other perspectives. Exploring similarities and differences in our cultural expectations improves our capacity to understand and relate to others, and helps to build a sense of belonging amongst children and their families. One cultural expectation that may be new to many CALD parents and carers is the idea that parents, carers and school staff can work together to support children's learning and development. Some cultures (and some families) emphasise relying on family rather than outsiders to resolve difficulties. This can make parents and carers reluctant to discuss their concerns about children with school staff. Families may also be structured differently. For example, in some families grandparents, aunts or uncles may be centrally involved in decisions affecting children.

Developing relationships

Developing relationships across cultures requires good communication and flexibility to support children's wellbeing. It is particularly important to recognise that there may be very different understandings of mental health and a range of ways of expressing difficulties across cultures. For instance, children's emotional or behavioural difficulties should be considered within their cultural context and discussed with families in a supportive and non-judgemental manner. Positive relationships between families and school staff convey respect for diversity and strengthen children's mental health and wellbeing.



View KidsMatter information sheets online at www.kidsmatter.edu.au





Do you like to draw,
paint or design posters?



Here's your chance to 'design the front cover' of this year's program for

STOMPIN' IT

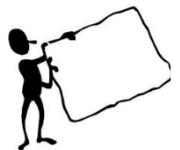


All entries must:

- Include the following words:

Goolwa Primary School
2018
Stompin' it

- Have a recycling or environmental theme
- Be your own artwork & design
- Be produced in any medium you wish
- Be A4 size in portrait orientation (winning design will be reduced to A5 and printed on the front cover of the program)
- Your name and class on the back
- Received in the Front Office by **TUESDAY 5th JUNE** for judging



'Design the front cover competition' is open to all Goolwa Primary School students. Winners will be announced at the Week 6 assembly. Winning entries will be displayed at the concert.

Good luck and get Creative!!

