

# Macclesfield Primary School

Responsibility • Safety • Respect • Success • Caring

Principal: Lynne Noll



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Department for Education

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Term 2 Week 3 Thursday May 16<sup>th</sup>

## NEWSLETTER NO. 9

### Week 6 Character strength – Gratitude

#### Monday 3/6

Parent Club Hot Lunch day

#### Tuesday 4/6

Indonesian

Top Block Play

#### Wednesday 5/6

Milo for sale 50c

#### Thursday 6/6

Parent Coffee Morning 9.15 – 10.15

Top Block Play

Footsteps Concert 6.30pm

#### Friday 7/6

Assembly Rec./1 hosting

### Week 7 Character strength – Gratitude

#### Monday 10/6

Queen's Birthday Public Holiday

#### Tuesday 11/6

Indonesian

Finance Meeting

#### Wednesday 12/6

Milo for sale 50c

#### Thursday 13/6

#### Friday 14/6

Newsletter Day

SAKG Cooking

### Toys at School

Just a reminder that we ask students not to bring their own toys or sports equipment to school. We have a lot of equipment available for use during playtimes. Loss or damage of personal equipment is very distressing and can often result in situations that are difficult to resolve.

### Illness

We have had many students absent with illness. (We had 30 students absent on one day!!!)

Thankyou for keeping children home when they are unwell. It avoids infecting others and gives the children a chance to rest and recover more quickly.

### Staffroom Use

We thank you for respecting that the staffroom is often an area used by staff for conversations that can relate to students and as such, needs to be an agreed area, where these can occur privately.

If you are looking for a staff member or something you think may be in the staffroom, please talk to someone in the office, who will help you.

### Our School Garden

We have reason to believe that produce from our School Garden is being harvested by the public from time to time. Please spread the word that what the students grow in the garden is used in the cooking programme, and that excess produce is either sold at the school gate or placed on the Grow Free Cart in the Main St. of Macclesfield. Thanks!

### Student Free Day

**Monday June 24th is a Student Free Day.**

Email: [Lynne.Noll92@schools.sa.edu.au](mailto:Lynne.Noll92@schools.sa.edu.au)  
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## REDUCING NAPLAN STRESS FOR STUDENTS, PARENTS, AND TEACHERS

### Let kids know what the test is for.

In the schools she worked with, Dr Howell found that adults often tried to avoid stressing kids by staying silent about the test; this was counterproductive, she said, as it simply left children to speculate about a test that is so different to tests they normally take at school.

"The adults didn't talk much about NAPLAN to children because they didn't want to focus too much on it; they tried to make it low-stakes. But what happens is that the kids don't get the information they need about why they do the test.

"The best thing everyone can do is to be consistent in their messages," she said. In her view, a useful key message for kids is "that the government is just getting some information about how everybody's going."

It's also important to listen to kids', and to make an effort to answer students' questions, because their experiences can be quite different from what parents and teachers expect. "If kids ask questions, adults need to take those questions seriously, and chat about them seriously. If parents don't know the answers, teachers will never mind a parent coming to ask."

### Ensure open communication between schools and parents

Dr Howell emphasises that open communication allows everyone to support each other, and can avoid difficult situations. A girl at one school had learning difficulties, and "had a serious meltdown" because her parents told her she would have access to a computer for the test, when this had not yet been approved through the disability adjustment process. It's also essential not to play the blame game. "If there is an anxious child, parents and teachers have to be very careful not to blame each other, since that puts the child in the middle and only increases their anxiety."

Every school and family is unique, and each approaches NAPLAN differently. But stress can be minimised through open and honest communication between schools and parents, ensuring children know what NAPLAN is for, and making it clear to them that nothing bad will happen if they don't do well in the tests.

In this year's testing period, let's do our best to talk openly, support each other, and take care of the children in our school community. If you have any questions about NAPLAN, don't hesitate to ask your child's teacher.

## Character Strength

### Gratitude, Appreciation, Thankfulness

The strength of gratitude means you are aware of, and thankful for the good things that happen to you in life. You do not take anything for granted and always take time to express your thanks.

Gratitude is both an emotion (a sense of thankfulness and appreciation) but also more generally for good acts and good people.

If you have the strength of gratitude...

- You always say thankyou, even for little things.
- If you had to list everything you felt grateful for, it would be a very long list.
- You are grateful to a wide variety of people and demonstrate your appreciation.
- As you get older, you find yourself more able to appreciate the people, events and situations that have been part of your life history.

### Footsteps Concert

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



Things that can <b>DIMINISH</b> a child's sense of wonder:	Things that can <b>BOOST</b> a child's sense of wonder:
- Not having enough opportunity to play outside.	- Ample time to explore nature hands-on.
- Excessive screen time.	- Not having a particular plan or agenda when playing outside.
- Adults constantly dictating the child's play time in an attempt to educate.	- Adults acting as "co-discoverers" who encourage the child's inquisitiveness.
- Having too many manufactured toys that don't stimulate creativity.	- Open-ended "toys" found in nature; sticks, rocks, leaves, nuts, water, mud.
- A hectic lifestyle, packed with structured activities and instant gratification.	- A slow lifestyle that allows the child to become bored.

RainOrShineMamma.com

## Year 2/3/4 class

### ***Minecraft Mob Invasion***

Steve Alex and Rosie were resting at Alex's house when a faint growling sound coming from the forest startled them. Then thousands of hostile mobs stormed out setting houses on fire. Rosie grabbed the enchanted diamond sword and ran out the door but fell into a hole. Steve and Alex fought the mobs instead.

Meanwhile Rosie got out of the hole and backed up Steve and Alex. While Steve and Alex were fighting Rosie had her own battle to deal with it had lots of zombies. She killed them all and built a Nether portal. When the others got back they got to the Nether and jumped into the portal. Fffooooozzzz!

When they got to the Nether there were ghasts all around and ready for us. Luckily Steve had back up and all our friends helped us fight them but the ghasts had back up. All their kids were trained and ready. They helped their parents fight. Meanwhile Steve, Alex, Rosie and their friends were winning the fight. Then Rosie remembered that she brought TNT to blow up the Nether so she placed the TNT blocks in a row. She told the others about it and then jumped quickly into the portal and blew up the Nether.

When they got back they could have a rest.

### ***Patrick McFarlane (year 2)***

### ***The Nice But Cheeky Monkey***

Once upon a time there was a nice but cheeky monkey named Mandy. She was a pet monkey. She belonged to a monkey carer called Mia. They were living in New York but they moved to London because there were a lot of shops with a lot of bananas. More than in New York.

One night Mandy was hungry for bananas. So she looked in the kitchen and fridge but there wasn't any, not even one banana. So Mandy went to the shops because she was a cheeky monkey but the door was closed so Mandy went through the vent to get into the shops. Then she came back with a lot of bananas still. At breakfast Mandy wanted all of the bananas. So she did and Mandy was full. Mandy was so full that she couldn't even move. Poor Mandy was so full that she had to go to hospital.

Mandy had to stay in hospital for eight days. Once eight days were passed Mandy wasn't sick any more. Mandy realised that she should not get too many bananas.

### ***Mitchel Hirthe (year 3)***



# Gang-gang Cockatoo

Gang-gang cockatoos live in the tops of the trees in forests and plains. Gang-gangs live in pairs together in the trees or flocks together in the canopy of the forest.

Gang-gangs eat gum nuts, seeds, fruit and insects. They eat sometimes in flocks together. They also eat broken gum nuts that fall from trees and break.

Did you know?

The male gang-gang cockatoos have a flowery like crest that is a deep red colour to attract a mate.



by Alice

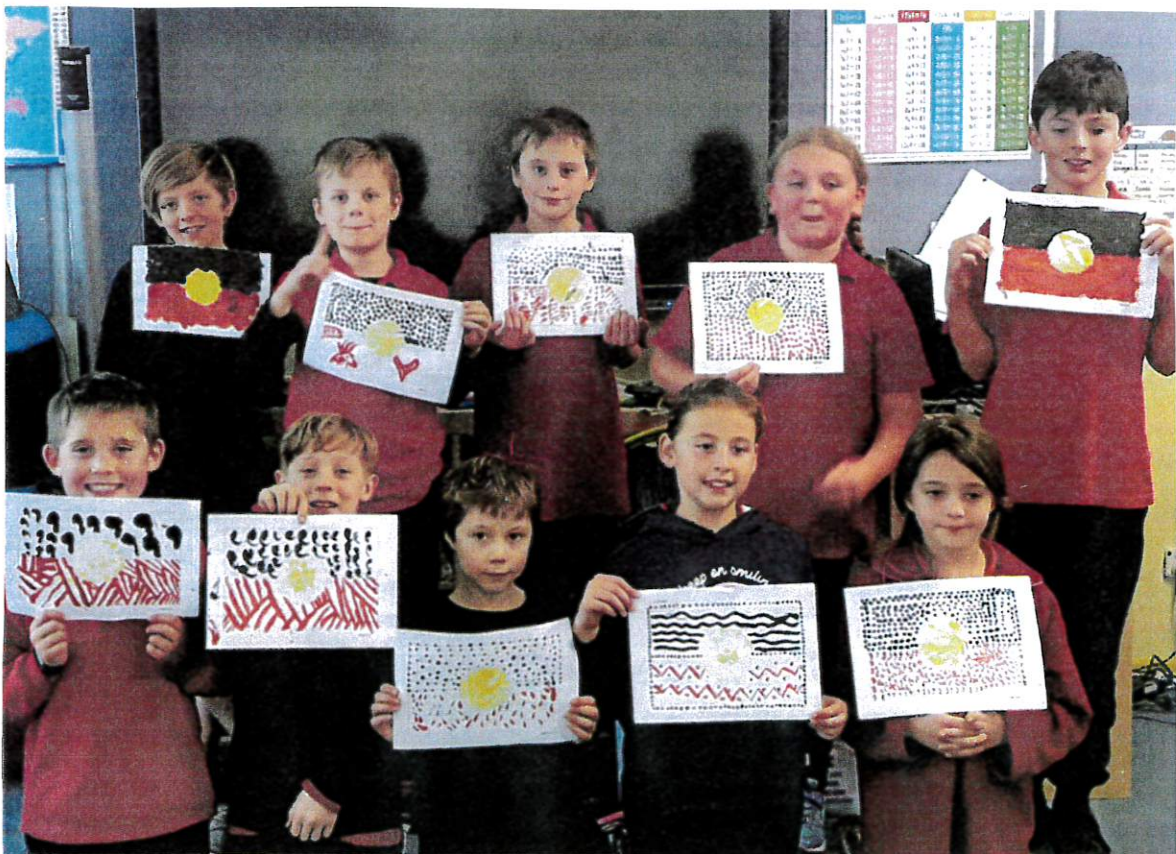


### Year 2/3/4 class

In line with the whole school focus on Indigenous Perspectives, we have been exploring Indigenous Art. We have learnt it is disrespectful to copy Indigenous Art, so we have been using different styles, such as dot painting, cross hatching, x-ray style and bush medicine leaves as inspiration for our own art. This week we painted the Aboriginal flag and discovered the meaning of the colours used.

Red symbolises the earth, black; the Aboriginal people and yellow; the sun.

Now we have practised different styles of painting we are looking forward to completing a collaborative artwork based on the Dreamtime story, The Rainbow Serpent.





Gratitude (appreciation)

