

Macclesfield Primary School

Responsibility ◦ Safety ◦ Respect ◦ Success ◦ Caring

Principal: Lynne Noll



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Department for Education

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NEWSLETTER NO. 8

Term 2 Week 3 Thursday May 16th

Week 4 Character strength — Love and Being Loved **Monday 20/5**

Tuesday 21/5
Indonesian
Top Block Play

Wednesday 22/5
Milo for sale 50c

Thursday 23/5
Parent Coffee Morning 9.15 – 10.15
Top Block Play

Friday 24/5
Assembly Rec./1 hosting
Footsteps Dance

Week 5 Character strength — Love and Being Loved

Monday 27/5
Student Assembly

Tuesday 28/5
Indonesian
SAPSASA Cross Country

Wednesday 29/5
Milo for sale 50c

Thursday 30/5
Planned Sports day completion

Friday 31/5
Footsteps Dance
Education Director and Principal Consultant visit
Newsletter Day
SAKG Cooking

Sports Day

Sports Day completion is planned for 30th May from 9.30am. We have received District Council approval to use Davenport Square. Although, we love the rain, we hope the weather will be kind to us on this date.

Reading 'More in May' Competition

You may have noticed the 'Reading More in May' competition, promoted on the Scholastic flyers. All teachers are very supportive of students wishing to enter and are happy to be named on the entry form.

Cooking Competition

Congratulations to Keely Andrew (scones), Leela Andrew (All-in-One Chocolate Cake), Anni Sexton (Lemon Sponge Cake), Rhys Woodcock (Beer Cake), Henry Sexton (Irish Apple Cake), Emma Cock (Cornflake Honey Slice and Toffee Apple Cake) and Alice Beke (White Christmas Slice and Ginger biscuits) for the entries they submitted with their family members in the local Heritage Family Bake-off held as part of the SA Heritage Festival. We had many prize winners. It is great when the community comes together like this.



Student Free Days

Tomorrow is a Student Free Day.

Please remember there is also another planned Student Free Day on Monday 24th June. I know plenty of warning is helpful.

REDUCING NAPLAN STRESS FOR STUDENTS, PARENTS, AND TEACHERS

I know the NAPLAN testing for 2019 is well underway, but I found this article at the end of last week and I think the messages are worth us remembering.

With this year's round of the National Assessment Program – Literacy and Numeracy (NAPLAN) tests approaching, it's important to keep clear lines of communication between schools, parents, and children – and remember that it's just one method of assessment that we undertake.

But between the launch of the MySchool website, mixed messages from the media and politicians, company's selling products to families to help their kids "improve" their NAPLAN results, and confusion around the test's purpose, it can seem like a very big deal indeed.

For all the varied views on NAPLAN, there's something most people can agree on: the less stress kids feel about it the better. Dr Angelique Howell of the University of Queensland (UQ) has completed several studies on NAPLAN; one of these looked at 105 children's experiences of NAPLAN at two schools. While the experiences of these children cannot speak for every child, the study revealed some of the sources of NAPLAN stress, and strategies for dealing with them.

Not all kids experience NAPLAN negatively, says Dr Howell. "Some kids don't mind it at all, some kids look forward to it, so each child's experience is unique," she said.

When kids do get stressed about NAPLAN, it's often because they're receiving different messages at home and at school, don't understand what the test is for, or are led to believe the test will have a major impact on their lives.

Let kids know nothing bad will happen

Kids can have an exaggerated idea of what's at stake; Dr Howell says she's "spoken to kids in year 3 who think that they could end up homeless one day if they don't do well at NAPLAN. This is because they, and their parents, believe that they need a good score to get into a 'good' high school." One child "thought he'd get kicked out of the school if he didn't do well, while another thought she would have to repeat year 3 until she got better scores; even though there was no evidence to suggest that any adult said these things."

"The clear message that kids need to get from home and school is that nothing is going to happen if they don't do well." In this sense, it's good for parents to know that "despite all the talk, and the MySchool website, and everything else, NAPLAN is not high stakes for their child; if they can be aware of that, they can have that conversation with their children."

...to be continued

Character Strength

Love and Being Loved

As a loving individual, you value close relationships with others, particularly those in which your feelings are reciprocated. You express love openly and receive it warmly, drawing strength and courage from both. You put your trust in others and make your loved ones a priority when making big decisions.

If you have the strength of love and being loved...

- There are people in your life whose happiness matters as much to you as your own and this feeling is mutual.
- You consider the people you love when you are making big decisions.
- You enjoy receiving and accepting love from others.
- There are people in your life with whom you feel free to be yourself.

Footsteps Concert

The students will showcase what they have learnt during the Footsteps Dance sessions at a concert on the evening of Thursday 6th June at 6.30pm. We hope you are able to come along.

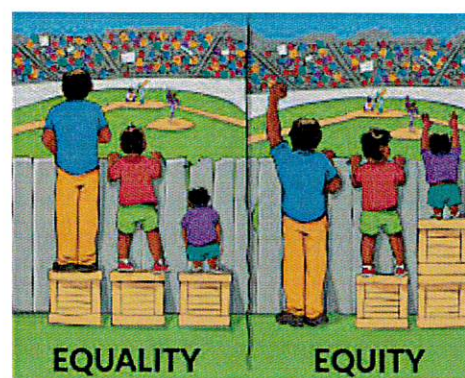
Differentiated Teaching Practice

Teachers are sometimes questioned about using different strategies for different students.

Teachers are required to differentiate their teaching practices to accommodate the varied needs of the students in their classes.

Variations seen in teachers' practice are often based upon strategies that are recommended as a result of students' educational or health assessments, carried out by those with expertise in particular areas of child development. This may be for students with or without disabilities or learning disorders.

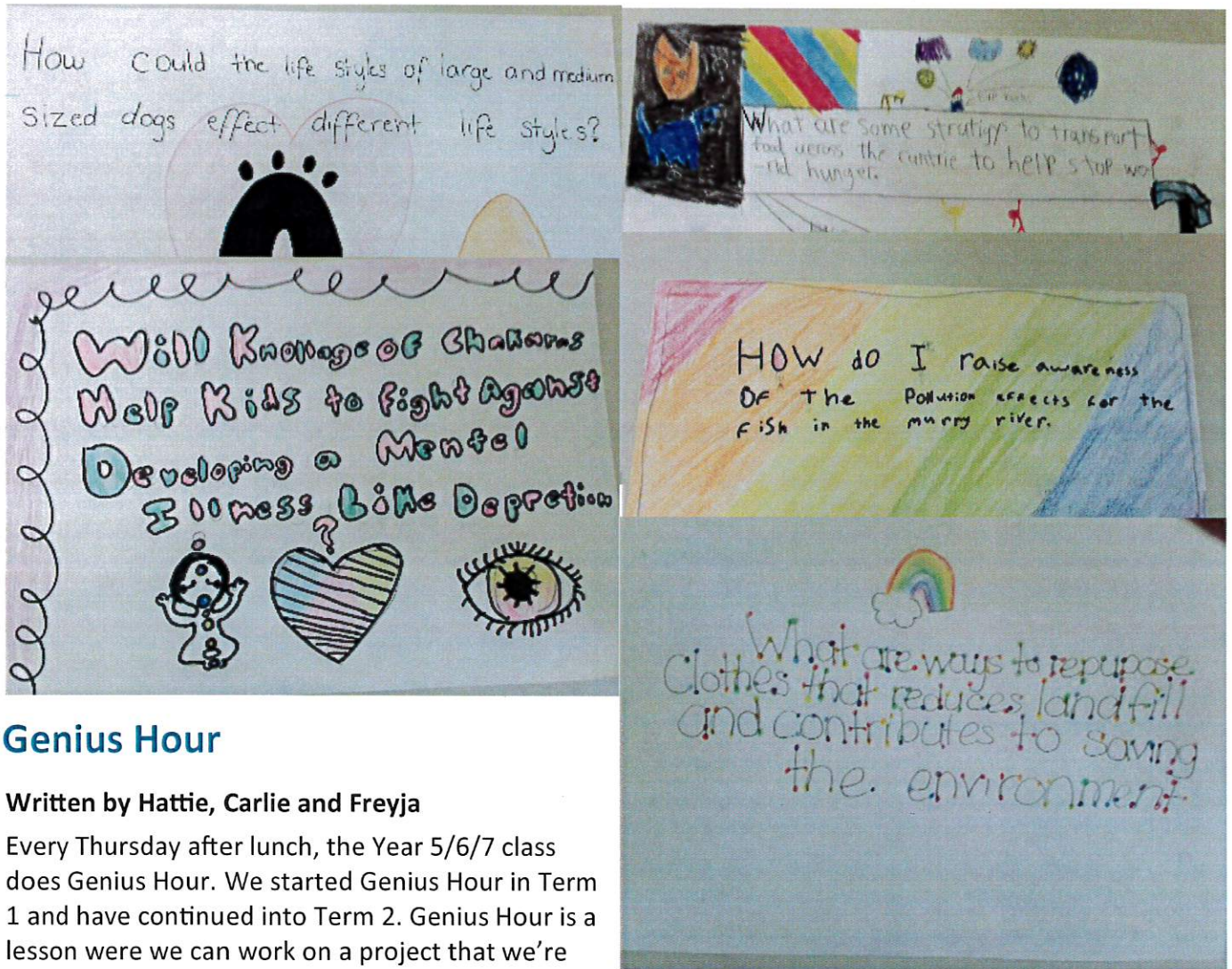
By treating everyone in the same way, we will never achieve educational equity for students.



LOST: One green and white BMX bike, left behind at school some time last term. Please contact us if you've seen it around.

Room 3

Year 5/6/7 Class



Genius Hour

Written by Hattie, Carlie and Freyja

Every Thursday after lunch, the Year 5/6/7 class does Genius Hour. We started Genius Hour in Term 1 and have continued into Term 2. Genius Hour is a lesson were we can work on a project that we're passionate about.

Most people are creating or researching on the computer. Some people are making models of their design.

Before we could start re-searching our topic, we had to make a research question. It couldn't be googlable or so in depth we could write a book on it. These are some of the most creative research questions.

We are enjoying the project.



Justin is working on a model for his eco-house.



Liam made a model of his bird feeder.

Softball

Written by Annika

On the last week of Term 1 Ellis and I went to SAPSASA Softball. It was held at West Beach. We played 8 games over 4 days. On Monday we played 1 game, on Tuesday we played 2 games, Wednesday we played 3 games and Thursday we played 2 games. Friday we didn't play a game.

Monday we played our first game. I played catcher. The other girls on the team were Kaity, Brook, Eve, Ellis, Matilda, Keshia, Summer, Jess, Mia, Sarah and I. We lost this game, but only by a few runs.

Tuesday we played 2 games. I played catcher again. Our pitchers were Brook and Jess. We won

our first game and lost the second game. I learnt 2 songs to sing to put the other team off but most of the time it put our team off.

Wednesday, we played 3 games. We had to be at West beach by 8:00am. Our first game we lost. The score was 15-5. For our second game, we played on diamond 1! That is the diamond with a stadium! I was so nervous. It was very dusty. When I was catcher, some people slid home and as they were doing that they kicked dust into my face. Although, I got 2 of those 4 people out. When Summer was catching. I was on First. I got 3 people out. In the end we drew 12-12. Our last game was next to diamond 1. Unfortunately, we lost. We also

had our photos.

Thursday we had 2 games. We also had to get up really early to be there at 8:00am. Our first game was really hard because the pitcher was so good. She was extremely fast! In the end we lost again. I wish we'd won that game because our coach promised if we won that game he would buy each of us a slushy. Our last and final game, we unfortunately lost. In-between our 1st and 2nd game we played frizzbee. It was lots of fun.

In conclusion, I loved SAPSASA Softball and recommend it to anyone who plays or just wants to play it or to have a try. I can't wait for next year!

3D Printed Name Tags (Makers Empire)

Written by Jacob, Caleb and Joe

From Term 1 to Term 2 the Year 5/6/7s did a 3D printing project on Makers Empire.

First, we thought of problems at school and at home. We voted on what we were going to do. We decided to make name tags because we kept arguing about which hooks our bags would hang on.

Then we designed it in our Visual Art Diary. We had to be very detailed and had to label it with measurements.

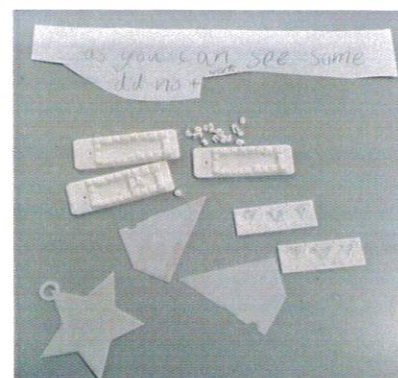
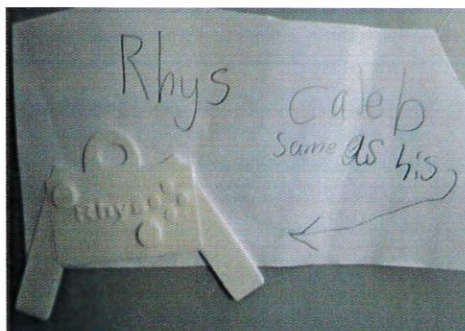
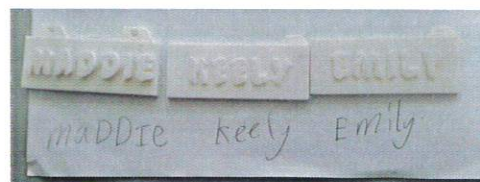
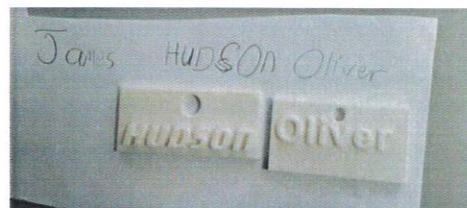
Next we tried to make them on Makers Empire. Most worked out and some did not and people had to try again.

After that, Miss Powell printed them out on her personal 3D

printer. Part way through printing Miss Powell ran out of printing filament and had to get more.

Lastly, we wrote 2 sentences each for 5 questions in a reflection. We did the reflection so we could see how well we did and improved.

In conclusion we think it was really, really enjoyable and we learned a lot.



SAPSASA Athletics

Written by Annika and Madeline

Last term a group of people went to compete in the district SAPSASA Athletics day at Oakbank Area School. The competitors were Jedd, Ellis, Keely, Ollie and I. Kerry and Miss Powell went with us.

Jedd entered discus and shot put, Keely and Ellis entered discus, Ollie entered 100m sprints, Dylan entered discus and I (Anni) entered shot-put, discus and 800m.

Firstly, we went to school at the normal time and we left when the bell went for class time. Once we got there first up was Jedd's shot put and my 800m. I came 4th in 800m. I was pretty proud of myself.

Secondly, straight after my 800m I had shot put. Lots of the girls had really good techniques including: a run up and a big push, to get the shot put as far as possi-

ble. The furthest shot put was (I think) 8.98m. I came first so I get to go to state.

Thirdly, was Ellis and my discus. I came 1st. I threw 17 metres.

Lastly we watched Jedd and Dylan's discus. They all did extremely well and Jedd came 3rd.

In conclusion, we really enjoyed participating in SAPSASA, and can't wait for next year.

Holes Literature Study

Written by Hayley and Annie

In the Year 5/6/7 class, Miss Powell has been reading us the book *Holes* by Louis Sachar for a Literature Study.

It is about a boy who is claimed to have stolen shoes and he is sent to a juvenile detention centre called Camp Green Lake. At Camp Green Lake they have to dig a hole that is five feet deep, five feet across every day, in the

dried up lake bed.

Before Miss Powell reads another chapter, we do a quick-write in our Student Chapter Packet.

After Miss Powell reads a couple chapters we discuss the book and answer comprehension questions. The questions in the student chapter packet include multiple choice, true or false, main idea, comprehension and analysis, beyond, vocabulary and fig-

urative language.

We are up to chapter 15 and there are 50 chapters in *Holes* so we still have a lot to read.

During *Holes* we have to listen well because some of the questions in the student chapter packet are hard to remember or they are tricky.

Most of us are enjoying the novel.

Sculpting At Crystal Lake

Written by Jock and Justin

On April 8th 2019, The Year 5/6/7 class went for a walk to Crystal Lake to do sculpting with limestone. The walk took around 20 minutes from our school to Crystal Lake. We did it for an excursion to learn how to make sculptures.

We walked there from the school after recess and we had a look in a small art gallery that had sculptures made of limestone, bronze and marble.

After that, we went to the "sculpting tent" which was nearby. We were told what tools we could use and what they were used for. They demonstrated how to use them. The tools included a small saw, a smoothing tool of some kind and a pick and chisel. Limestone was used for the sculpting.

When we started, we brainstormed what we wanted to sculpt. Justin made a shell while Jock made a "star" and Harriet made a rabbit.

When we finished, we packed up, took some photos and left. Some people carried their sculptures back to school while others did not. Miss Powell went back after school and collected them for us. We went for another 20-minute walk back to school, ate lunch and had our average lunch play.

In conclusion, most of us found sculpting limestone challenging but other times it was fun and overall most people enjoyed it.

MT Barker High School Transition

Written by Rhys, James and Madeline

In Term 1 the Year 6/7s went for a half-day transition at Mount Barker High School. We did this to see what Mount Barker High School looked like.

When we arrived all the schools gathered in the performing hall. First the vice principal talked to us then we went for a tour of the school. The school was huge and we saw a lot of classes in action. After the tour we gathered back into the hall to eat our fruit and get ready for the next task. Our task was a music lesson. In the music lesson we learnt a simple



beat on the drums. There were three normal drums and one electric drum there. The music teacher put us into four groups of 4-6 people with a drummer from our class.

Then we went back to the hall to have recess. After we ate recess we played table tennis with the



high school kids, out next to the canteen.

After that we went to a really fun maths lesson where we got to draw on the tables and write our name and answer the questions to reveal a famous person.

In conclusion, we thought that day was really fun. We enjoyed the music lesson and the really fun maths lesson.

Year 6/7 Aquatics

Written by Liam and Kimahri

In Term 1, the Year 6/7s went to Noarlunga Aquatics Centre to learn about how to safely participate in water activities at the beach. We went on the 26th and the 27th of March.



On the first day, we did surfing. Most of us had never surfed before, so we were fairly nervous. When we went out there, it wasn't scary at all. Most of us caught a few waves. Caleb caught the most waves. This is how we were taught to surf: first we took the surf boards, then we put them in a circle, then we laid down on our board. Next, we went through all the steps of how to



surf. The surfing was good fun.

Next, we sat down on the beach and ate our recess. After about 10 minutes, we collected boogie boards and were taught a few things about them. When we were boogie boarding, some waves were so big they dunked most people. After that, we went and found a grassed area to sit and eat our lunch. We probably sat for about 15 minutes until our bus came.

The next day we arrived at school at about 8:05am again. When we got there, we got into wetsuits again. Then we went canoeing. We had to walk about half a kilometre out of the main centre to the river. We carried the canoes down into the riverbank before



we got in them. We paddled around the river for a bit and then made a giant raft out of them. It was hard building a raft. Then we went back to the bank and when we walked back we got into our groups.

Next, we got some snorkels. Then we went to the beach, boarded the boat, and went to the limestone reef. The rocks were slippery. There were a lot of fish. Then we took the boat back to shore. Then when we got back, we had lunch on the same-grassed area, and caught the bus back to school.

Overall, it was really fun and everyone had a great time.

Young Environmental Leaders (YEL)

Written by Jedd, Maddi B, Oliver and Olivia

On the 26th of March 2019 Maddi, Jedd, Oliver and Olivia went to Young Environmental Leaders (YEL). We started the day by arriving at school at 8:30 and we left at 9:00. We arrived at the Currency Creek Eco Centre at 9:50 although we were supposed to arrive at 9:45. This time the theme was bush survival skills. While we were there, we learnt which wild plants were edible and which were not, we learnt how to make shelter and how to filter water. We also learnt how to make Damper. A couple of different schools accompanied us. Their names were Investigator College, EFS, Meadows, Mount Compass and Goolwa. At the start, we got lanyards that said our name and our school.

Bush Tucker

Our first activity was learning about plants that were and were not edible. We learnt many names of different Aboriginal foods and medicine plants.

Some of the names of the plants are:

Sheoak: Their leaves quench thirst and the female Sheoaks produce seedpods that you soak in water to eat.

Golden Wattle: This produces sap that you can suck on and it tastes like gum. It also produces a seed that can be ground down to a flour that can be made into damper.

Muntries: Produce an apple-flavoured berry that is very small but also contains a lot of flavour. They are edible fresh or dry.

Pigface: The leaves are edible but they can also be used as a beta-dine. It's leaves taste like a very salty cucumber.

Building

We met up at a fire pit to talk about sharing the supplies to build our shelters. After that, there was a huge rush to get the supplies. The materials were: Hessian sheets, sticks, pegs and rope but we also found a large rope and a big stick. In the end, our shelter was big but we only had one wall. All of the other shelters had four walls.

Water Filtration

We started by collecting the materials. There was sand, volcanic rocks (but you could also use any rocks possible) and charcoal powder. The best order is charcoal then sand and then rocks. Even if you do this, still make sure you boil the water to kill the bacteria after you filter it. You can also add a cloth on top or/

and at the bottom of your filter. For this activity we had to split into two groups. It was Jedd and Oliver and the other group was Olivia and Maddi. When we were going back to the building we stopped at a tree so that one of the people there could show us another way of getting water. It works because the trees do something called precipitation, which is when the water evaporates from the leaves so all that you have to do is put a plastic bag over a tree, and you get fresh water but it tastes a bit like eucalyptus.

Conclusion

In conclusion, we all had a great day and hope to go back again sometime. We enjoyed all of the activities and participated in all of them. We all thought that shelter construction was the best, but the ride there was not fun at all. It was ok on the way back but it was not fun on the way there.



Dear Parents,

We are having a large cleanout of our teacher resources, and there are some books that you may be able to use to help you with your child's/children's learning at home. These resources have been replaced by updated versions for teacher use, so the older books are no longer required.

These books will be placed on a table in the library. If you are interested, please come in and grab some books. Some of them were quite expensive and it would be a shame to throw them in recycle bin.

The books are free, so please help yourself.

Regards,

Barbara

