



Tip of the Week:

Be Brave:

*Without fear
there cannot be
courage*

*Morning drop off
Front gate 'Kiss & drop'*

*Afternoon pick-up
Wait at the front gate:
the teacher on duty will
send your child out to
meet you, or ring
85723279 or
0419 618 309*



*If your child is late or
you need to pick
them up early?*

*Ring the office and we
will organise to sign
your kids in or get them
sorted for an early pick
up and sign out*

*Reminder to the
'bikies':*

*Please don't take
wood from school
grounds – it's our
Nature Play area for
the kids to play,
learn and enjoy!*

Dear Jervois Primary School Community,

As we near the end of Term 2, our little people get tired after busy days at school. Sometimes a day of rest, or a sleep in is needed to recoup and recharge. Just let us know if you are keeping your little one at home, or letting them sleep in and will be late coming to school. We have easy ways to communicate: the School Stream app, a text to our school mobile phone, or a quick phone call to the Office. Indeed for all absences from school, we need to know reasons for our attendance system: it's an Education Department requirement we report on daily student attendance, hence the follow up we make if we don't hear from you! We appreciate being advised prior to or on the day of any absences to avoid us having to chase up with families.

Feeling unwell?

We appreciate you have all been vigilant with keeping your



children at home if they are feeling unwell. Any signs of a cough, sniffles, fever or generally feeling unwell – best to keep them at home in the warm for a rest, recovery and recharge before sending back to school. We encourage students and staff to dress appropriately for the weather, drink lots of water, eat healthy food, use tissues, sneeze into your elbow, hand sanitise or wash with soap & water regularly, catch/cover coughs and let us know if feeling unwell. It's not just your own child's health and well-being, but others that we need everyone to consider as well. Staying home when unwell minimises the risk of spreading germs and infectious colds & viruses.



Keeping children safe - Dogs

It has been highlighted this week about safety around dogs we do not know; about approaching dogs and how we behave around them. We had a stray dog come into the school grounds this week. While we were lucky he was very friendly, sometimes we just don't know how unfamiliar animals will react with us, particularly little people. Have a chat with your child about being safe around dogs:

Children and Dogs: the Fast Facts

(from Dog and Cat Board website)

When meeting or at play with a dog, children should:

- Never approach or go to pat unfamiliar dogs without asking the permission of the owner
- Never tease, hurt or provoke a dog
- Approach any dog slowly, hold out your arm, but keep it low with the back of your closed hand facing the dog
- Stroke dogs gently on the chest, shoulder or back, do not pat them on the head
- Stand still if being approached by a strange dog – try not to squeal or jump
- Avoid direct eye contact with an unknown dog – as it may feel threatened by this and react aggressively
- Never run and scream as this is prey behaviour and many dogs will chase as a game or as an attack
- Never touch a dog if it lifts its lips, bares teeth, snarls, growls, snaps or raises the hair on its neck or back.



Mikelle's Moment



Being Happy, Safe and Belonging

because we value respectful relationships, wellbeing and community



Stop and Think

because we value every opportunity for student success



Learning and Leading

because we value lifelong learning and leadership.



The Learning Pit

because we value challenge, effort, persistence and progress

At assembly last week we talked about **play**. At JPS we know we can play in a range of ways: active, construction, creative, quiet and our nature play. Play is a way for us to learn and develop many skills and understandings. One is learning about rules, fairness and taking turns; as well as muscle development coordination and control. Football is a great example of this, and Tania has spoken with older students this week about how school football is played differently to Saturday football. The students are clear about the differences and know why. The aim is still to have fun and be active with footy at school but we need to keep our safe ways in mind.

Learning Intentions (LI) and Success Criteria (SC) (a part of the DfE LDAM strategy) Researchers have done a 'stop and think' about LI/SC; insights they noticed from their research included,

When students know the learning intention:

- Focus on the purpose of the activity
- Know where to focus their efforts
- More likely to stay on task
- Take responsibility for learning.

Last week our SLC students continued their LI/SC influence and investigation. Last term at a Monday Morning Meeting SLC checked in with teachers and students using a strategy called '4 corners' to see what we understood and did in classroom practice. Lots of older students were familiar with LI/SC. This term their investigation saw a few members in the role of detectives as they explored rooms and books for evidence of LI/SC. Their summary was that LI/SC was found in all classrooms: well done JPS and SLC! Their movie about LI/SC has been shared at staff meeting with teachers, across our partnership at SLC, and next week will be shared with Governing Council.



LI/SC make the learning focus clear to the student. The evidence of the success criteria can highlight student progress and achievements as we see and know what they can do, know and understand.

This week teacher learning on Wednesday night was focussed on (LI/SC). This is teacher learning we have intentionally built on over the past 3-4 years. Writing a good LI/SC, like lots of things, needs practice and deep understanding. JPS teachers know the context or task is not helpful as a part of the LI and the LI should be brief and clear.

I am grateful for researchers making the complex work of teaching and learning simple and accessible in this example; Hattie and Timperley (2007) describe three questions that guide learning for students:

- *Where am I going? (Learning intentions)*
- *How am I going? (Success Criteria)*
- *Where to next? (Feedback)*

Mikelle Miegel



Wellbeing Words

Hello!

I hope you are all keeping well and warm. If not or you would like to work towards feeling better or being a little warmer then read on! Last week I wrote about staying connected for the benefit of your wellbeing; today I want to share about how and why being active is also super good for you. The 5 ways to wellbeing webpage reminds us that no matter our age, being active is good for both your body and your mind. The amount of evidence and list of reasons to be active is insanely long! Some include, reducing symptoms of stress, anxiety, depression, strengthening your heart, lungs, bones and muscles, increasing blood flow, improving quality of sleep and of course keeping our weight in check. One that I really love, is the chemical change it has on our brain. Not only does it send extra oxygen to the brain, it also causes a chemical change that can positively impact our mood. So not only are you keeping warm on these chilly days, but you're also looking after your wellbeing. If you're not someone who already dedicates time to exercising, start small. A simple 10min walk around the block is a great way to begin. Make sure you stop and notice how your mood has changed after you exercise! Some final tips to get you going: start simple, find something you enjoy, invite a buddy to join you, but mostly: Make a plan and stick to it!

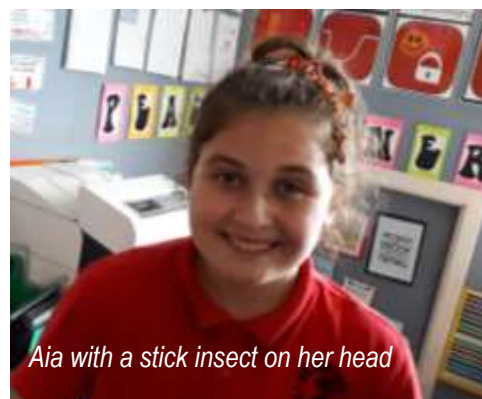
Amanda ☺



Shelley's Sharing

Hi everybody,

I have been thinking about bravery recently. Not huge acts of enormous courage, but the small acts of bravery we see every day. A Reception child who is standing at the school gate with his mum, suddenly losing his nerve, but who takes a deep breath and steps into his school day bravely. Our whole class of Year 6/7 students who let stick insects walk on their hand - or even on their head! - While I watch on in awe. Myself, last year, when a student brought in some pet baby snakes; at first I was petrified, but finally I bravely touched one. Something to add to the list of things-I-never-thought-I'd-do!



Aia with a stick insect on her head



Stick insect having a handy rest

Life calls for bravery, doesn't it. There are risks involved with everything we do, to some extent, and we can be paralysed into inaction if we over-think sometimes. What is important is that we step out of our comfort zone to try new things, when opportunities present themselves. Our students learn how to be brave, and how to take risks safely, in their learning. Not just in their learning but also in the whole school environment, including play and social interaction. School is a safe place for children to explore, to take risks, to make mistakes, and so to learn.

May we all make small steps towards a braver life -

Bravely yours,
Shelley

EXTRA DATES for your diary (**TBC = to be confirmed**):

| | | | | |
|------------------|-----------|---------|--------|---------------------------|
| STUDENT FREE DAY | Friday | Week 10 | Term 2 | 3 rd July |
| STUDENT FREE DAY | Wednesday | Week 3 | Term 3 | 5 th August |
| SPORTS DAY | | Week 6 | Term 3 | TBC |
| SCHOOL CONCERT | Tuesday | Week 5 | Term 4 | 10 th November |
| STUDENT FREE DAY | Wednesday | Week 5 | Term 4 | 11 th November |

(Student Free days for Staff Learning & Development Sessions: often linked to other schools in our area)



Nicki's Garden News

Hi everyone,

Frosty winter mornings and some beautiful winter sunshine....lots of garden busyness.

We have been looking carefully at our garden through our world windows at our garden micro-environment. By looking carefully, we discover that there's more to our garden than we see at first. We can learn a lot about our garden health and what we can grow as the garden changes through the seasons.

We have been making a new no-dig garden, checking and feeding worms, building compost, building a new bicycle wheel trellis and making newspaper pots to plant new seeds in.

Always lots to do and learn in our garden.

Also....just in case you feel like making some apple and cinnamon muffins like the ones we cooked recently, here is the recipe:

Apple Cinnamon Muffins

½ C (125g) melted butter or oil

½ C sugar

2 eggs

1C yoghurt or milk

½ t salt

1 ½ C diced apple (about 2 apples)

1 ¾ C flour (½ plain & ½ wholemeal)

½ t bicarb

2 t baking powder

1 t cinnamon

½ C sultanas

TOPPING

1 t cinnamon

2-3 dsp white sugar

(mix together)

Oven 180°C bake for 20 mins

1. Combine butter/oil, sugar, eggs.
2. Add yoghurt, salt, apples & sultanas
3. Combine flour, baking powder, bicarb, cinnamon in separate bowl
4. Add dry ingredients to wet ingredients – stir only until combined
5. Spoon into muffin tins, sprinkle with topping
6. Cook for 20 mins
7. Enjoy!

Makes 10 large muffins

Remember to find a sunny spot and enjoy our outside spaces,
Love Nicki





SC interviews



Name: Patric Age: 10

At school I am grateful for: nature play because it is fun to roll tyres and reels.

At home, in my world I am grateful for: Lego because I can build whatever I want & no one can stop me

I am learning about, faces in art A key/interesting word Manga

(ask me about this, I'll tell you more!)

I felt happy when I played with Caleb T. I was in the GREEN zone.

Name- Harry Age- 7

At school I am grateful for: having the playground.

At home, in my world I am grateful for: having 2 dogs to play with.

I am learning about being healthy, A key/interesting word is body strength!

(ask me about this, & I can tell you more!)

I felt happy when I was bouncing the balls. I was in the GREEN zone.

Name: Ella Age: 11

At school I am grateful for: PA because I like to play new games and skills.

At home, in my world I am grateful for: my mum and dad for taking care of me and feeding me and giving me water.

I am learning about fractions, decimals and percentages, A key/interesting word is equivalence.

(ask me about this, & I can tell you more!)

I felt happy when I was playing dodge ball with all my friends. I was in the GREEN zone.

Name: Hayden

Age: 5

At school I am grateful for: chasey at recess and lunch

At home, in my world I am grateful for: my dog and horses and my bird.

I am learning about don't hurt anyone, A key/interesting word is safety

(ask me about this, & I can tell you more!)

I felt happy when I was at Marcus' house. I was in the GREEN zone.

Name: Scarlett Age: 7

At school I am grateful for: sharing my toys with people I am friends with

At home, in my world I am grateful for: when I am told to do something, I do it

I am learning about my bean stalk standing up A key/interesting word is beanstalk *(ask me about this, & I can tell you more!)*

I felt happy when I'm playing with people.

I was in the GREEN zone.

Name: Danielle

Age: 39

At school I am grateful for: the fantastic friendship I've made with staff and students that bring a big smile when we chat.

At home, in my world I am grateful for: my loving husband and daughter who care for me and give me big cuddles when I get home.

I am learning about Indigenous Aboriginal art A key/interesting word is incorporate

(ask me about this, & I can tell you more!)

I felt excited when I solved an issue where my cat put a paw print on my painting and incorporated it into my design. I was in the YELLOW zone.



MARCUS' RECOUNT (YR 1)



handed the giants hen and it laid
 him a golden egg. The giant fell a
 sleep. Jack stole the hen and ran down the
 bean stalk. The next morning the giant
 said "fee fi foa fum" I smelt a blood of a
 man. I gave the giant his harp and
 it sang to the giant and he fell a sleep.
 Jack stole the harp then the giant woke up.
 Jack climbed down the bean stalk, then Jack
 graded an axe and chopped the bean stalk
 down, and they end.

WOW! What a recount
 MARCUS.
 I ♥ IT.

Jack and the Beanstalk
 To be able to retell the happenings in the story in order remembering to use finger spaces between words.

One sunny morning Jack's mum sent Jack to
 market to sell the cow to get some money.
 But Jack got some beans in stead Jack's mum
 did not like the beans so she threw the
 beans out the window and Jack got sent to
 bed. Early the next morning Jack looked out
 his window and there was a bean stalk out side.
 Jack climbed the Bean stalk and he saw a
 carroll Jack went in the carroll and said can
 you feed me. Then the giant was again deening
 saying "fee fi foa fum" I smell blood off
 an English man. The Kook said hiv here is
 your son. Then the giant counted his gold
 so say. Then the giant counted his gold
 then hee he fell a sleep. Then Jack stole some
 gold and went home. The next morning
 the giant said "fee fi foa fum" I smelt a
 blood of a imglesh man. Then the Kook



OUTDOOR CLASSROOM DAY



Today was Ah-mazing! The sun couldn't have shined any brighter than it did ☀️

Mrs Frost and Mrs Cracknell are in awe of just what Mrs Hughes was able to pull together for such a fun day.

Thank you to Naomi and Mrs Abbott too for all of their help!

There was a bit of writing, a bit of scavenger hunting, a bit of ipad-ing, a bit of delicious sausage sizzling, a bit of marshmallow-ing and damper-ing and to top it all off..... some Discovery Time too 😊😄



FRESH PICKED TODAY

COS LETTUCE – YUM!

IF YOU WOULD
LIKE SOME, GET IN
QUICK.....ALL WE
ASK IS A
DONATION
TOWARD OUR
KITCHEN GARDEN



Murray Bridge North School OSHC and Vacation Care
July School Holiday Program 6th to 17th July 2020
for information and bookings please

Phone 8531 0179 ♦ Mobile 0417 825 455 ♦ Email bev.walker944@schools.sa.edu.au

July Vacation Care Program 2020

| MONDAY 6th July | TUESDAY 7th July | WEDNES. 8th July | THURSDAY 9th July | FRIDAY 10th July |
|---|--|--|--|--|
| <p>In the Jungle <i>Playing, Making, Creating and Locating</i></p>  | <p>Infinity and Beyond</p>  | <p>Up and Away</p>  | <p>Out & About Flying by the River</p>  | <p>Retro Fun</p>  |
| MONDAY 13th July | TUESDAY 14th July | WEDNES. 15th July | THURSDAY 16th July | FRIDAY 17th July |
| <p>Accessorise</p>  | <p>Cameo Excursion (if able) and PJ Day</p>  | <p>Out of the Box</p>  | <p>Out & About Playground Hunting</p>  | <p>Find Your Tune</p>  |

Fees: Full Day \$54.00 Half Day \$34.00 Special Event Day \$74.00 CCS Applies
Fees include lunch and snacks throughout the day unless otherwise stated.

