

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 9 Thursday 25th June

NEWSLETTER NO.10

Week 10 – Hope

Monday 29/6/20

Some COVID-19 Restrictions lift

Tuesday 30/6/20

Kerry out

Wednesday 1/7/20

Thursday 2/7/20

Kerry in

Friday 3/7/20

Assembly (Socially distanced)

Week 1 - Creativity

Monday 20/7/20

Tuesday 21/7/20

Kerry in

External School Review

Wednesday 22/7/20

External School Review

Thursday 23/7/20

Kerry in

Friday 24/7/20

Newsletter Day

Australian Maths Trust Competition

The Australian Maths Trust is holding their annual Maths competition, in July. This provides an element of challenge for those students (Years 3-7) who enjoy the opportunity to push themselves. Certificates are awarded by the trust for Participation but also for Proficiency, Credit and Distinction levels of achievement. If you are interested in your child taking part, please return the consent form that accompanies this newsletter.

External Review

Our External Review has been re-scheduled for Week 1, Term 3. These reviews provide us with an opportunity to look at our school and our programmes, finding ways to raise achievement, sustain high performance and provide quality assurance. All schools undergo a review every 3 years.

During the review, a Review Officer and a Principal from another school, come to the school to meet with groups of staff, students and parents (including Governing Council).

A slip which **withdraws** parental consent for students to meet with the panel is attached to this newsletter.

If you are interested in being part of the Parent Panel (Governing Councillors meet separately), please let us know by returning the slip below. They will meet with a group of 8-10, so those expressing interest first, will have priority. They would like to meet with this group at 8.45am on Wednesday 22nd. The meeting will last for 45 minutes. Please return this slip by next Wednesday 1st July.

Name _____

I am interested in meeting with the panel.

READING, DYSLEXIA, AND SUPPORTING STUDENTS WHO ARE STRUGGLING

Literacy is essential for students to flourish at school, and to decode the world of books, websites, menus, manuals, and messages that awaits them. But for some children, learning to read can be a complex challenge.

Such perceptions may prompt a student to withdraw, or to become angry and uncooperative. An effective strategy for addressing problem behaviours, says David Armstrong, starts with ensuring the student knows you want to help. Teachers or parents should take care not to escalate the situation, and pause and reflect before responding, allowing time for a calm, adult response.

Critical questions to consider are: what purpose does this child's behaviour serve; what core emotional needs motivate this problem behaviour, e.g. escape, revenge, power/control? How do I know this; what information or data do I have? How can I teach the child to get what they want in a more constructive way? Careful observation of when and where problem behaviours occur offer clues about what is driving it. This knowledge enables informed action by a parent or teacher in helping a child change their behavior for the better.

As parents and teachers know, remaining calm in the face of challenging behaviours is easier said than done. Teachers dealing with these behaviours need to feel that they have the support of senior colleagues and recognition of the stresses they face. Specialist teachers can also benefit from a confident understanding of research-informed methods for addressing behavioural issues, such as cognitive behavioural therapy (CBT) and functional behavioural analysis (FBA).

From the Natural Resources Management Board

Is your family looking for an activity to do in the school holidays?

Did you know winter is the PERFECT time of year to find fungi?

We are running a **Family Fungi Adventure and Competition** as a self-guided activity for family's to do together in the school holidays!

We have 50 spots left for the community event. Each family will receive a fungi kit and access to the newly-created fungi foray videos, which gives participants everything they need to know for a fun and safe fungi walk.

Book your spot or find out more information via [Eventbrite](#).

Character Strength Creativity

There are two pathways to creativity. The first involves our traditional understanding of creativity – you produce original, novel or unusual ideas and are passionate about scientific or artistic endeavours. The second path means you are outstanding at finding novel and productive ways to achieve your goals.

If you have the strengths of creativity...

- You apply your imagination in new and surprising ways to solve problems
- You are rarely content with doing something the conventional way
- You enjoy producing something original
- You are open to new experiences and tend to be independent and non-conformist

COVID-19 Restrictions

COVID-19 Restrictions that have required parents to stay off-site, will be lifted as of Monday 29th June.

We welcome this news as it means we will be able to re-establish some of our valued volunteer supported programmes.

There are still restrictions, within which we are required to work:

- Adults are required to adhere to social distancing expectations of 1.5 metres
- All volunteers must complete the COVID-19 Site Entry Form (on the Front office desk)
- Please use the hand sanitizer or wash hands thoroughly
- Please stay home if you feel unwell
- No physical touching please
- Those working in classrooms, will be limited to the number that can safely do so (We may need to establish some rostering)
- Safe seating arrangements will be organised in classrooms where volunteers are working



LEARNING AREA

ENGLISH / HASS

TASK DESCRIPTION

Inquiry Study – Ancient Greece

This term we have been exploring the society of Ancient Greece as a class. We have used the 'Inquiry Model' of learning to develop questions for investigation around what life was like in Ancient Greece.

Students chose to present their information for this assignment in many different formats including but not limited to: designing dioramas, drawing and labelling maps, writing out a recipe and then cooking a dish, using Minecraft to build a Greek structure, acting out a play, creating a sculpture etc.

LINKS WITH THE AUSTRALIAN CURRICULUM

ENGLISH

- 1. When creating and editing texts, students demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.*
- 2. Students create detailed texts elaborating on key ideas for a range of purposes and audiences.*

HASS

- 1. Students identify and select a range of sources and locate, compare and use information to answer inquiry questions.*
- 2. In developing texts and organising and presenting their findings, students use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.*
- 3. Students explain the role of groups and the significance of particular individuals in society.*
- 4. They describe events and developments from the perspective of different people who lived at the time.*

My Map

the Seas!

the Mediterranean Sea
the Aegean Sea
the Ionian Sea
the Sea of Marmara
the Sea of Crete

Climate!

Climate in Ancient Greece
generally featured hot summers
and mild winters. Because
it was so hot, most people
wore light weight clothing
throughout most of the year.
They would put on a cloak or
during the colder days.

Islands
The Aegean Sea is home to over
1000 islands. The Greeks settled
many of those islands
including Crete, Rhodes, Chios and Delos.

About My Map

Places/Cityys!

Crete
Sparta
Delphi
Miletus
Kos

Mt Olympus
Troy
Athens
Thebes
Corinth

Population, where?

Athica, the region in which Athens
was located, had a population of
more than 100,000 citizens during most
of the classical period. In 431 BCE,
the population of Athica (including women,
children, and slaves) - totaled more than 300,000 people.

Ancient
Greece!

Aegean Sea

The region of the Mediterranean
where the Greeks first
settled is called the
Aegean Sea. Greek city states
formed all along the
Aegean Sea coastline and
on the many islands
in the Aegean Sea. The
people of Greece used the
Aegean to travel from
city to city. The Aegean
also provided fish for
the people to eat.

Mountains

The land of Ancient Greece
is full of mountains.
Around 80% of the Greek
mainland is mountainous.
This made it difficult to
make long journeys by land.
The mountains also formed
natural barriers between
the major city states. The
tallest mountain in Ancient
Greece is Mount Olympus.

2 Facts!

- The Aegean Sea is home
to over 1000 islands!
- The climate in Ancient Greece
generally featured hot summers

by Maddy



by Olivia

Aristarete

Painting on walls or panels was highly favoured in Classical antiquity; a number of testimonials in ancient sources praise painters and record some of their names. Unfortunately, it is also probably the least well-preserved of all the art forms of Greece. Nevertheless, the survival of a fairly large number of Roman frescoes at Pompeii, Herculaneum, and elsewhere in the Roman world, many of which reproduce Greek themes and probably had Greek models, allows some insight into the techniques and scope of the genre as a whole.



This is the only picture I could find of aristate

Iaia

Of the five women whom Pliny the Elder includes in his discussion of painters in the Natural History 35.147, he tells us most about the medium, subjects, quality and technique of Iaia's work. Useful as this information is, it is still ultimately tantalizing. We are told, for example, that Iaia was originally from Cyzicus (a very old Greek colony on the south shore of the Sea of Marmara in present-day Turkey) but that she was active in Rome "during the youth of Marcus Varro," placing her floruit at perhaps 100 bce. That a talented Greek of this period could find patronage in Rome.



This is a picture of Iaia while she was making her art.

Ancient Greek Female Artists

Eirene

Eirene is the second female painter mentioned by Pliny the Elder in his Natural History 35.147-8. All of the few facts we know of her life and career are found in his account; the Greek author Clement of Alexandria also mentions her father Cratinus, a painter of whom we have no other record. Pliny's direct statement that she learned her skill at her father's feet, repeated in the case of Aristarete, is worthy of notice. Pliny mentions just one of her works, saying that she painted "a maiden" (puellam) at Eleusis. Pliny's direct statement that she learned her skill at her father's feet, repeated in the case of Aristarete, is worthy of notice. Pliny mentions just one of her works, saying that she painted "a maiden" (puellam) at Eleusis.



This is the only art work that is found from Eirene.



This is a statue of her.

Timarete

Timarete is the first woman painter on Pliny the Elder's list, which is given in reverse alphabetical order. His notice of her is limited to one sentence: "Timarete, daughter of Micon painted a very archaic panel-portrait of Diana at Ephesus." From elsewhere in the chapter (35.59) we know that Micon was also a painter, and thus we can group Timarete with two other women on the list, Aristarete and Irene, as daughters with famous artist fathers. If it is true that Irene painted a portrait of Persephone for Eleusis, then another similitude links her with Timarete. Diana, the Greek Artemis, was the city patron and chief attraction for pilgrims to Ephesus.



These are the only pictures of/ done by Timarete

Demeter

Goddess of Harvest:

As goddess of the harvest, Demeter was worshipped by the people of Greece as they depended on good crops for food and survival. The main temple to Demeter was located a short distance from the city of Athens in a sanctuary at Eleusis. Secret rites were held each year at the sanctuary called the Eleusinian Mysteries. The Greeks believed these rites were important in insuring good crops.

Persephone:

Demeter didn't marry, but she had a daughter named Persephone with her brother Zeus. Persephone was the goddess of springtime and vegetation. Together, Demeter and Persephone watched over the world's seasons and plants. One day, the god Hades took Persephone to the Underworld to make her his wife. Demeter became very sad. She refused to help the crops grow and there was a great famine in the world. Eventually, Zeus said that Persephone could return to Mount Olympus, but had to spend four months each year in the Underworld with Hades. These four months are when nothing grows during winter.

Triptolemus:

When Persephone was first taken by Hades, Demeter wandered the world disguised as an old woman mourning and searching for her daughter. One man was particularly kind to her and took her in. As a reward, she taught his son, Triptolemus the art of agriculture. According to Greek Mythology, Triptolemus then travelled across Greece on a winged chariot teaching the Greeks how to grow crops and farm.

Skills and Powers:

Like all the Olympian gods, Demeter was immortal and very powerful. She had control over the harvest and the growing of grains. She could cause plants to grow (or not grow) and had control over the seasons. She also had some control over the weather and could make people hungry.

Goddess of:

Demeter is the Greek goddess of the harvest, grain, and fertility. She is one of the Twelve Olympian gods that live on Mount Olympus. Because she was the goddess of the harvest, she was very important to the farmers and peasant people of Greece.



Appearance:

Demeter was often pictured as a mature woman sitting on a throne. She wore a crown and carried a torch or sheaves of wheat. When Demeter was traveling she rode a golden chariot pulled by dragons.

Birth:

Demeter was the daughter of the two great Titans Cronus and Rhea. Like her brothers and sisters, she was swallowed by her father Cronus when she was born. However, she was later rescued by her youngest brother Zeus.

Family:

Her parents were Rhea and Cronos. Her siblings were Zeus, Poseidon and Hades on the male side and Hera and Hestia on the female side.

Symbol:

Her symbol is wheat, torch, bread and cornucopia.



What materials did they use to make clothes?

The two most popular materials were wool and linen. Wool was made from the fleeces of local sheep and linen from flax that came from Egypt. Linen was a light fabric that was great in the summers. Wool was warmer and good for the winters. In the later periods of Ancient Greece, the wealthy were able to buy clothes made of cotton and silk.

How did they make cloth?

Making cloth took a lot of work and was one of the major jobs of the wife of a Greek family. To make wool from sheep, they used a spindle to spin the fibres of wool into fine threads. Then they would weave the threads together using a wooden loom.

Typical Clothing for Women

The typical garment worn by women in Ancient Greece was a long tunic called the peplos. The peplos was a long piece of cloth that was fastened about the waist with a belt. Part of the peplos was folded down over the belt to make it appear as if it was two pieces of clothing. Sometimes a smaller tunic called a chiton was worn under the peplos.

Women sometimes wore a wrap over their peplos called a himation. It could be draped in different ways according to the current fashion.

Typical Clothing for Men

Men generally wore a tunic called a chiton. The men's tunic could be shorter than the women's, especially if they were working outside. Men also wore a wrap called the himation. Sometimes the himation was worn without a chiton and was draped similar to a Roman toga. When hunting or going to war, the men sometimes wore a cloak called a chlamys.

Did they wear shoes?

A lot of the time, the Ancient Greeks went barefoot, especially when at home. When wearing footwear, they usually wore leather sandals.

Jewellery and Makeup

Wealthy Greeks wore jewellery made from precious metals like gold and silver. They wore rings, necklaces, and earrings. Women would sometimes have jewellery sown into the fabric of their clothing. The most popular type of jewellery was a decorated pin or fastener used to attach their wrap or cloak.

One of the most desired features of a Greek woman was to have pale skin. This showed that she wasn't poor or a slave that had to work outside. Women would use makeup to powder their skin and make it appear lighter. They also sometimes used lipstick.

Hair Fashion

The Ancient Greeks loved to style their hair. Men generally wore their hair short, but they parted their hair and used oils and perfumes in it. Women wore their hair long. This helped to separate them from slave women who had their hair cut short. Women wore complicated hairstyles with braids, curls, and decorations such as headbands and ribbons.

Interesting Facts About Clothing in Ancient Greece

Most of the clothing was white, but they sometimes dyed their clothing using dyes made from plants and insects.

Women's clothing always went down to the ankles as they were supposed to remain covered in public.

They sometimes wore straw hats or veils (the women) to protect their heads from the sun.

Cloth was seldom cut or sewn together to make clothes. Squares or rectangles of cloth were made the right size to fit the wearer and then draped and held together with a belt and pins.



ANCIENT GREECE

Politics and Law!



At 1200-900 BC, the Greeks had no official laws or punishments. At around 620 BC, Draco, law giver, gave the first law of ancient Greece; those laws were so harsh that made an English word named 'draconian' meaning unreasonable laws.



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One of the earliest dateable events in Athenian history is the creation of the Draconian law code, c. 620 BC.



The Athenian statesman Solon was appointed official lawgiver around 594 B.C.E. Solon wrote many of the laws that were used in Athenian courts.



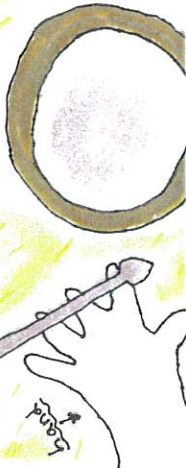
Over time some city-states, like Athens would change governments. Sometimes they were ruled by Tyrants and, at other times, they were a democracy. Democracy in Ancient Greece was very direct.



ANCIENT GREECE POLITICS AND LAW!

Ancient Greek law consists of the laws and legal institutions of Ancient Greece. The existence of certain general principles of law is implied by the custom of settling a difference between two Greek states, or between members of a single state, by resorting to external arbitration. In the pre-Classical period, ancient Greece was composed of small geographic units ruled by a local king. Over time, groups of the leading aristocrats replaced the kings. The Ancient Greeks may be most famous for their ideas and philosophies on government and politics. Ancient Greek politics, philosophy, art and scientific achievements greatly influenced Western civilizations today.

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AIM: To investigate the impact of the COVID-19
Pandemic on South Australian sport.



VOLUNTEERS FOR RESEARCH STUDY
NEEDED!

YOUTH SPORT AND COVID-19

To complete the survey, click the link below:

https://qualtrics.flinders.edu.au/jfe/form/SV_a3sfhi7inXv52rH

We are seeking sporting leaders, parents, coaches and youth athletes (15-18 years) to complete an online survey - it should only take 10 minutes.



Flinders
UNIVERSITY

For more information, please email murray.drummond@flinders.edu.au



JULY SCHOOL HOLIDAYS

SANFL School holiday clinics are returning, providing a fun, safe and inclusive environment for children at any ability aged 5 – 12.

In small groups (less than 20), kids will participate in non-contact activities designed for fun, whilst developing skills and fitness appropriate to their age.

SANFL's priority is the safety of our participants and wider community, therefore all facilitators have been trained to follow COVID-19 safe protocols

\$50
2.5hr Clinic

VENUES AND DATES

Time: Ages 5-8 - 9am - 11:30am | Ages 9-12 - 1pm-3pm

- **6th July - Kadina**
- **7th July – Loxton, Modbury, PHOS Camden**
- **8th July - Clare**
- **9th July - Murray Bridge, Noarlunga, Para Hills**
- **14th July - Mt Barker, Payneham, West Lakes**
- **16th July – Prospect, Richmond, Victor Harbor**

REGISTER NOW | PLACES ARE LIMITED

Dear Parent,

Summary

This year, we'll be participating in the Australian Maths Trust's (AMT) following online competitions:

- ✓ Kangourou sans Frontières (KSF)(19 March 2020) ☐
- ✓ Oxford Computing Challenge (OCC) (27 May and 3 June 2020*) ☐
- ✓ Computational and Algorithmic Thinking competition (CAT) (29 April 2020) ☐
- ✓ Australian Mathematics Competition (AMC) (30 July 2020) ☒

We'd love for your child to participate in these online competitions. These are voluntary competitions, so your child's participation is not mandatory.

*The second part of the OCC is only for selected students who did sufficiently well in the first stage.

Online participation

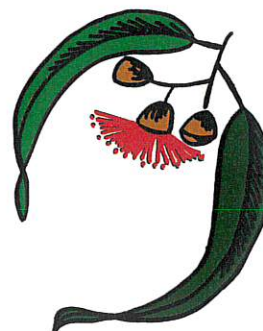
We're sitting these competitions online which means personal information about your child, including their first and last name, date of birth, gender, school and school year will be recorded on the online provider's platform. The online provider's platform is hosted outside of Australia.

What you need to do

As per the Australian Privacy Principles, if you want your child(ren) to participate in the competitions above, we will need you to provide your consent as below.

Your child can participate under an alias if you prefer. This means the school will only provide the AMT with the alias and the results will be attached to this alias. Please note the AMT will not be able to generate certificates to students undertaking the competition under an alias.

I hereby provide my consent for my child to participate in the Australian Maths Trust 2020 online competition(s).	
Name of student:	
School:	
Name of parent/guardian:	
Signature of parent/guardian:	
Date:	
Student alias (if you do not wish your child to participate under their legal name):	



Dear Parents

As part of our continuous school improvement process, we will be involved in an external school review with a Department for Education review panel. The purpose of external school reviews is to support us to raise achievement, sustain high performance and provide quality assurance to build public confidence in government schools. All government schools are externally reviewed every 3 years. The focus of the external school review is to evaluate our school's performance. The review panel includes a review officer and a trained review principal.

Our school review will occur in Term 3, Week 1 on Tuesday July 21st and Wednesday July 22nd. The review panel will identify aspects of our school's improvement that have been verified through the review processes, as well as the improvements that we need to make in the future. During the external school review, some students, parents, governing council members and staff will be asked to provide information to the review panel in a number of ways.

These include:

- individual interviews
- group discussions (with students or staff or parents)
- meetings (governing council, staff meeting)
- visits into classrooms.

We appreciate everyone's support and time in helping us with this external school review process. Please complete the reply slip below and return to the front office if you **do not** want your child to participate. If you would like more information please contact on 83889338.

EXTERNAL SCHOOL REVIEW PROCESS – return by Friday 3rd July.

Name _____

I **do not** want my child to be involved in the external school review discussions.

Signed:

