



ISSUE 5 - 3rd April 2019



# Newsletter

## Diary Dates

### Sports Day

Friday 5th April

### Year 6/7 Canberra Excursion

9th - 12th April

### End of Term 1

Friday 12th April

### Assembly 1:30pm

Early Dismissal 1:55pm

### Term 2 Starts

Monday 29th April

### Governing Council Meeting

Tuesday 14th May

7:00pm

### NAPLAN -Years 3, 5 & 7

14th-16th May

### Assembly

Thursday 16th May, 2:20pm

### Pupil Free Day

Friday 24th May

### Athelstone School

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or (08) 8337 1002

Mobile: 0429 324 428

(Voice or Text Message only)

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[www.athelstone.sa.edu.au](http://www.athelstone.sa.edu.au)

### Principal

Gyllian Godfrey

### Assistant Principal

Stephen Clarke

### Governing Council

Chairperson

Kate Jones

## Athelstone School Governing Council – Strategic Planning Committee

One of the role's of Governing Council is to set the broad direction and vision of the school.

The Strategic Planning committee is currently seeking views from the community to set these directions for the coming 5 years.

We value the voice of the Athelstone community and look forward to including you in the process. We are asking 3 questions to start the process, they are

1. What is school for?
2. How do you know if your child is successful at the end of primary school?
3. What role do you have to play in your child's education?

You can add your input in 2 ways

1. At the TALK CAFÉ on Sports Day – we aim to set up by the food – you can add your ideas with post-it notes.
2. Use the following link <https://padlet.com/gylliang/o0q88g7xhlrn> or scan the QR code to take you to the link.

This is the first step of the process so we look forward to your input.



## Future Schools Conference - School Improvement Plan

Last week I had the privilege of attending the #futureschools conference in Melbourne. The #futureschools conference takes a strategic look at the future of teaching and learning by re-imagining 21st century education and re-designing learning experiences and spaces. The two day event provided the opportunity to experience just what the schools of the future might look and feel like, learn how we can implement future-ready teaching and learning strategies in our school, discover the latest advances in educational technology and network and discuss your ideas with other school leaders who are already implementing changes in their school. We were presented with the latest global trends and developments in school education, including changes to the: schooling system; society; behaviour; pedagogy; curriculum; technology; professional learning; and learning spaces. I was inspired by a series of thought-provoking keynotes e.g. Dr Jordan Nguyen, inspiring case studies from schools in Australia and NZ, and practical real-world presentations like how long can we (or our students) concentrate for when watching a video? And how many times do we need to hear a message before it is internalised?

What I observed is that the 21st century education theorised and discussed for decades is finally aligning to the current needs for children born into, living and developing into our future 'creative class'. Many of the transformative schools shared a similar message.

It was clear that engagement in the general capabilities and cross-curriculum priorities is paramount to the success of Australian students today. Literacy, numeracy, ICT capabilities, personal and social capabilities, critical and creative thinking skills, intercultural understandings and ethical understandings applied to sustainability, Asia and Australia's engagement with Asia and Aboriginal and Torres Strait Islander histories and culture is central to the learning in schools. Paying attention to diversity, equity and inclusion is as important. To remember that we are building a learning community (students, staff, parents, community) that has hope, purpose, empathy and compassion, is united and believes in reconciliation – without these what are we? (Continued over page)



## Future Schools Conference - School Improvement Plan Cont...

At Athelstone School our School Improvement Plan supports the development of literacy and numeracy with clear focus on what is required by teachers and how we know we will be successful. We are transforming our pedagogy through the Future-focussed learning project and will see children moving through the school more competent and confident than ever in engaging in the learning through what matters to them. Our learning spaces are transforming to match the new pedagogies and I am excited and inspired by the teachers who are embracing these challenges to ensure that we are preparing our Athelstone School students for the brightest, most hopeful future we can. They are our hope, I can't wait to see what they do with it!



**Improvement plan for Athelstone School**  
2019 to 2021

**Athelstone School will be an exemplary, interdependent and compassionate learning community where expectations are high and achievements extraordinary.**

**Improve Reading Achievement R-2**

If we consolidate our approach to the teaching and learning of phonological awareness, including phonemic awareness, as part of the Big 6 of Reading then we will increase student achievement in Reading R-2 as measured by Running Records, PAT R and Phonics First.

We will be successful when

Students achieve the SEA (reading) benchmarks. Children are successful at reading and wanting to read for pleasure.

**Improve Reading and Writing Achievement R-7 with a focus on oral language**

If we develop and implement a whole school approach to the integration of oral language as the foundational skill for reading and writing then we will increase student achievement in these two domains as measured by PAT R and Writing Criteria benchmarks.

We will be successful when

Children will confidently be dialogic in their learning interactions. They will be able to ask questions and articulate clear responses orally, they will express themselves in writing with increasingly complex sentences and vocabulary as measured by the oral language and writing literacy progressions.

**Improve Mathematics Achievement 3-7**

If we develop a deeper understanding of multiplicative thinking in Years 3 & 4 then we expect to see an increase in HB retention in Years 5 and 7 as measured by PAT M and NAPLAN

We will be successful when

Children will be confidently engaging in maths learning collaboratively with teacher and peers. They will be able to explain their reasoning to others. They will feel positively challenged and stretched as measured by progress along the ACARA numeracy progressions (particular to Number).

## Sports Day

Sports Day is a fabulous opportunity for building resilience!!

Perhaps you could find some time to discuss with your children how resilience can be built through participation. Don't forget Sports Day is about giving things a go and doing your best.

Building resilience means:

- Showing great sportsmanship – cheering for everyone!
- Accepting the team you have been placed in without complaint
- Accepting your place in a race
- Using positive rather than negative language and not putting others down if you don't win



## New Families

We welcome our new families to their first Sports Day at Athelstone School. All new students have been placed in one of our four sport teams - **Lorenz**, **Amber**, **Kidman**, and **Marchant**. We encourage students to come dressed in their team colours but ask that they dress suitably for sporting activities; appropriate shoes, a hat, apply sunscreen and bring a drink bottle.

On Sports Day, students should arrive a little earlier at 8:40am so that the roll can be taken and students can be on the oval, ready to start at 9:00am. The program has been emailed to families and a printed copy will be available on Friday.

We will break for lunch at 1:10pm, pre-ordered lunches will be delivered to each classroom teacher to distribute. If you have not pre-ordered lunch, you can purchase from the canteen from 12:00pm (cash only).

The day ends with the presentation of the House and Avanti Cups and speeches from the winning teams. Sports Day will end at about 2:30pm. Students can leave with their parent / caregiver after the presentation but they must report to their teacher first. Any students not going home early will be supervised by their teacher until the normal school finish time of 3:10pm.

## Auskick News

We received an email from a parent who wanted to share her child's experience last weekend at the AFLW Grand Final.

Joanie from Room 18 was selected to present the winning medal after the game on Sunday.

"I just wanted to email you through some footage of Joanie at Adelaide Oval today presenting a medal to the winning team (a very impressive Crows win). She got to play at half time also, but they don't air that on tv. She has had some amazing opportunities through the Auskick programme (this is now her 3rd year). None of this would be possible without the fantastic work of **Bel Argent** and her team (family), the encouragement they give and positive attitude they promote. We are so very fortunate to have the Auskick program at Athelstone and I know it continues to grow with popularity each year. A future footy player in our family? Who can tell, although when I showed her the photo of Tayla Harris earlier in the week, Joanie said "Wow, that's a high kick, one day I reckon I will kick that high and by then" Port Adelaide" will have a women's team", so only time will tell. Thank you once again, Kelly and Paul Gibson."

Thank you to Bel Argent and all the parents who support our children with the after school sport program.



## Assembly Awards

Congratulations to the following students who were awarded certificates at the last assembly. Since the last assembly our awards have changed from the Program Achieve Foundations to our four school values; **Excellence, Respect, Responsibility, and Integrity**. These values are the foundations of our school culture and are essential for children if they are to be successful 21st century learners.

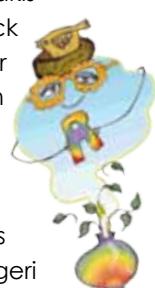
### EXCELLENCE

Abisha Mohaan  
Leonardo Tonga  
Campbell Lewis  
Lacey Emmerton  
JJ Saipele  
Lachlan Murray  
Charlize Pickering  
Ethan Massey  
Stefan Aloi  
Zoe Millan



### RESPECT

Phoebe Luppino  
Sarah Randles  
Sebastian Blanco  
Luke Karakoulakis  
Dewan De kock  
Owen Couzner  
Capri Sheridan  
Lauren Sloan  
Ella Sloan  
Emma Li  
Kristina Peppas  
Adriana Berlingeri



### INTEGRITY

Zoe Bowden  
Erika Semmler



### RESPONSIBILITY

Adham Awar  
Emma Addabbo  
Kashvi Arora  
Josh Goomes  
Ava Holland  
Luke King  
Riley Giles  
Hugo Saunders  
Eddy Coventry  
Maddie Massey



# 10 TIPS FOR GREAT PARENTS

I'm new to this school. 10 weeks here and I have seen some truly inspiring things.

We have great kids and hard-working teachers keen to establish relationships and to embody inclusivity for everyone. A very effective Governing Council who are working (often until ten at night!) to oversee the environment for enabling education to flourish. There are lots of supportive parents. Learning programs that cater for individual needs and adjustments made in classrooms for children who need assistance. Most of all I have seen LOTS of smiles. I can tell you that as schools go we are 'flying'.

Disappointingly, I have seen some negativity amongst some small parent groups which can undermine all of the positives listed above. So, rather than buy into that negativity, I have decided to turn it into a positive by suggesting the following for those small group of parents who are a little burdened by their negative outlook. With thanks to Wilson McCaskill, the author of 'Play is the Way' here are 10 tips to make GREAT parents.

- Just as teachers accept your role as an advocate for your child, accept your importance as a role model and make every effort to be the best role model you can be when dealing with teachers and other parents. Recognise that this may call for personal change and improvement. None of us are perfect.
- Trusting that your children DO love you, allows you to do the "parent things" that may sometimes make them dislike you for a while. It's a learning experience to have hardship, disappointment and to not have your immediate needs met. It's part of life.
- Try to always be the adult you claim to be and have the emotional self-control to offer firm guidance, support and moral leadership. Sympathise with your children but try not to solve their problems for them. Ask them "so what are YOU going to do about this problem?" This empowers them and takes away THEIR negativity.
- Separate **your** needs from those of your children. They can't live your dreams. They are not you.
- Try to always use reason not rage. Avoid fighting fire with fire. Be in control of your feelings and your actions so that your children can learn to be in control of theirs.
- Show faith in your school. Prepare your children to work hard so that teachers can help them to learn well. Establish rights, rules, responsibilities and routines in your household and let every child do their bit. Give kids chores, square meals, the time to talk and the sleep they need. Assume the teachers best intentions before questioning what is happening, and always use good manners when doing so. And say thank you.
- Turn the TV, and the IPAD, the computers, the Play Station, the Xbox and all the mobile phones OFF. Turn the conversation ON where possible. And remember; loving children is easy, it's rearing them that's hard but it does get easier with practise. Then they become teenagers – but that story is for another time.
- Role model good manners at ALL times and ask for them in return. Good manners and being respectful often diffuse conflict situations.
- By acknowledging small improvements in behaviour you make it easier for big improvements to follow. Spot them doing good stuff instead of 'nit-picking' when they are bad.
- Try to avoid thinking that you can save your children from getting hurt (emotionally or physically). Instead, prepare them to cope. Life is hard sometimes but it's hard for all.

I hope that you can pick through these and identify at least one or two nuggets that help you. After all, if I help you I am directly helping your kids. And that's my mission and everyone of the staff here I promise you.

**Stephen Clarke**

**Assistant Principal**

# Zoo Snooze

## Room 14 and 15



Over the past two Fridays, Rooms 14 and 15 went to Adelaide Zoo to attend a Zoo Snooze. It was a memorable experience. When the classes arrived at the zoo the instructors introduced themselves and told everyone about the zoo. Then the students ate dinner. It was delicious! After, everyone made their beds and set off for the night walk. There were many animals to learn about. The students came back, watched a movie and went to bed. In the morning, everyone packed up, ate breakfast and set off for the morning walk. The morning walk was much better because we could see the animals more clearly. A huge thanks to Mrs Richards, Mrs Murray, Mrs Gibbs, Mr Farmer, Mrs Hodgson, Mr Dillion, Mr Clarke, Cindy, Karin, April and our zoo educators Dan and Eric!

I enjoyed sleeping in the tents –  
Matthew Room 14

My favourite part of camp was the  
morning walk – Sofia Room 14

My favourite part of Zoo Snooze  
was seeing the animals and feeding  
the meerkats – Liam Room 15

I enjoyed the night walk – Ben  
Room 15

My favourite part was seeing the  
alligators – Joseph Room 15



The morning walk was the best part! – Sienna Room 15

The best thing was that nobody else was in the zoo – Tess  
Room 15

The best part of the Zoo Snooze was when I saw the bats.  
They were epic! – Luke Room 15

My favourite part was feeding the meerkats – Mitchell  
Room 14

It was so interesting learning about the different roles at  
the zoo and going behind the scenes – Kiana Room 14

My highlight was when the lion roared in my face - it was  
scary but funny – Layla Room 15



**MARRYATVILLE HIGH SCHOOL  
SPECIAL INTEREST MUSIC CENTRE**

**Applications are due by Friday May 3, 4:00pm**

**First round auditions held on Friday May 10**

**Second round auditions held on Thurs 23 & Fri 24 May**

**More information about the Special Interest Music Centre, please visit [www.marryatvillehs.sa.edu.au](http://www.marryatvillehs.sa.edu.au) or call 8304 8431**



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**Karin's Corner**

Hi everyone,

One week away for a break, relaxation and some family time. It's also a time where many in our community celebrate Easter.

I know for myself and many of you, Easter is a Christian celebration where we remember Jesus death and resurrection. It is the very essence of new beginnings and hope for many. Eggs are given as a reminder of new life and hope. I don't know about you but it's easy to spend money on gifts and eggs for our families, and sometimes it seems quite extravagant.

Why not put the focus on others outside of our comfortable lives and give a family or a whole community the gift of a new start! Serving and giving to others is a valuable life lesson and gift we can teach and give our children.

It's great to see how the students are eager to support and help those in our own country but also those in other countries. Seeing how they can make a difference and helping out no matter how big or small is an important life lesson.

Tear Australia is a great organisation which helps others regardless of their religious or cultural backgrounds. A gift selected from the catalogue may be a great way to give back to others.

Instead of chocolate, give a gift that will make a difference. There are a heap of gifts under \$20.

Chicken - \$5.00, Health & Nutrition - \$5.00 , Pre-School Classes - \$5.00, Vegie Garden - \$10.00, Teacher Training - \$10.00, Build a Village: Local School - \$15.00, Local Health - \$15.00, Local Garden - \$15.00

Catalogues will be available next week at reception and on the junior primary notice board. You can also visit the website and print out your own gift cards. [www.tear.org.au](http://www.tear.org.au)

With our diverse community here at Athelstone, we all celebrate in different ways, so however you spend the time this Easter, have a wonderful and safe holiday time.

Blessings, Karin Williams (PCW)



**See Something, Hear Something, Say something...**

Should you notice anything unusual or suspicious happening at the school on weekends or during the school holidays, please contact the police immediately.

**Police 131 444**  
Save 000 for emergencies





# ADOLESCENT SCOLIOSIS SPINAL CURVATURE

## The National Self-Detection Program for Scoliosis

A HEALTH PROMOTION PROGRAM  
RECOMMENDED BY THE SPINE SOCIETY  
OF AUSTRALIA. THE PROGRAM IS  
ENDORSED BY THE PAEDIATRICS AND  
CHILD HEALTH DIVISION OF THE ROYAL  
AUSTRALASIAN COLLEGE OF PHYSICIANS.

## How to detect Scoliosis.

*Helpful information for  
schoolgirls in years 5 and 7  
and their parents.*

### What is scoliosis?

Scoliosis is a lateral or sideways curve of the spine. The spine also rotates on its long axis as it curves. It usually develops during early adolescence (age 10-13 years) when growth is most rapid.

### What is the cause of scoliosis?

The cause is unknown, but 80-90% of cases occur in otherwise healthy adolescents. This is called idiopathic (cause unknown) scoliosis.

We know that scoliosis is NOT contagious and NOT caused by bad posture, a soft mattress, carrying a heavy school bag or eating junk food.

### Why is early detection important?

While very small curves are common and of no significance, about 2% of girls have a curve which warrants medical observation during the growth period. Three girls per 1,000 will require treatment during the growth phase.

If treatment is required, the earlier it is undertaken, the better the long-term result. This is the basis for screening since in the early stages scoliosis produces no symptoms. The way to detect scoliosis is to look for it!

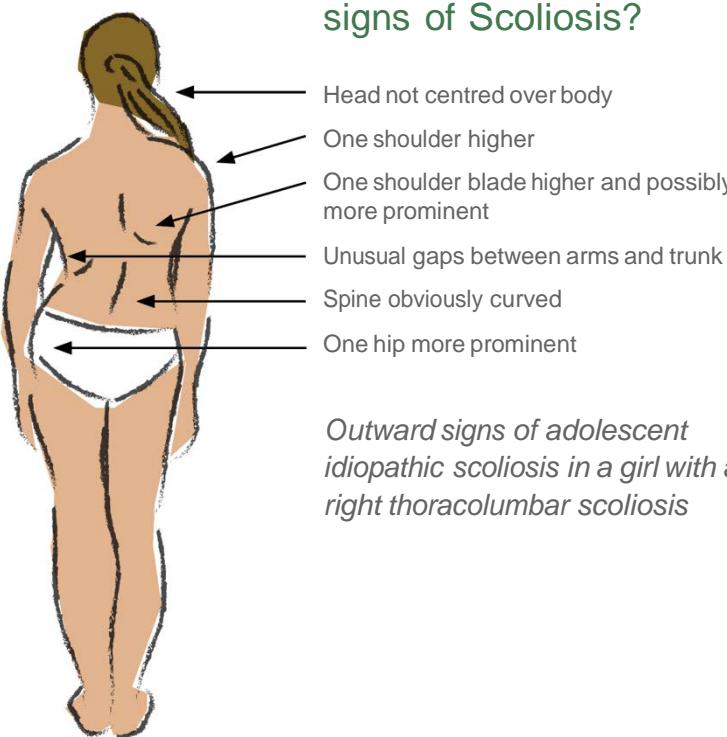
### The National Self-Detection Program for Scoliosis

This information is designed to make parents of schoolgirls aware of the outward signs of scoliosis.

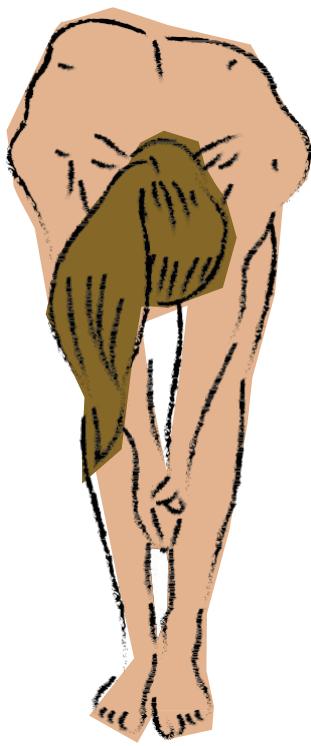
Each year, all government and non-government girls' schools will be asked and by a direct approach to school principals, to download the *Self-Detection Fact Sheet* from [www.scoliosis-australia.org](http://www.scoliosis-australia.org) and distribute it to girls in Years 5 and 7 (10 and 12 years of age in most states and territories).

This is the age range when scoliosis first appears. If after reading the Fact Sheet you or your parents think you may have this condition, please consult your family doctor.

### What are the outward signs of Scoliosis?



*Outward signs of adolescent idiopathic scoliosis in a girl with a right thoracolumbar scoliosis*



## How Scoliosis is detected.

Apart from the outward signs with a teenager standing as illustrated, the reliable Forward Bend Test is used in the diagnosis of scoliosis.

This simple visual examination requires the teenager to stand with the feet together and parallel and bending forward as far as she can go with the hands, palms facing each other, pointed between the two big toes.

In scoliosis, one side of the upper chest (thoracic) region or the lower back (lumbar) region will be more than 1cm higher than the other. The prominence is most often on the right side in the thoracic region.

If the difference between the two sides is less than 1cm, it is highly unlikely that a significant curvature is present and the difference is simply due to asymmetrical growth of the two sides of the body.

This is called torso asymmetry and is of no significance.

There is no scientific evidence that physical therapy (exercise programs) and spinal manipulation (chiropractic adjustments) will either correct a scoliosis or halt its progression.

## What will happen if Scoliosis is not treated?

The curve may increase unnoticed during the growing years. Moderate and severe curves may also increase in adult life.

Some curves may increase with pregnancy. Severe pain, physical deformity and wear and tear arthritis may occur during middle life. Early detection is important for a healthy future.

## How do you detect Scoliosis?

Simply look for it! It only takes 30 seconds.

## What about brothers and sisters?

Scoliosis tends to run in families. When a curve is detected in one member of the family, other children should also be examined by the family doctor. If there is a history of a blood relative, especially a female cousin, having been treated for scoliosis by brace wearing or surgery, then this strengthens the case for spinal examination as a regular health check between 10 and 13 years of age.

Scoliosis which requires treatment is far less common in boys than in girls. The ratio of boys to girls requiring treatment is about 1 to 10.

## Is treatment successful?

Yes, modern methods produce excellent results when a curve is detected early. In most cases an inconspicuous spinal brace is worn. Surgery is needed in only one out of three cases which require treatment.



Scoliosis  
Australia

Scoliosis Australia is a project of  
the Spine Society of Australia



The Scoliosis Australia website  
is supported by a donation  
from Evolution Surgical



Visit our website [www.scoliosis-australia.org](http://www.scoliosis-australia.org)