



# MODBURY SCHOOL

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Principal : Mary Ttikirou Deputy: Kirsty Brumby Term 1 Wk 5

## Connect - Challenge - Create



### Diary Dates

#### Term 1

#### Week 7

14th March  
Public Holiday  
Students do  
not attend  
school on this  
day



Weeks 10/11  
4th April -13th  
April  
Years Rec- 5  
Swimming  
Program

#### Thursday

14th April 2022  
Last day of  
Term 1  
Students  
dismissed at  
2pm



Friday  
15th April  
Public Holiday  
Good Friday

### Term 2 Advance Notice

Tuesday  
30th May  
School Photo  
Day



Dear families,

Now that we have reached week 5, it is very clear that routines and processes have been developed collaboratively with teachers and children in our school. These structures support children and build a sense of belonging. They provide predictability and enable them to take ownership of their learning and reinforce what it means to belong to the school community.

In today's newsletter you will see a snapshot of what each Learning Community has developed as communal agreements and commitments to creating a safe and rigorous learning space. Your child has had active involvement in the development of their learning community agreements so please encourage them to share their understanding of how this works with you.

### Helping your child

With any new school year, parents are often faced with wanting to help their child to feel better. As parents we jump in to help solve issues with managing new friendships, changes with teachers or responding to comments/actions of other children. We do this because we don't want to see our children struggle, be upset or feel uncomfortable, it is our natural protective instinct. It is important to remember that at times even small issues are magnified for children, and I encourage all our parents to approach these conversations with the idea of learning in mind. Our responses as adults will teach our children how to manage the situation. When a child gets upset in an uncomfortable situation and we immediately resolve it by removing them, they learn that getting upset is a good way to cope. A better learning experience for our children is for parents to let them know that they are going to be okay, even if they're scared or have made a mistake. We cannot promise that nothing bad will ever happen but we can express confidence that they can be supported to face their fears and feel less afraid over time. It is important to consider that the best way to help children overcome anxiety is to teach them to deal with it as it comes up. If we include children in conversations about how to manage our feelings when we are anxious, upset or uncomfortable, they will learn that it is going to be okay, and will be less anxious. We can show empathy to children without agreeing with their fears or concerns. Instead we should give them coping strategies, ask critical questions about how they feel, what they think they should do and how they will manage if the situation arises again.

A constructive school and parent relationship requires that you trust that we have your child's best interest at the forefront of everything that we do. If your child shares a worry or concern with you at home, let them know that school is a place where a lot of different learning happens and that this worry or concern will be part of learning. Remind your child or children that their teacher is an important person to reach out to during the day, let them know teachers want to help and that you as parents are working closely with their teacher to support them to manage issues as they arise. Sometimes, parents can carry the anxiety on behalf of the child but we need to learn to trust that children can cope with some stresses and when they are working through issues they are learning valuable tools and life long lessons.

Our children are strong and resilient, let us continue to work together to allow them to manage obstacles and problem solve.

All parents now have processes in place to communicate with their child's teacher, where questions and celebrations can be shared on a regular basis. If you feel that you are not connected to your child's teacher, please send them an email and discuss how this can be improved.

**COVID Update** Latest information for the Department for Education suggests that many of the current restrictions will be in place until the end of Week 8. This means that unfortunately we will still need to limit the number of adults accessing the site and we ask that if you do need to come in, please call ahead to arrange an appointment. We kindly ask that you continue to drop off and collect from the gate.

I have had some parents questioning the use of masks and in particular, the dialogue from staff to children around mask wearing. The DfE strongly recommends the wearing of masks for all children in year 3-6. Children in these year levels are offered a mask and if they wish to wear one, they accept it. It is important to understand that this is a choice and teachers do not request or instruct that any child wears a mask. If you have any questions please reach out to the class teacher.

Mary Ttikirou

# Preschool Hive

The Preschool Hive has started 2022 with 20 competent and capable learners! We also welcome their families as our partners in teaching and learning! In preschool, we enrol the whole family, not just the child!



As part of our Welcome Circle time every morning at preschool, we discuss how we will show our whole school values of Connect, Create and Challenge.

Here are our foci so far this term:

**Connect** . . . with the people and our learning environment by using people's names and engaging in many different learning areas and activities.



**Create** . . . a safe and happy place of learning and a sense of belonging by learning the routines and expectations at preschool, including safe hands, safe feet and safe words, identifying and managing our feelings and through the inclusion of photos of ourselves and our families.



**Challenge** . . . ourselves to be confident as we take part in new, and sometimes tricky things. We are learning to be 'the boss of our brain'! Children have also set a challenge (learning goal) for themselves as part of their Individual Learning.



Mary Woolley

## Off to a BUZZING Start in THE HIVE



To begin this year in The Early Years Hive we have been focussing on what makes us a respectful and responsible member of our community. We have had many important discussions about what our job is in the classroom and how we can be powerful learners. As a part of learning to be at school in a different environment or with a new teacher we have been speaking lots about the decisions we make and how they help or hurt our learning. Our core values in The HIVE have been our focus during the first few weeks of school and will continue to be a big part of our learning journey throughout the year. These core values include:

- Treat others the way you want to be treated.
- Everyone has the right to learn and teach.
- Everyone has the right to feel safe.
- The right to respect (self, people, and property)



Mrs Dickens and Miss Phillips have been feeling very proud of all the children in our community for their resilience and positive attitude that they have brought to school every day! We are looking forward to being a part of the wonderful learning that is going to take place in The HIVE this year.



# Learning Community A

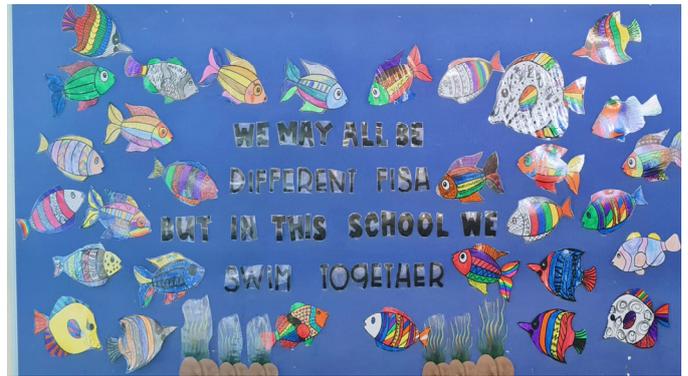
## Connect Challenge Create

To start off the year in Learning Community A, students have been discussing core values that are important to them, what they mean and how they can show them. One of their favourite Core Values is being inclusive, and it relates to Modbury School's core values of Connect, Create & Challenge.

First we listened to the book called "Big Foot" which describes acceptance and boosts self-esteem. From this we discussed what it means to be inclusive and completed a community Y chart on what it feels like, looks like and sounds like to be a good friend and inclusive of others.

We also created a community piece of art work using fish zentangles. This demonstrates that we are all different inside and out, but we work together in this school as part of a community where we accept and value everyone for who they are.

Hayley and Marci



## Room 10

Room 10 is a small specialised class at Modbury P-6. Our students work together to maximise learning opportunities in a supported environment.

Students in Room 10 are enjoying learning coding skills and putting their knowledge into practice using our Dash robots. The students are developing their skills using the "Path" and "Go" coding Apps on their ipads.

Room 10 Goals:

**Connect** to learning, be brave and grab every opportunity to learn something new.

Be **Creative**, if it doesn't work out the first time, try something new.

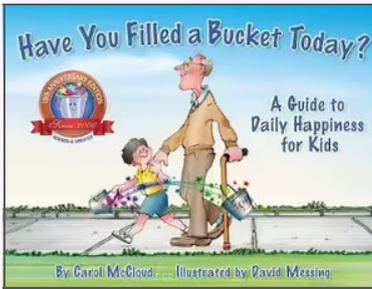
**Challenge** yourself, look for ways you learn a new skill, ask for help after you have had a go on your own.

These are great goals for our Room 10 students and for all our learners at Modbury School.

Vikki and Nicole



# Learning Community B

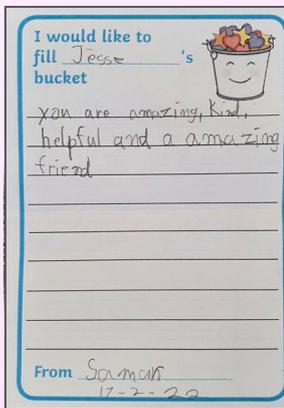


Each year, students from Learning Community B, take part in two weeks of community building and social learning activities. We learn new routines, explore core values including what they mean and why they are important and collaboratively create a community agreement.



First, the students share what it looks like, feels like and sounds like in their ideal learning environment. Then, together, they come up with an agreement for everyone in LCB to follow to make sure our learning environment is safe, inclusive and respectful for all.

As part of our agreement LCB students have identified that "In Learning Community B we are bucket fillers who use kind words and actions to fill other people's buckets." Bucket filling is a way of spreading kindness and love throughout the world. Modbury School is full of bucket fillers.



We read the book "Have You Filled a Bucket Today?" which describes everyone having an invisible bucket. It explains that we can be bucket fillers, by saying and doing

kind things to fill someone's bucket to make them feel happy, or we can be bucket dippers by saying and doing unkind things which empties someone's bucket and makes them feel sad. Students created 3D origami buckets for our classroom and regularly fill out bucket fillers for staff and students.



Kristie and Jackie



## Health and Physical Education Classes

are an important part of every school's curriculum. While having fun and exercising our children learn valuable skills that they can incorporate into many aspects of their lives.

In PE this term we have completed several cooperative games and discussed the importance of being a team player and exactly what TEAM stands for: "Together Everyone Achieves More".

We are now beginning to practice our skills in our first targeted program - **GOLF!** This is an unopposed sport which means students have the opportunity to play as individuals while showing etiquette around other students.

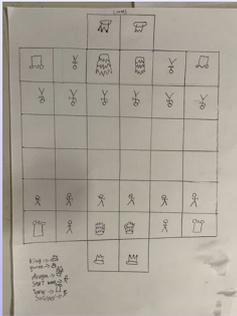
Marcus



# Learning Community C

In LCC we are committed to being strong school leaders and role models not just in our community but also within the entire school cohort. We value demonstrating cooperation and teamwork at all times and when taking on other responsibilities such as; flag duties, recycling, garden gurus, being respectful team players and constantly showcasing our school values of Connect, Challenge and Create. Here in LCC we pride ourselves on being the best learners and version of ourselves possible.

## Playing Games in LCC



Every Friday, LCC students engage in a double lesson of STEM which stands for Science, Technology, Engineering and Mathematics. Last week we brainstormed some of the student's favourite board games such as Snakes and Ladders, Monopoly and Chess.

We examined what makes these games enjoyable and challenging. Students were then tasked with creating their own board game that we could play in Community C. Students had to consider the following criteria: theme, title, how to play, rules, and equipment needed.

Students were given the option to create their games from scratch or use templates as a guide. We are still in the drafting phase of these board games but will continue to work on them in week 5. Board games are instrumental in teaching children emotional regulation and skills such as: teamwork, sportsmanship, accepting loss, being a good winner. They also assist in developing numeracy skills, reading, motor skills and general problem solving. All this while having fun!

Luke, Alison and Marcus



**Tea Tree Gully Netball Club** is a Family, Fun, Focused Netball club. We are seeking to **NEW PLAYERS** predominately for our Primary and Sub Primary (previously GO grades) :

Primary (2011-2012) - \$225

Sub Primary (2013-2015\*) - \$225

If you are interested, please register following the below link by Friday 18th March. The Upfront Fee is \$130 which remaining balance issued via club Invoice in April.

You can use your Sports Voucher (players aged between 5-15 years (2007-2017). The Sports voucher is \$100. To use this when registering click on 'Have a voucher?' and follow the instructions. Only one voucher can be claimed per year.

Please follow the Registration Link: [PLAYHQ.COM](https://www.playhq.com)

<https://www.playhq.com/netball-australia/register/b230d1>

[#gullyspirit](#) [#strongertogether](#) [#tenacityteamworkgrowth](#) [#gogullies](#)



**Be Prepared to Join Scouts!  
Come and Try – 3 visits for FREE**

Northridge Para Vista Scout Group  
Kentish Green, Warren Road,  
Para Vista

Joeys – Tuesday Nights –  
6.00pm – 7.00pm

Cubs – Tuesday Nights –  
7.00pm - 8.30pm

Scouts – Thursday Nights –  
7.00pm – 9.00pm

Venturers – Friday Nights –  
7.00pm – 10.00pm

Contact: Gary Powell (Group Leader)

0481 354 800

Email:

[gl.northridge@sa.scouts.com.au](mailto:gl.northridge@sa.scouts.com.au)  
[www.sa.scouts.com.au](http://www.sa.scouts.com.au)