Important Dates

**TERM 2**

**Week 6:**
- Fri 10th June

**Week 7:**
- Mon 13th June
- Tues 14th June
- Thurs 16th June
- Fri 17th June

**Week 8:**
- Mon 20th-Fri 24th June
- Wed 22nd-Thurs 23rd June
- Fri 24th June

**Week 9:**
- Fri 1st July

**Week 10:**
- Sun 3rd – Sun 10th July
- Tues 5th July
- Wed 6th July
- Fri 8th July

**Pupil Free Days**
- Mon 8th August
- Fri 9th September
- Mon 14th November

**2nd May – 8th July**
- 6th June – 10th June
  - Middle/UP Assembly, host-Rm 7
- 13th June – 17th June
  - PUBLIC HOLIDAY
  - SAPSASA Rugby
  - Rm 12 Barossa Nursery Science
  - JP ‘Well Being’ Performances
  - Rm 9/10 Sleepover
- 20th June – 24th June
  - SAPSASA Soccer & Hockey Carnival
  - Burnsafe Presentations
  - JP Assembly, host-Rm 1
- 27th June – 1st July
  - M/UP ‘TV Greats’ Performances
- 4th July – 8th July
  - NAIDOC Week
  - B&L Football Lightning Carnival
  - B&L Golf Clinics
  - Last Day of Term 2
  - 2:20pm Early Dismissal
  - Fundraising – Dress Up Day
  - M/UP Assembly, host-Rm 10

2016
- Pupil Free Day
- School Closure Day
- Pupil Free Day

Principal’s Report

Unit Opening

Last Thursday night we celebrated the completion of Tanunda Disability Unit refurbishment. As you are aware, these renovations were achieved as a result of the community’s outstanding generosity during the “Happy Day” fundraiser last year, which raised over $23000 dollars. Last week’s celebration was very well attended, and it was lovely to have a chance to spend time with so many of our families and staff.

The “Happy Day” money was used to transform the entryway and kitchen area of the unit, which has made the entry bright, warm and welcoming. We thank everyone for this support of this initiative and, in particular, acknowledge the efforts of Rebecca and Owen Andrews, whose vision and drive brought this project to fruition. We also thank Rebecca and Owen for catering for our celebration.
Site Improvement Plan

Strategy 4 – Information & Communication Technology – Cybersafe Behaviour

One of our site improvement plan priorities relates to promoting safe and responsible use of electronic devices. Within our plan we are focusing on the following strategies:

Teachers will:
Develop a three year ICT plan which involves staff, students & parents and considers:
• Safe, appropriate & responsible use of ICT
• Learning priorities
• Resource allocation and management

Students will:
• Make sure they are always cyber safe and think before they post, remembering their digital footprint

Parents can:
• Talk with their children about safe & sensible use of electronic devices.
• Monitor their children’s use of social media and model appropriate behaviour when posting information online
• Make sure they have their children’s electronic login details and passwords so that they can monitor their on-line behaviour
• Report any cyber-bullying or inappropriate online behaviour to the Office of the Commissioner of e-Safety

The statistics around cyberbullying are sketchy, mainly because it often goes unreported. What we do know is that the likelihood of children being bullied online or over the phone increases as they get older and use technology more frequently.

We also know that parents typically monitor their younger children’s online activities more than they do tweens and teenagers. Unfortunately the age when kids are most likely to be cyberbullied coincides with when we’re least likely, as parents, to know about it.

The Australian Communications and Media Authority (ACMA) has created some tips for parents to help keep their kids safe online and to give some direction for those who think their child may already be experiencing online bullying.

Say NO to cyberbullying – tips for parents

1. Talk to your child about cyberbullying before it happens. Work out strategies to address cyberbullying that both of you are comfortable with so your child knows what to expect if they do report their concerns to you.
2. Ensure that you know all of your child’s electronic passwords so that you can monitor their online experiences & interactions.
3. Establish one or two other trusted adults your child is comfortable in approaching about their concerns.
4. Be aware of what your child is doing online and explore it with them.
5. Keep the lines of communication open so your child will be comfortable about talking to you if something is worrying them. Help your child to develop the skills they need to interact safely and respectfully online. Guide their online activities and help them learn to communicate appropriately with friends and family.
6. Try to locate the computer in a shared or visible place in the home.
7. Discuss the kinds of sites that are okay to explore and those that are not and have clear rules about online activities.
8. Help your child to block anyone who sends offensive content. Most social networking services allow users to block and report someone who is behaving badly.

What to do if you think your child is being cyberbullied

1. Discuss any changes in mood or behaviour with them. If you are concerned, help your child to stay connected to friends and family they trust.
2. Work with your child to save some evidence of cyberbullying behaviour (ie screenshots) as it may be needed to help with follow up.
4. Cyberbullying won’t stop if it’s ignored – you can help by listening to your child and working with them to take control of the situation.
Staffing news

At the end of this term, Nicole Crouch (Room 17) & Andrea Clarke (Room 4) will both be taking maternity leave. Alex Shelley will be taking Nicole’s 0.4 position for the remainder of the year, and we are awaiting confirmation of a replacement to cover Andrea’s role whilst she is on leave.

This week is also the final week of Amanda Hall’s position with us. Amanda has been filling in for Mostyn Daniel, teaching technology for two days per week. From next week, Helen Nokes will take on this role for the remainder of the year, and will focus on cultural studies with the students. We thank Amanda for her support and flexibility over the past term and know that the children have enjoyed working with her.

We have also received confirmation that Mark McDonald and Nerida Harris will not be returning to Tanunda Primary School. Mark has chosen to retire from teaching, whilst Nerida has resigned from her role in the front office. Mark’s role will continue to be filled by Krystal Butler for the remainder of the year, whilst the front office role is currently being advertised. We thank both Nerida and Mark for their contribution and commitment to the school and wish them all the best for the future.

Kind regards, Michelle

At the end of week 4, our school community has collected 1473 tokens, plus $3.60 in cash donations. Our tally is sitting at $77.23 to date. Thank you for your support, keep up the great work!!

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BUS INFORMATION

Nuriootpa High School has a Student Free Day on Monday 27th June 2016

The following buses will NOT run on 27/6/16:
- CVLYN  Cockatoo Valley
- FVWJP  Flaxman Valley
- GOM    Gomersal
- GRN    Greenock
- LYNH   Lyndoch Tanunda
- LYNN   Lyndoch Express
- TRO    Truro

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Scholastic Book Club Issue 4 is due back by Friday 17th June. No late orders will be accepted.

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Keep your kids smiling

At the School Dental Service, dental care is FREE for all babies, children not yet at school and most children to age 17. The School Dental Service is a Child Dental Benefits Schedule provider.

Call us now for an appointment!
Nuriootpa Dental Clinic
Phone: 08 8562 1569

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Barossa Blue Light Disco

Friday 24th June
SOLDIERS MEMORIAL HALL, MURRAY ST NURIOOTPA
Now 7 – 9pm
Ages 8 – 15 years
Door prizes to be won
Fully supervised lock-in event
Ticket $5 - Available at the door

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Barossa Valley Little Athletics - CROSS COUNTRY
When: Sunday, June 26
Where: Bethany Reserve, Bethany.
Cost: Gold Coin (plus $5 Come & Try fee applies for none Little Athletics Members)
Time: from 11:00 – 2:30
Events: Tiny Tots 40m, U6 (500m) to U17 (3000m)
This is a fun day for the whole family.
All athletes welcome, you do not have to be a registered Little Athletics Member
There will be a canteen operating.
For more information check the BVLAC website www.barossavalleylac.org.au
or call Nicole Garrett, Secretary on 0413 527 269.
Advancedlife STUDIOS are coming to Tanunda Primary School

**Sunday, 26th June 2016**

Tanunda Primary School’s fundraising group is delighted to have secured the opportunity for our families to have a professional, studio portrait taken for the low cost of $20.

Tanunda Primary School receives the **full fee** of $20 for every booking.

This is fantastic fundraising cash that will be used to purchase new, easily accessible, raised garden beds for the children in the unit.

Advancedlife Studio information booklets were distributed with the newsletter in Week 4. If you did not receive this please collect one from the school office.

The booking details and booking code are located on the back of the information. The online system makes the process very simple, no money needs to be brought to school, and you get to choose your preferred time slot. (Morning slots must be filled before the afternoon slots)

This is a great opportunity to have a professional, family photograph taken, at an exceptional price.

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**Well Being Performance**

Junior Primary Classes organised by Claire Gaston - Friday 17th of June (Week 7)

at 9am to the rest of the school and **2pm to families in the School Hall.**

**I like being me**

*(Presented by Room 17 – Year 2/3 students)*

**My lunchbox/Munch and Move**

*(Presented by Room 16 Reception students)*

**Wash your dirty face/Brush your teeth**

*(Presented by Room 15 Reception students)*

**You’ve got a friend in me/ We are a family**

*(Presented by Room 2 – Year 2 students)*

**Dial 000/Be responsible**

*(Presented by Room 4 – Year 1 students)*

**Holiday**

*(Presented by Room 1 – Year 1 and 2 students)*

**Turn off the T.V/Belly breathing**

*(Presented by Room 3 – Rec/Year 1 students)*

**The best things in life are free**

*(Presented by Room 17)*
Giraffes Can’t Dance is about a giraffe called Gerald. Gerald was a tall giraffe and the other animals were mean to him. The Jungle Dance was too loud. He needs slow music to dance to. Then he was the best dancer.

Izaak
Personal & Social Development

Improving student mental health and wellbeing has a high priority in our Site Improvement Plan this year. Fundamental to The Australian Curriculum are the General Capabilities. In particular, the Personal and Social Capability supports students in becoming creative and confident individuals with a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing, with a sense of hope and optimism about their lives and the future. The Personal and Social Capability Focus Group are exploring whole school approaches to improving student mental health and wellbeing at Tanunda Primary School.

Initiatives so far include -

- Whole school implementation of the ‘You Can Do It’ program. The program’s core purpose is the development of young people’s social and emotional capabilities, including: Confidence (academic, social), Persistence, Organisation, Getting Along, and Emotional Resilience.
- Trialling of the mindfulness program ‘Smiling Mind’
- Growth Mindset training for staff and families
- Lunchtime Activities - Chess, Origami, Drama Club, Netball, ATSI Club, Yoga, Dance.

**Chess Club** - A good chess player needs concentration, visualisation, logic, imagination, intuition and inspiration.

**Smiling Mind** - Room 16 practise calming the mind and body through mindful breathing.

**Drama Club** - Dressing up and having fun together!

**Origami** - Mindful origami serves as an active meditation. By becoming aware of each fold in the paper we can learn to be more present and awake.
A number of classes are using the Smiling Mind Education Program to assist students and staff in dealing with the pressure, stress and challenges of daily life.

The Smiling Mind Education Program is used to complement our existing student wellbeing initiatives to promote positive mental health and resilience within the school.

Smiling Mind is a unique Australian not-for-profit resource, providing web and App-based guided Mindfulness Meditation programs to encourage a sense of calm, clarity and contentment.

For more information about Smiling Mind, please visit their website;

www.smilingmind.com.au

or download the FREE App

http://bit.ly/1doAdVF
Reading your child’s report

Reports can mean anxious times for children. Will my parents be disappointed or proud? This is the main concern of most children.

Could try harder . . . always does her best . . . lacks concentration . . . easily distracted . . . a pleasure to teach . . . Do these comments, taken from a batch of student reports sound familiar? Student reports bring mixed feelings for parents. Pleasure and pride if they are performing well but considerable angst when children are not progressing as you hoped.

Reports can mean anxious times for children too. Will my parents be disappointed or proud? This is the main concern of most children. Kids of all ages take their cues from their parents, so your reaction to their school report can affect the way they see themselves as learners and as people.

Before you rip open the sealed envelope containing the report do a little self-check to see if you are in the right frame of mind:

1. Are your expectations for your son or daughter realistic and in line with their ability?

Expectations are tricky. If they are too high then kids can be turned off learning. Too low and there is nothing to strive for. Pitch your expectations in line with your child’s abilities. A quick check of your child’s last report cards may provide you with a good yardstick.

2. Do you believe that children learn at different rates?

There are slow bloomers, late developers and steadies-you-go kids in every classroom, so avoid comparing your child to siblings, your friends’ children and even yourself when you were a child. Instead look for individual progress.

3. Are you willing to safeguard your child’s self-esteem rather than deflate it?

Self-confidence is a pre-requisite for learning, so be prepared to be as positive and encouraging as possible.

School reports come in different formats. Some are prescriptive while some use grading systems such as A, B, C, etc. with room for teacher comments. Regardless of the format school reports should provide you with an idea of your child’s progress in all subject areas, their attitude and social development.

Here are some ideas to consider when you open your child’s report:

- **Focus on strengths**. Do you look for strengths or weaknesses first? The challenge is to focus on strengths even if they are not in the traditional 3Rs or core subjects.
- **Take into account your child’s effort and attitude to learning**. If the report indicates that effort is below standard, then you have something to work on. If your child is putting in the required effort, then you cannot ask any more than that, regardless of the grading.
- **Broaden your focus away** from academic performance to form a picture of your child’s progress as a member of a social setting. How your child gets along with his or her peers will influence his happiness and well-being, as well as give an indicator to his future. The skills of independence and co-operation are highly valued by employers so don’t dismiss these as unimportant.
- **Take note of student self-assessment**. Kids are generally very honest and will give a realistic assessment of their progress. They are generally very perceptive so take note of their opinions.
- **Discuss the report with your son or daughter** talking about strengths first before looking at areas that need improvement. Ask for their opinion about how they performed and discuss their concerns.

After reports are read and discussed celebrate your child’s efforts with a special activity or treat. In this way you will recognise progress and remind them that the holidays are just around the corner when they can forget about assessment, tests and reports for a while.

Michael Grose