



Government of South Australia  
Department for Education

# Echunga Primary School



Together we will strive for academic, social, emotional and personal achievement,  
working within a positive culture that promotes the pursuit of excellence and the understanding of others

Week 9, Term 2, 28th June, 2019

## Inside this issue:

Diary Dates	1
From the Principal	1-2
School News	2-6

## REMINDER

**Monday 22nd July is a Student Free Day**  
for the School only.  
Preschool will be open.

## FROM THE PRINCIPAL

Well, here we are at the end of Term 2 - and halfway through the year already! It has been a busy first half of the year with lots of positive opportunities for our students to experience new learning and demonstrate their learning in many areas of the curriculum.

### Student Free Day - Visible Learning

On Monday our teachers spent the day with other teacher from schools in our partnership at a Visible Learning workshop. We spent the day looking at how we plan and assess to make sure that we are making the learning accessible to all of our learners at the level that they need. This means we are catering for those who need some support and those who need to be challenged and stretched. We are excited about this opportunity to reflect on our practice and working with each other to carry out our plans.

### Student Free Day and School Closure Day

There will be a student free day on the first day of next term – **Monday 22nd July** – for the primary school only. **Preschool will operate as normal.**

School will be closed on **Friday 6th September** for the Royal Adelaide Show.

## DIARY DATES

Tues 2 July—Touch Rugby

Friday 5th July—End of Term 2  
2:20 Early Dismissal. OSHC  
closes at 5:30

**Mon 22nd July - Student Free Day**

Tues 23rd July—Back to school.

**Friday 6th September—School Closure Day for the Royal Adelaide Show**

## Skoolbag app

Have you downloaded our skoolbag app yet? It's a great way to quickly get alerts, reminders, newsletters and other school info. Search Echunga Primary School in the Apple App Store or the Google Play Store.

# SCHOOL NEWS

## Staffing

I am sad to announce that Rowan will be leaving us at the end of this term. Rowan has been a wonderful asset to our school, both as a PE teacher last year and as a Science teacher this year. He has brought excitement, enthusiasm and passion to the learning of science at Echunga Primary School. Our students are engaged and motivated and very positive about their learning in science. I would like to acknowledge Rowan's commitment to our students, not just in the classroom, but with the extra he has put in to engage our students in volleyball and orienteering. He has certainly helped to develop a passion for orienteering in many of our students. Thank you Rowan – we will miss you and hope that you return to us one day in the future.

We will be welcoming David Schubert as our science teacher for the rest of the year.

## Nude food

Our school encourages the concept of nude food with minimal packaging so that we can reduce or, even better, eliminate the rubbish around our school. We have a wonderful environment in our area and we encourage our children to appreciate it and use strategies to protect our environment. Unfortunately we have noticed a significant increase in the rubbish at school, especially food wrappers, such as chip packets, cracker wrappers etc. Please support our endeavours to keep our environment rubbish free by keeping packaging to a minimum and encouraging your children to put any rubbish back in their lunch boxes. We will also be reminding them of this at school.

## Car park

I have mentioned previously the importance of driving slowly and carefully through the car park at the rear of the school. If possible we would also ask that you do not park in the space to the right of the crossing (as you are facing the school) as reversing out of that space means you are reversing over the crossing.

Have a lovely holiday with your family. See you next term.

**Pam**

## Rosella News Term 2 Week

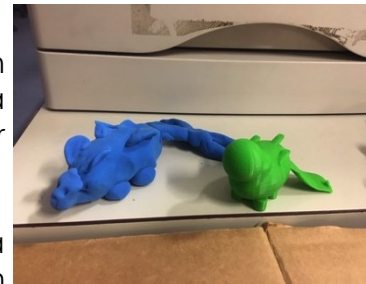


Rosella have spent the last few weeks learning about design in Technology. The big idea of learning was to create a creature. The learning intention was to be able transfer our design from paper to 3D.

Our first step involved discussing and investigating what a good design needed - a clear idea and labels; students then took to drawing their design. To help generate our designs, students then created a clay model of their design, with a focus on exploring what kind of shapes they needed, the steps involved and what their creation would look like from different perspectives.

With the help of the Year 7's, the Rosellas were introduced to Makers Empire (3D Printing Software). After practising and learning the beginning skills, the Rosellas then began building their creature on Makers Empire. For some using the software and thinking through their design and steps was easy, and for others it required a lot of persistence and resilience. It was great to see our Year 1's offer support and guidance to the receptions.

All designs are now printed, and students have already begun to evaluate their design, with some already making improvements and thinking about their next creation.



Cameron's Dinosaur



Eddy's Turtle



Chloe's Snowy Owl



Check out the creations



Up close with some of our crea-

# SCHOOL NEWS

## LORIKEET NEWS

Lately in Lorikeet we have been learning touch rugby. We had a lot of fun and a lot of laughter because people have been slipping in the mud. We have learnt some new skills and next week we will be getting to play a game!

### Deadly Australians

The school and preschool had a visit from Mark Dorse from Deadly Australians who came in with some of Australia's deadliest animals. Some of the animals that he brought in were dead.



Last Friday was our student teacher Zoe's last day. She taught us many things and would help when we were stuck. She would give us different explanations so we could understand. We hope to see Zoe some other time. We will miss you Zoe!

By Katelyn, Ada and Tabby

# SCHOOL NEWS

## PASTORAL CARE WORKER NEWS

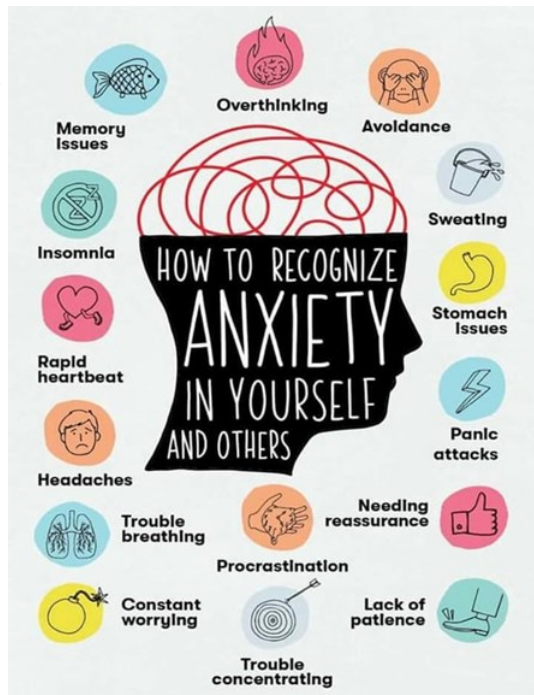
Hi Everyone,

I hope you are all going well. While it is good to come to the end of the term as a break is approaching, often so are deadlines, both for students, teachers and those who are in paid employment, not to mention stay at home parents whose stress can often increase as students who were out of the house for 8 hours a day are now home. So this week I decided to write about anxiety and stress management. Suffering from anxiety myself I know how hard this can be to manage, but in the book "Raising Resilient Kids" (available from the Family Library) Michael Grose writes a chapter entitled "Helping kids manage Anxiety", in which he shares some really great wisdom and strategies relevant for all ages.

Michael argues that not all Anxiety is bad, anxiety works like a smoke alarm alerting us to when danger is present, when a fire has started. This is critical for our survival and can help us evade danger as it kicks us into our flight, fight or freeze response. However, the problem comes when this alarm goes off not for a fire, but when you are cooking toast. This is when anxiety starts to impact on our day to day lives and its when we need to ask for help.

Anxiety can come on for a number of reasons, including being overloaded, not having enough play, being too future focussed, participating in too many high achieving extra curricular activities and being in a an anxious environment. So how do we deal with it? Michael suggest there are a few things we can do:

- ◆ Demonstrating how to handle situations to our kids. "When we respond thoughtfully and calmly to a difficult situation, we show our kids how to respond in similar ways."
- ◆ Always show empathy. Empathy does not mean that you agree with the reaction but acknowledging and naming how they feel can help your child feel validated and understood. For example "Ah I see you're feeling anxious right now..." or "Ah I see you're feeling disappointed with how that went, it can be hard when our hopes do not match reality..." can more easily open a conversation and allow you to step into the situation.
- ◆ Breathing is critical. Deep breathing is a highly effective skill to learn for all ages. Deep breathing helps to stop the production of anxiety inducing chemicals in the brain and kicks in the release of ones that help us relax. Try breathing in for 2 seconds then out for 4 seconds, do this 10 times and see how you feel.
- ◆ Bring them back to the present with mindfulness. There are so many apps that can give you guided meditations, 'Smiling Mind' is a great free one, but personally I use 'Head Space'. As I mentioned last time we spend roughly 43% of the time worrying about the future. Mindfulness helps train your brain to spend more time in the present reducing the constant anxiety inducing push to look forward.



# SCHOOL NEWS

- ♦ Exercise for its own sake. "Exercise and movement helps kids regulate moods and reduces symptoms of anxiety. Play and exercise help to ease muscle tension, regulate breathing, induce the release of 'feel good' neurotransmitters and stimulate the production of the neurotransmitters associated with decreased anxiety and increased mood."
- ♦ Noticing thoughts. Writing down, talking about or simply mentally noting the thought can help kids get it out of their minds and give them distance from it, they can then assess, with or without your support, if the thought is helpful or unhelpful, true or false. You can then also replace that thought with a better one. For example "I am bad at everything!" could become "I love basketball and with practice I can improve!"
- ♦ Identify and prioritise what's important. Because the smoke alarm is going off for everything, help your kids identify what's important and priorities making those happen. Avoiding only increases anxiety, so help your kids to be using a mix of these strategies before, during and after the event and help them see the progress they are making. They don't have to get there the first time, each step moves you closer, no matter how small.
- ♦ Grow independence. Michael argues that when children are given space and opportunity to do things for themselves, they develop a greater level of skill giving them mastery over their environment. Moreover it gives them space to take safe risks, increasing their problem solving and resilience.

With one in seven young people experiencing a mental illness, I hope these tips and strategies can help you and your family as you navigate this ever changing world. I know I have found these strategies helpful for myself. If you would like to read the full chapter, stop into the Library in the morning and talk to Sue our amazing Librarian. Have a great break everyone and I will see you all next term.

From Rachel, your Pastoral Care Worker

