

# MCLAREN VALE

## PRIMARY SCHOOL

RESPECT | INTEGRITY | SUCCESS

Phone: 8323 8741

Email: dl.0251.admin@schools.sa.edu.au

NEWSLETTER TERM 1, WEEK 9, 2021



### KEY DATES

3 WAY CONFERENCES

22nd MARCH to 1st APRIL

FLEURIEU ARTHOUSE/PEDLER CREEK  
EXCURSION ROOMS 2 AND 13

GOOD FRIDAY/EASTER MONDAY

FRIDAY 2nd APRIL/

MONDAY 5th APRIL

LAST DAY OF TERM/2.05 DISMISSAL

FRIDAY 9th APRIL

CASUAL CLOTHES

GOLD COIN DONATION

ANZAC DAY PUBLIC HOLIDAY

MONDAY 26th APRIL

GOVERNING COUNCIL MEETING

6.30PM TUESDAY 4th MAY

NAPLAN TESTING

11th to 21st MAY

VOLUNTEER TRAINING

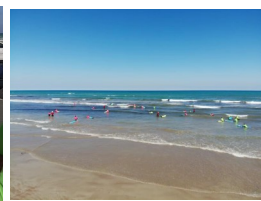
TUESDAY 25th MAY



### Willow Creek Adventure Camp

The senior school camp at Willow Creek Adventure Camp is proving to be a terrific time for our senior students, with some sleeping in dorms and others camping out in tents - there is something for everyone!

Willow Creek is a working farm that sits just outside of Victor Harbor. Students are taking part in activities such as raft building, 5km bike trail, beach games, surfing lessons at Middleton Beach as well as enjoying some down time with their peers and some team building exercises.



Government of South Australia  
Department for Education



# Reception to Year 2 Swimming

During week 8 the reception to year 2 students were fortunate to participate in water safety lessons conducted at Noarlunga Swimming Centre. The students had a fantastic time while learning how to be safe around water. They were taught how to get themselves to safety and remain safe using different apparatus such as noodles, balls, PFDs as well as using their voices.

## ROOM 10

*"I liked lifting my feet up and swimming on my back in the water."* - Poppy

**"I liked jumping and sliding into the deep end of the pool."** - Chloe

*"I liked doing a pin drop into the deep end and swimming with a pool noodle."* - Oskar

## ROOM 6

*"It was such a pleasure seeing the children today having a great swimming session, working as a team, encouraging their peers and being kind to each other and the swimming teacher. What an amazing group of children."* - Claire (parent helper)

**"I have learnt how to float with a pool noodle."** - Sasha

*"I have learnt how to rescue people when they are in trouble."* - Freddie

*"I have learnt how to float in a pool."* - Lachlan

## ROOM 9

**"We all had fun on the bus ride to swimming."** - Caleb, Carter, Ryan, Charlie, Harry and Maya

## Room 7

*"I liked wearing the lifejacket and diving under to get the rocket 'sinkies'."* - Banjo

*"We wore rings so we could learn how to float."* - Nina

**"If I blow with my mouth open bubbles come out."** - Oliver T

## ROOM 11

*"I like swimming with the noodles"* - Annika

*"I liked going in the deep end with our life jackets"* - Taj

**"I like swimming on the bottom of the pool"** - Maddy

*"I liked when we played the game stuck in the mud"* - Annabel

*"I like swimming because it is fun. I like diving under the water"* - Archer

## ROOM 8

**"The best thing about swimming was being rescued."** - Maeve

*"I can kick my legs, sink down and get toys from the bottom."* - Braxton

## ROOM 13

*"I had a great time at swimming today because I got to go in the deep end and touch the very bottom of the swimming pool and we also had to try and talk underwater."* - Sloan

**"We had fun today at swimming because we got to go in the deep water without a life jacket. I like swimming because I got to learn to tread water. I also learnt how to do a floating star in the deep water. The diving in the deep water was scary but good."** - Jayden.

*"I like swimming today because me and my group put some lifejackets on and jumped into the two meter pool. It was fun because we couldn't sink."* - LP.

*"I had a great time at swimming today because we played 'stuck in the mud' in the deep water. It was hard but fun."* - Miller.

**"Today at swimming we got to go in the deep water without life jackets. It was a little scary. We also got to hold hands and kick up foam in the water."** - Will.



# 2020 Reading data

LYN LANGELOUDECKE

In the last newsletter, we shared the effective practices that our teachers are successfully implementing through their literacy and numeracy programs to lift the standard of educational achievement for every student. We indicated at the time that we would include with each newsletter data to show evidence of our growth.

Our focus here is on **reading** and the data that we have collected through teacher assessments using running records. The data in the table below was taken at the end of 2020 and teachers are now in the process of collecting reading data to map 2021 progress for this term (comparing to the 2020 data).

## What is a running record (RR)?

A RR is not a test. It is a tool that provides a framework for observing and analysing reading behaviour to inform and support continued learning through tailored teaching strategies. It provides diagnostic information for classroom teachers e.g. when taking a RR the teacher is looking for evidence of comprehension utilising five levels of analysis:

- Accuracy rate: generally above 90% (when the text is too hard comprehension is impossible)
- The use of meaning, syntax and visual information
- Behaviour that indicates an active search for meaning
- Fluency and phrasing
- A conversation with children following the reading.

The following levels /benchmarks are used to indicate a child's achievement level i.e. whether they are at year level standard, above or below based on September assessments.

**Reception: Level 5 or above**

**Year 1: 13 or above**

**Year 2: 21 or above**

**Year 3: 28 or above**

The texts the children read at home are levelled according to their independent reading level (95%-100% accuracy). This is so the child can practise their phrasing, fluency, decoding and vocabulary recognition. The instructional reading level (90%-94% accuracy) text is used in classroom activities and for reading groups for targeted teaching.

Children continue to read levelled texts until they reach level 30. Beyond this, they move onto Lexiles (Scholastic). Lexile assessments are administered and then a score is given. The teacher then listens to students read a passage of text at that level to assess levels of comprehension, accuracy and fluency.

**Lexile levels/benchmarks are as follows:**

**Year 4: 400 or above**

**Year 5: 450 or above**

**Year 6: 500 or above**

**Year 7: 600 or above**

Once students are given a Lexile level from their teacher they are able to borrow the books from the library and monitor the books they choose according to their level.



*2020 reading data  
continued on the next  
page...*

# 2020 Reading data continued

LYN LANGELOUDECKE

## Running Records (October) 2020 – Students achieving at SEA or above

TABLE 1: YEAR LEVELS								
Year level	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
Number of students achieving SEA or above	61/75	65/80	69/77	54/70	67/73	58/66	63/65	33/40
%	81%	81%	90%	81%	92%	88%	97%	83%

TABLE 2: YEAR LEVEL COHORTS			
Year level	JP R-2	Primary 3-4	Middle Years 5-7
Number of students achieving SEA or above	195/232	121/143	154/171
%	84%	85%	90%

TABLE 3: WHOLE SCHOOL	
Number of students achieving SEA or above	470/546
%	86%

### Data Analysis:

TABLE 1: Reading achievement across the school was high with each year level achieving 81% or above.

TABLE 2: Year level cohorts have achieved 84% and above.

TABLE 3: Across the school achievement was at 86%.

At the beginning of the new school year teachers 'put faces to the data' and group students according to where they sit on the continuum for instructional purposes.

Students below SEA (standard of educational achievement) are identified and are either supported in the classroom in a more intense process or withdrawn for small group intervention.

The success of our literacy intervention program is reflected in the growth and achievements made by the students. The program reflects what happens in the classroom - phonological skills, spelling rules, comprehension strategies and the terminology used.

Next term we will have more comparative running records data with what we have collected and analysed this term. Developing reading competency is a continuing focus for our work this year so we are aiming for even higher targets.

We appreciate your feedback or requests for further information about how you can support your children's reading at home. Please email me: [lyn.langeluddecke954@schools.sa.edu.au](mailto:lyn.langeluddecke954@schools.sa.edu.au) with any queries.





# Grounds and Facilities

LEANNE LOVETT

## Many exciting plans are on the horizon for MVPS including:

- Completed adventure playgrounds (MVPS site funds)
- Shade pergola over southern side of JP building (DfE maintenance grant)
- 3 x new accessible ramps: leading into Science transportable building; leading onto outdoor classroom space from Minniss building / Room 27 area; and leading from JP building up to Performing Arts/OSHC building (DfE Disability Access program grant)
- Accessible concrete paths through adventure playgrounds, nature play space and behind SAKG through to oval (DfE Disability Access program grant)
- Widened path in between Room 17 and 27 including steps down towards play spaces (DfE Disability Access program grant)
- Re-location of sandpit (removed with OSHC extension) to other side of Madge Sexton Kindergarten's sandpit on our side of the fence (site funds)
- Path leading from Performing Arts building/OSHC to oval (site funds)
- Replace air conditioner in shared space in main building.

## Projects that DfE have agreed to put on their 'list' for us when funding becomes available include:

- Rooms 26 & 27 transportable building – external cladding repair, paint and strengthen verandah and installation of cross ventilation
- Science room transportable buildings – external cladding repair, paint and installation of cross ventilation
- Main building boys toilets – replacement of adflex flooring and toilet partitions
- Uneven paving in corridor in front of main building towards Madge Sexton Kindergarten – fix
- Disused water tank and footings (next to Kindy fence) – remove
- Repair boundary fence behind gym
- Basketball court surfaces – replace
- All car parks – review surfaces, safety and layout
- Minniss building – audit of all hardware (doors and windows) and fix issues.

Our Grounds Committee also has a very long wish list of improvements and upgrades we would like to see happen around the school with facilities and grounds. If you have any feedback of what you would like to see on this list please email

[Leanne.Lovett932@schools.sa.edu.au](mailto:Leanne.Lovett932@schools.sa.edu.au)



## Taking care of our school grounds:

We really love and care for our school and love that our local community is able to benefit from using our beautiful grounds after hours and on the weekend, but sadly every day we come to school and find evidence of others not caring for it like we do. Did you know that...

- **People walk their dogs on the oval** and every day we regularly find dog faeces on the oval? Did you know that this is actually a **fineable offence for any dog to be on school premises** or school grounds unless special permission has been given by the Principal?  
Our students use this oval every day to play, sit on and enjoy fitness and physical education lessons. This is unhygienic and not nice for our students. There are plenty of beautiful places in McLaren Vale where you can walk a dog.  
Owners of dogs found on the school premises are liable (except for guide dogs, hearing dogs and accredited disability dogs). Under the Dog and Cat Management Act 1995 there is a fine for any dog picked up on school grounds by local council inspectors. Penalties are between \$250 and \$2500 depending on the breed of dog. If you see someone with a dog on the oval you can call Onkaparinga Council on 83840666 to report it and a ranger will be sent out. Or you can email through information about the person to Onkaparinga Council with photographic evidence (including car rego if applicable) and they will follow up.
- **People leave their rubbish**, often we find broken alcohol bottles and other unsafe items throughout the school including in our playgrounds, courts and nature play spaces.
- **People break or damage school property** – we often have to use school funds to fix broken property or replace items that cannot be fixed. Unfortunately often many plants and vegetables are damaged beyond repair.
- **People act dangerously** – climbing on top of school buildings and moving items into areas where they do not belong making play spaces unsafe for our children.

Many of the above issues result in school funds being spent to repair or replace items, or time spent repairing or cleaning up things, time that could be better spent elsewhere. If you see anyone not treating our school with respect and care please call Police Security on 81169230. You can also email any information or photos through to the school at [dl.0251.admin@schools.sa.edu.au](mailto:dl.0251.admin@schools.sa.edu.au).

# School Fees

AMANDA MARCEL

Please remember M&S fees are due to be paid by Friday 9th April (end of term 1).

This is also the due date for the lodgement of school card and applications to pay by instalments.

Please do not hesitate to contact Amanda Marcel, Finance Manager if you need any further information.

**SCHOOL  
FEES DUE  
9<sup>TH</sup> APRIL**

## HOW TO PAY:

**Cash/EFTPOS:** at Student Services in the admin building between 8:30am & 4:00pm, Monday to Friday or placed in the express payment box (outside Student Services).

**Phone payment:** by credit card by calling Student Services.

**Online Payments:** Pay directly into the school's bank account. Bank SA BSB 105-071 Account Number 280 118 540. Please use your family code & invoice number as your reference.

**QKR:** see flyer in this newsletter on how to pay using the QKR app.

**Centrepay:** Families who receive regular Centrelink payments may use this system which allows payments to be sent automatically to the school on a fortnightly basis. This service is provided at no cost to you. Further information is available from the Finance Office.

**School Card:** The School Card scheme offers financial assistance with school fees (materials and services charges) for students attending government schools. Applications need to be submitted each year with forms available online or in hard copy at Student Services. For more information about applying or eligibility visit [www.sa.gov.au/education/schoolcard](http://www.sa.gov.au/education/schoolcard).

**Payment by Instalments:** please contact Amanda Marcel, Finance Manager, to arrange an instalment plan.

## 3 Way Conferences

MATT MILLAR

3 Way Conferences commenced on Monday this week.

Teachers are currently hosting the 3 way conferences with you and your child, all coming together for a 15 minute sharing of your child's learning journey so far.

These discussions provide an opportunity for children to share their learning goals, obtain feedback from the teacher and for parents/caregivers to provide encouragement and offer any other aspirations for your child.

These discussions are a great way to strengthen the partnership between home and school and we are aiming for 100% attendance.

Teachers are flexible and will work with you should you have any difficulty fitting into the allocated schedule.

Class teachers have communicated with families via Seesaw the email instructions to book a time with your child's teacher online at [www.schoolinterviews.com.au](http://www.schoolinterviews.com.au) with the school code 8nt5k.



**3 WAY  
CONFERENCE**



# Southern Nunga Rugby Tag Carnival

BURDA SANDERS

On Wednesday 10th March, the year 6 and 7 Aboriginal students from McLaren Vale Primary School joined students from Seaford Rise Primary School to make a combined team for the Southern Nunga Rugby Tag Carnival.

The team demonstrated some awesome talent on the field and won every one of their games. They also demonstrated excellent sporting attitude to the referee and the opposing teams. We were very proud of all of them.



## Keeping Safe: Child Protection Curriculum

NICKY CLARK

### Keeping Safe: Child Protection Curriculum (KS:CPC)

The Department for Education requires that all young people in schools access the child protection curriculum.

The KS:CPC teaches children to recognise abuse, tell a trusted adult, understand what is appropriate and inappropriate touching and ways of keeping themselves safe.

#### Themes

The curriculum is based on two main themes which are presented through topics and activities.

Theme 1: We all have the right to be safe

Theme 2: We can help ourselves to be safe by talking to people we trust.

#### Focus areas:

The two themes are explored through four focus areas, which are examined in growing complexity in accordance with the age of the learners.

The right to be safe

Relationships

Recognising and reporting abuse

Protective strategies

Your child's teacher will communicate with you via seesaw regarding when these lessons will be taking place in your child's class.

More information can be found at <http://tiny.cc/KSCPC-ParentCarerInfo>

# One Plan Meetings

LEANNE LOVETT

In the coming weeks 'One Plan' meetings have been arranged for 60 of our MVPS students. A 'One Plan' is a personalised learning plan for students who are identified as being: children in care; Aboriginal and Torres Strait Islander learners; and students with disability who need more targeted support and interventions through the Inclusive Education Support Program (IESP).

During a 'One Plan' meeting families and teachers come together to put a plan in place to ensure they are meeting the additional needs of these students. A 'One Plan' consists of information about the student including:

- the student's strengths, interests, motivations and aspirations
- services provided by agencies
- school supports and adjustments
- background information on the student
- the student's learning priorities within the curriculum
- aims, goals and adjustments planned to support the student
- endorsement and agreed actions.



These meetings are held annually, with the goals being reviewed and adjusted each term by the teacher to ensure a targeted and timely approach.

## Bullying – no way!

SIMON LOVETT

Each year MVPS has a strong focus on bullying and the impact it has on the school community. We pride ourselves on the work we do across the school to make everyone feel safe, supported and to have a voice against bullying behaviours.

Friday 19th March was the National Day of Action Against Bullying which provided our school the opportunity to stand together and celebrate our hard work.

We are so proud of the way the students, families and staff supported this important day and the sea of orange represented the commitment to the cause. A whole school picnic lunch followed by a disco on the oval gave the kids an opportunity to celebrate their hard work and maintain those strong connections across all year levels.



Please follow the link for further information about bullying: <https://parenting.sa.gov.au/pegs/peg29.pdf>.



# Fleurieu Arthouse and Pedler Creek Excursion

## ROOMS 1 AND 9

Students had a wonderful day connecting with the local community. They explored the work of local artists at Fleurieu Arthouse, where we had a wonderful guided tour by Anna. The students loved seeing all the different types of art and exploring the artist's work spaces. We then walked down to Pedler Creek where we investigated the environmental effects of farming and how this has impacted the creek's water supply. Whilst we were there we thought about how Kaurna people have used the land and still use the land.



Thea, Macy and Nevaeh exploring the natural environment along Pedler Creek



No Billy Goats Gruff here!



Caleb had a good view from up in the beautiful old fig tree near the Arthouse.



There were lots of interesting things to see in the Fleurieu Arthouse .





## NATALIE WELLS

The past few weeks have been busy ones in OSHC with lots of activities happening, both inside and outside. We've made the most of the sunshine with time spent on the oval and playground. Dodgeball in the gym also remains a favourite with many of the OSHC children! Knitting has seen a resurgence with children wanting to learn this great skill, which has seen lots of persistence and perseverance, especially when the stitches fall off!! Some of the children have also been cooking, with Weet-Bix Slice and Apple Slice a couple of things that have been enjoyed by all children for afternoon tea. Fishing is another skill the children have been involved in, with Jamie teaching some of the children skills such as setting up a fishing rod and practising casting out on the oval. Lots of fun and great skills being learned. Our vacation care program is also now out. If you need your child booked in, please fill out our booking sheet and give it to one of our OSHC staff. Have a great week!



FISHING FUN



WEET-BIX SLICE

*"It is not about smart children, it is about happy children who have the confidence and courage to learn and pursue things dear to their heart."*

— Alexandra Eidens



KNITTING

## Garden Cart

### NAT GIFFNEY

The Stephanie Alexander Kitchen Garden Cart will be outside Room 13 every Tuesday selling delicious fresh produce from our garden, seeds, preserves, jams and sauces.

Please bring small notes and coins to support the program and enjoy our healthy, home grown produce.





# Easter Raffle

GOVERNING COUNCIL

## EASTER RAFFLE: TICKETS \$1.00 EACH

PLEASE RETURN ALL BOOKS TO STUDENT SERVICES BY WEDNESDAY MARCH 31<sup>ST</sup> (NEXT WEDNESDAY).

RAFFLE DRAWN: THURSDAY APRIL 1<sup>ST</sup> 10AM. WINNERS WILL BE NOTIFIED BY PHONE.

1<sup>ST</sup> PRIZE: \$30 VOUCHER FOR OGRE BREWING CO. TAP HOUSE, CHEESEBOARD & CHOCOLATES (DONATED BY WALKERS RUN), WINE, CANDLE & MINI LIGHT BOX

2<sup>ND</sup> PRIZE: ROBERN MENZ INDULGENCE GIFT BOX (DONATED BY MV FRUCHOCS), WINE & MINI LIGHT BOX

3<sup>RD</sup> PRIZE: CHOCOLATE GIFT BASKET (DONATED BY MCLAREN VALE FOODLAND) & MINI LIGHT BOX



## April Vacation Care

NATALIE WELLS

Please see our full vacation care program on the following page, we have some exciting things happening in the April school holidays!

**Hours:** 6:45am – 6:30pm.

**Cost:** \$55.00 per day.

\$50.00 per day for any bookings received by **Friday 9<sup>th</sup> April.**

**Excursions** will incur a fee of **\$15.00** which will be added to your account.

**Incursions** will incur a fee of **\$8.00** which will be added to your account.

**Bookings will not be accepted until all outstanding fees are paid and up to date** and an enrolment form has been received along with any required medical information.

Invoices will be sent each week and **FULL PAYMENT** is required within **7 days** of receiving the invoice. Late payment will result in restriction to the service.

We require **7 days' notice of any cancellation for vacation care**, unless you provide a doctor's certificate for illness. Without a doctor's certificate you will still be charged at the booked rate.

# April Vacation Care Program

NATALIE WELLS

## April 2021 Vacation Care Program



### McLaren Vale Primary School

Opening hours: 6:45am – 6:30pm

Email: [dl.0251.oshc@schools.sa.edu.au](mailto:dl.0251.oshc@schools.sa.edu.au)

Phone: 8323 9217

- \$55.00 per day
- \$50.00 for bookings received by 9th April
- Excursions incur a fee of \$15.00, added to account
- Incursions incur a fee of \$8.00, added to account

<b>Monday 12th April</b> <b>Rev It Up Racing Incursion</b>  <p>Come and race your friends on the Racing Simulators, change tyres and test your reactions – and feel what it's like to be a real race driver!</p>	<b>Tuesday 13th April</b> <b>Movie Day</b>  <p>Relax with popcorn while watching a movie. We'll have 'Star Wars – The Phantom Menace' on the big screen in the gym (consent form must be signed) or Croods 2 in the OSHC room.</p>	<b>Wednesday 14th April</b> <b>Excursion to Old Noarlunga Park</b> (school children only)  <p>Come with us as we spend the day at Old Noarlunga. Climb on the playground, play cricket &amp; footy and we'll have our BIG games to play! (sausage sizzle lunch provided)</p>	<b>Thursday 15th April</b> <b>Wheels Day</b>  <p>Bring your bikes or scooters, and remember your helmets!  <b>NO HELMET = NO RIDING!</b></p>	<b>Friday 16th April</b>  <p>Join us as we once again create our very own Ninja Warrior Course. Lots of climbing, crawling, jumping rolling and lots more!</p>
<b>Monday 19th April</b> <b>Movies OR Fishing &amp; Wooden Playground Excursion</b> (school children only)  <p>A first for OSHC. An excursion with 2 choices! Wooden Playground followed by fishing (limited spaces) OR Wooden Playground followed by the movies, to see Peter Rabbit 2.</p>	<b>Tuesday 20th April</b> <b>Campfire Cookout</b>  <p>Join with us as we do some cooking over the campfire, toast a few marshmallows and learn about fire safety.</p>	<b>Wednesday 21st April</b> <b>Excursion to AFL Max</b> (school children only)  <p>We'll visit AFL Max where we'll learn lots of new skills and have plenty of active play! Also a trip to the playground for lunch.</p>	<b>Thursday 22nd April</b> <b>Pjama &amp; Electronics Day</b>  <p>Wear your pj's! Play i-pads, watch movies, Nintendo switch, giant board games and much more. Children may bring their electronic devices (no phones)</p>	<b>Friday 23rd April</b> <b>Anzac Day Activities</b>  <p>Join us as we make Anzac biscuits, do Anzac Day crafts and learn about what Anzac Day means.</p>

Only choose 1 activity



# Do you struggle with a selective eater?

NICOLE AMERY

## Selective little eater?

Have you considered that making a change to how you SOURCE your fresh produce may influence whether they eat their food?

In my opinion, this is an often-overlooked factor in "fussy" eating.

Fresh, seasonal, local (organic, where possible) produce tastes more DELICIOUS than conventionally grown stuff that has travelled for miles and/or been stored in a cool room for weeks/months.

And kids' taste buds are more sensitive than ours!

So, next time your child says "yuck!", have a taste yourself - is the food they are tasting made with the best-tasting produce you can get your hands on?

## The best options to consider:

F&V delivery box (time and energy saver too!).

Local farmer's market.

Grow some of your own (because also, who wants to pay \$3 for a bunch of parsley they'll only eat half of?!)

Green grocer, where the grocer can tell you where the produce has come from.

So, where do you source your fresh produce? Is it delicious??

## ENJOY MEALS, TOGETHER

*Why?.....*

It saves you time! No need to cook multiple different meals and do multiple clean-ups.

Research shows that children eat more variety when they eat with a trusted adult who is being friendly and supportive, and when they eat with parents and/or siblings.

Children learn to eat by watching us eat. Kids want to be like their parents. If they watch you eating your food, they will strive to do the same (when not pressured). And they learn how to sit at the table, use cutlery and use manners.

When you sit to eat, you digest better, meaning you reap the full benefits of nourishing food. Stop rushing around tidying as your kids eat their snack, and just sit down with them.

*How?.....*

Choose food that you enjoy. If your child sees you enjoying your food, they are more likely to tuck in.

Ensure you serve at least one safe food if you have a little one who is anxious about mealtimes. Even if it's bread.

Serve meals family-style - chuck everything in the middle of the table and let everyone help themselves.

Concentrate on eating and enjoying your own food, and trust your child to eat.

Do you struggle to find time to eat together as a family? Is there anything you could change to prioritise it more of the time?



# Do you struggle with a selective eater?

NICOLE AMERY

## Nicole's top tips for getting your child to stay seated for mealtimes:

- **Timing.**
- Make sure the food is completely ready to serve and eat before inviting your child to the table. This is especially important for babies and toddlers who have a very short attention span.
- **Be realistic.**
- Are you expecting your young child to sit for too long? Young children can finish their meal within 10 minutes. Let them know they may leave the table and play quietly nearby until the rest of the family is finished (have a fave toy/book ready).
- **Follow the Division of Responsibility.**
- You are responsible for the what, when and where of food. Your child is responsible for how much or whether.
- **Make mealtimes pleasant.**
- Take the focus off how much your child is eating, and instead focus on making the mealtime enjoyable.
- **Get the kids to help with setting the table creatively.**
- Get their giggles out before the meal (5 start jumps or do a crazy dance). Conversation starters.
- **Make it a picnic dinner on the floor!**
- Try to just enjoy your meal, and let your child do their job of eating theirs.
- **Set an example.**
- Sit to eat your own meal with your child as much as possible. I know this can be hard when you have a million things to do, and I don't always get it right. But trying to sit and be present at meal and snack times is just so important for so many reasons.
- **Consider seating.**
- Is your child sitting comfortably to eat their meal? If not, they may be using up energy trying to get comfy, rather than being able to focus on eating. I love the Leander and Stokke adaptable chairs (I have one of each!) which set kids up at the right height with an appropriate foot rest.

## Nourish & Connect



### About Nicole:

Nicole Amery (OT, coach and reception parent) runs a free Facebook group to support mums who want to commit to relaxed, fun mealtimes and wholefood family living.

You can join a community of like-minded mums in a judgement-free, supportive space, with heaps of practical strategies for getting organised and serving up wholefood meals and snacks consistently. Our aim is to turn even the fussy little eaters into food-loving kids, without the pressure tactics of power struggles.

To learn more and join the Nourish & Connect community, follow the link below.

<https://www.nourishandconnect.com/>

# What is kindness?



## YOUTH AND COMMUNITY IN CONSERVATION ACTION

YACCA was formed back in 2014 so environmentally minded young people have a place in our local community to care for the environment and make a positive impact! YACCA provides a platform to learn about the local environment from the sea to creeks to hills, network with and learn from experts and venture further afield for camps and forums.

### Opportunities:

- |                                      |   |
|--------------------------------------|---|
| Work health and safety training      | Planting days                                     |
| Cultural awareness training          | Plant identification skills                       |
| First aid training                   | Propagation of indigenous plant species           |
| Leadership                           | Knowledge of plant associations and habitat types |
| Excursions and camps                 | Skills in trapping and handling native wildlife   |
| Reefwatch coastal monitoring         | How to care for sick and injured wildlife         |
| Ability to create management plans   | Environmental awareness                           |
| Contributing to environmental forums | Project management                                |



Where? Willunga Environment Centre

Who? Suitable for ages 8-18

When? Mondays (13-18) and Tuesdays (8-13) 4pm during the school term

CONTACT THE YACCA TEAM FOR MORE INFORMATION!

[yacca@willungaenviro.org.au](mailto:yacca@willungaenviro.org.au)

MESSAGE OUR FACEBOOK: SEARCH "YACCA"

<https://www.willungaenviro.org.au/yacca-page>





# What's happening in class?

ROOM 6

## What is kindness?

OVER THE LAST FEW WEEKS, ROOM 6 HAS BEEN EXPLORING "KINDNESS."

WHAT IT LOOKS LIKE, FEELS LIKE AND SOUNDS LIKE.

WE HAVE READ STORIES, SHARED AND PAINTED PICTURES OF WHAT KINDNESS MEANS TO US.



## Kindness is.....

Filling someone's bucket and making friends. - ELYSE

"Making a homeless person a house." - WILL

*"Hanging out with friends."* - HUGO

**"To share your toys."** - CASEY

"SMILING AT SOMEONE I DON'T KNOW. THAT'S HOW I MAKE FRIENDS." - CHARLI

