Dear Parents,

This year I am very conscious of how I can be better at making sure learning for all students is visible: that is, each student knowing what knowledge and capability they need to demonstrate by the end of the year and how they are progressing towards the desired target. So to make sure my approach is achieving its intention I conducted a student survey of my performance.

The table below identifies how my teaching capabilities are making an impact on students knowing what is expected of them in how to learn and what they need to learn. This information is valuable in how I can support all students achieving their desired goal. The results generally depict I am ensuring my practice for all students is very comparable to evidence-based best practice though I can get better in some areas for all students.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Statement</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goals and Feedback</td>
<td>My teacher tells me what I am going to learn about</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>My teacher tells me how well I am doing in class</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>My teacher notices when I do well in class</td>
<td>84%</td>
<td>16%</td>
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<tr>
<td>Rules and Procedures</td>
<td>My teacher tells me what the rules are for our classroom</td>
<td>89%</td>
<td>11%</td>
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<tr>
<td></td>
<td>Our classroom is a good place to learn</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Interacting with new inform</td>
<td>My teacher tells me when I need to listen carefully because he’s saying important things</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>ation</td>
<td>Sometimes we work in groups in my class</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>My teacher helps me remember things I already know</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>My teacher teaches us new things a little bit at a time</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>My teacher helps me think about what I learn</td>
<td>84%</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>My teacher helps me explore new ideas</td>
<td>79%</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>My teacher lets me draw about what I learn</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>My teacher asks me to think about what was going on inside my head while I was learning</td>
<td>53%</td>
<td>47%</td>
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</tbody>
</table>

On Fridays, the Year 2/3 class have been learning about the visual conventions of art and so far we have delved into topics such as line, shape, texture and colour and the students have shown great enthusiasm when experimenting with different techniques and artistic materials.

Trent

We have discussed the importance of learning what each art element means so that we have a common language to talk about what we like/don’t like about art. We have discussed the many different types of line possibilities and how these can be transformed into textures, explored the notion of value in colour with perspective watercolour paintings, the difference between warm colours vs cool colours and created some really interesting patterns with black pen Zentangles.

As a way to connect the students to their natural surroundings, we sourced interesting leaves from around the gardens and created bright leaf rubbings with oil pastels and watercolours. In the next couple of weeks the students will have an opportunity to explore paper folding techniques and we will be working on making some awesome hats for the Easter Hat Parade.

Tarin

Inside this issue:
Year 2/3 News 1
General News/Kafe/ Upcoming Events 2
Garden News with Keith 3
Kids Matter— "Recognising Mental Health Difficulties" 4

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Special points of interest:
• Kafe this Friday (see menu on page 2—The Year 2/3’s are cooking this week)
• School Photos have arrived! You are welcome to come to the office and see them.

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Last week on Parade I summarised and reflected upon the viewing of a documentary movie “Dirt”. The older class had begun viewing the movie, available on you tube, as it significantly connected to their learning across the year levels and across multiple subjects. With consideration of Mrs Smith’s excitement for the level of student engagement and learning connectedness, I decided to test the waters with my class. As intended it ended up being a very valuable combined viewing and discussion learning experience.

Apart from students across different year levels communicating how the content connected to their learning, it was overwhelming to witness how the knowledge demonstrated sequential learning across multiple subjects. Although it was even more satisfying to hear how students connected learning their everyday learning at school with what is of high importance for all global citizens. After all, we are driven to foster successful learners and citizens. So when I experienced the discussion I was internally gratified from knowing what we do everyday is making our future better.

We pride ourselves on ensuring your child receives a good education. So we make sure the Australian Curriculum comes alive and is connected to students’ everyday life. We do this because the curriculum is about and for life. That is why parade serves a dual purpose in your child’s learning. On one hand it includes a whole-school learning experience to highlight the learning similarities across all classes. While on the other hand it provides parents with an insight into what your child is learning about. Therefore we are very appreciative for the strong weekly showing of parents at parade demonstrating a keen interest in their child’s learning.

I ironically comment made in the documentary was - ‘Waste is not waste until it is wasted.’ Every day the older class undertakes processes to ensure our waste is not wasted. Rather it is mostly reused, recycled or distributed to the worms, chooks and soil. We do this because recognition days like ‘Clean Up Australia Day’ encourages better practices for our waste management however we believe if it is important enough on one day then it should be important everyday. So even though we participated in the day on Friday, you should know that every Friday we do the same thing on top of our daily waste management practices. In saying that, thank you students and teachers for your effort in keeping our grounds an appealing place to be rather than a waste site.

Lastly, I want to thank the P&C, especially Linda, Lisa, Michelle and Anita, for their effort and support to make sure the trial Bingo night succeeded. Further analytical discussions will be held at the next P&C meeting though the initial feedback was very positive. And we raised $250. Another low maintenance method to enjoy an event and raise funds for our students. Thanks P&C and the remainder of the school community for supporting this event.

Cheers,
Trent

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**KAFE MENU**

Thai Fish Curry with rice
Green Pawpaw salad
Tomato Relish

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**Upcoming Events**

**Monday 21 Mar**— **Harmony Day**— Our school celebrates Harmony Day and Closing the Gap Day as one to raise awareness of respecting each other so we can all live in peace. Closing the Gap Day is officially recognised to raise awareness of differences between Indigenous and Non-Indigenous health.

**Tuesday 22 Mar**— **School Cross Country**—parent helpers required. Please notify office if you are able to help.

**Wed 23 Mar**— **Bike on Skills Day**—Please return permission forms.

**Thurs 24th Mar**— **Easter Hat Parade/Last day of Term 1**
GARDEN NEWS

It’s been a really exciting time in the garden lately, for me and the kids. First of all, Zeb’s handiwork in the kitchen devising tasty meals using much of our own produce, has been really inspiring and satisfying...Look out for the home made Thai curry coming up.

AND WE HAD A SNAKE IN THE CHOOK HOUSE!!! On Tuesday morning, on the way to feeding the chooks I heard they were more keen than usual to be let out. I kinda knew what that meant, and sure enough, there was a small-ish (2-3 metre!) python curled up on the rafters in there – no doubt digesting the eggs. I had to go to another gardening job, so I locked the chooks out of the house and let Trent know the situation. When Gary and Pam arrived, Trent got Gary onto the job straight away, boldly capturing the python in a sick bay pillowcase and taking it away for release in the Kin Kin hills.

This certainly captured the imagination of young James – I’m sure he’s our own budding David Attenborough. Reptiles are a fascination of his. We’ve agreed next term to create a small habitat (rocks and water) in the garden – to attract lizards and frogs, who will eat the bugs (attracted by solar lights). He’s talking of making a film about snakes and reptiles – Anita, Sascha, you interested in a new project?

Last week, with Dale’s Prep-Is cooking in the Kafe, it was a good opportunity to go harvesting with them – to make the link between growing food, preparing it and eating it. It was a real thrill to arrive in their classroom and see them so excited to see me, all keen to put on their hats and gloves. First we had a look at the plants we put in last week – marigolds, lettuces and cherry tomatoes. We agreed that they had grown twice or maybe three times the size they were when we planted them. We also saw a few worms around – a very good sign that we prepared the soil well. Josh was able to explain what “harvesting” means. We then grabbed our baskets and went picking eggplants, mint, parsley, spring onions, and pumpkin and even found a ripe watermelon. The veggie skewers and couscous salad we ate later in the Kafe were delicious. The older kids did some work in the orchard, with Michelle and Pam, and our volunteers Michelle and Robyn – fertilized the fruit trees with poultry pellets and rock minerals, and weeding and mulching around them. (I like to fertilise the orchard at the beginning of each season – it needs to be done 4 times a year, so the seasonal changes are a good reminder). Also, being Clean Up Australia Day, A couple of the boys did a sterling job making over the garden shed – thanks to the duo, Levi and Max, for doing such a good job. We can actually step inside and find things again!

Last term break WORKING BEE! I can’t wait! WEDNESDAY 6 April People!!! I expect to see you all there, and, kids, feel free to bring your parents and grandparents and teachers and carers and big brothers and sisters. So between now and 6 April you can either put your hand up or hide your faces when you see me, mumbling excuses. Anyway it will be time to plant our annual garlic crop, create a second worm farm, plus all those other jobs that fall down the priority list as time passes. Delicious morning tea provided. Wednesday 6 April – did I say that yet? Wednesday 6 April 2016 Garden Working Bee. …Keith...

Congratulations to our STUDENTS OF THE WEEK

Tyrah for being a Healthy Citizen who willingly helps and supports others in need.
Claire for being a Democratic Citizen who takes pride in completing her tasks thoroughly and contributes thoughtfully to class discussions.
Finlay for being a Democratic Citizen who has been demonstrating to the class how to be an Active Learner.
Willem for being an Informed Citizen who has made a great start to his year.
Alannah for being a Democratic Citizen who has been demonstrating initiative by always trying her best at school.
Tarni for being a Democratic Citizen who has been demonstrating initiative by always working well in class.

Easter Raffle— Can you please send in some Easter Eggs to begin the great Easter Raffle for 2016. Donations are gratefully accepted. We will keep them under lock and key (in the office). Kearin and Pam can look after them (he! he!) until the P & C start wrapping them up. Raffle tickets have been sent home!
Recognising mental health difficulties: Suggestions for families

Children’s mental health difficulties and how to get help

Some children have emotional and behavioural difficulties that are mild, short-lived and can be resolved with minimum help and support. Others may have difficulties that seem more serious, and interfere with everyday life. Their emotions or behaviour seem to be different to other children of the same age. When problems occur for more than a few weeks and interfere with school, home, friendship or daily life, it is probably time to seek assistance.

The following signs may indicate your child has a difficulty that needs professional attention
- Frequent, unexplained temper tantrums
- Unusual fears
- Difficulty in going to sleep or staying asleep
- Sadness and feelings of hopelessness that don’t go away
- Avoiding friends or family and wanting to be alone most of the time
- Refusing to go to school on a regular basis
- Inability to get along with other children
- Hyperactive behaviour or constant movement beyond regular playing
- Noticeable disinterest or decline in school performance
- Frequent aggressive reaction (more than typically expected in the situation)
- Severe difficulties with concentration, attention and organisation
- Significant changes in behaviour over a short period of time