



# Macclesfield Primary School

Responsibility • Safety • Respect • Success • Caring

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Term 4 Week 1 Friday 16<sup>th</sup> October 2020

## NEWSLETTER NO. 16

### Week 2 – Vitality

**Monday 19/10/20**

Volleyball clinics

**Tuesday 20/10/20**

Kerry in

Dance lessons

Parent Information session

**Wednesday 21/10/20**

Iceblocks 50c

**Thursday 22/10/20**

Kerry in

**Friday 23/10/20**

Assembly – Year 5/6/7 hosting

### Week 3- Social Intelligence

**Monday 26/10/20**

**Tuesday 27/10/20**

Kerry in

School Photos

**Wednesday 28/10/20**

Ice blocks for sale

**Thursday 29/10/20**

Kerry in

**Friday 30/10/20**

Newsletter day

### MS Readathon

Our school raised a massive \$1095 during the 2020 Readathon. This was an initiative encouraged through our SRC.

These students raised the following amounts:

Kai Lewis \$288

Emma Cock \$211

Joe Woodcock \$151

Jackson Slack \$144

Carlie Slack \$128

Zoe Jackson \$111

Lauren Lake \$104

Rhys Woodcock \$87

We extend congratulations to these students for their reading efforts and a big thankyou to those people who sponsored them.

### TERRIFIC Kids

Our Term 3 TERRIFIC Kids awards went to Indie Mawby, Hunter Read and James McGovern. Well done to those people whose contributions to school life have been recognised in this way.

### OSHC (Out of School Hours Care)



HAPPY HAVEN

Where Children Learn to Love to Play

03 8155 5444



Find an OSHC	Enrol / Sign-In	For Families	For Schools	Bus and Equip. Hire	Contact Us	Session Times & Fees
Session Type	Times	Full Price	With CCS*			

In the last newsletter we mentioned the fee structure for use of the OSHC service. This information is available from their website and the school.

Fees as of 30/07/19. \*Fees listed are based on a family subsidised with 85% Child Care Subsidy. These are estimates only and staff will assist with working out what your fees will be depending on your individual case.

# MOVING YEAR 7 INTO HIGH SCHOOL: WHAT DOES IT MEAN FOR YOUR KIDS?

## Student wellbeing and a sense of belonging

This period—particularly during the transition from primary school to high school—is when Australian students are at greatest risk of losing interest in school. Kids from 11 to 14 place high value on friendships, and one of students' biggest concerns when they move to high school is fitting in. Poor relationships with peers predict lower wellbeing, lower grades and a higher risk of drop-out.

As Dr Swain puts it, students this age “are more interested in being invited to the right party than whether they get an A for English.” To meet their emotional and social needs, junior high schools need to be caring, reinforce such values as respect, honesty and compassion, and take swift action on bullying.

Junior high schools must be committed to fostering a positive school culture by building a strong sense of belonging for new students. This helps students stay grounded, make friends, and support each other through the challenges they face, making for a safe, welcoming and productive school environment.

This is essential for Year 7s new to high school, who can otherwise feel lost or intimidated (the same was true of Year 8s). Each school can achieve this in its own way, but research shows it helps to have special events, home room groups, and provide Year 7s with a space that's just for them.

Parents and students in WA schools said that orientation days the year before the move reduced their anxiety and helped ensure a smooth transition. Other events with great success in WA schools were a sleep over for the new Year 7 students and a special induction day to celebrate the Year 7s' arrival, when they were welcomed by a “guard of honour” of Year 12 students.

Events like these are great opportunities for parents to get involved. As the move draws closer, parents can also help by speaking with their child about the move, with their child's teacher, and with the staff responsible for intake at the new school. It's best to prepare early for the shift. It's a major event in kids' lives, and plenty of support helps to ensure it's a happy and exciting one. As always, there's no substitute for parents taking an active interest in their children's learning and the school community.

## Character Strength

### Social, Emotional and Personal Intelligence

With these combined strengths, you are adept at understanding the motives and feelings of yourself and other people. You 'read' people well and use this information to make people feel comfortable and valued. This means you are able to respond to other people wisely. Taken together, these three are known as 'hot' intelligences (so-called because they process 'hot' information, such as motives and feelings).

If you have the strength of social intelligence...

- You are able to fit in to most situations with ease
- You are adept at influencing other people and building healthy relationships
- You are good at sensing what other people are feeling
- You are equally perceptive and honest about your own motives and feelings

### Pizza Lunch

A big thankyou to the parents who organised the Pizza lunch for Monday in the last week of school.

### Sports Day

We enjoyed being able to still have our Sports Day. Thankyou to everyone for respecting the changes that we made, in order to be able to hold the event in a way that reflected the new Covid-19 'normal'.

Final scores for the day were Davenport 78, Angas 96 and Battunga 99. All of the students made amazing efforts.

Special congratulations to our 2020 Champion sprint record breakers Maddi Young (Year 2) and Ollie Fahey (Year 6).

### Ice blocks

Iceblocks will be available for sale on Wednesdays at lunch time this term. They will cost 50c. We also extend our thanks to the Parent Club who organised the hot Milo during the cooler months.

### Hats

Please remember that this term and in Term 1, 2021, students will again need brimmed hats for play times and for sport lessons. Hats are available for purchase at the school for \$8.



# BOOK WEEK 2020

## WILD MINDS – CURIOUS CREATURES

Book Week is being celebrated in schools next week (October 19<sup>th</sup> -23<sup>rd</sup>).

Books nominated for book awards by the Australian Book Council are on display in the Library and will be used in lessons by classes. Winners are announced in the Advertiser on Saturday 17<sup>th</sup>.

We are offering students the opportunity to **DRESS UP** according to the theme on Friday 23<sup>rd</sup>, where they will be able to show their costumes to the school and community at the afternoon assembly at 2.45pm.



*Barbara has also organised a Book Fair which will run from 18<sup>th</sup> – 24<sup>th</sup> November*

# BOOK FAIR

## THIS TERM

Starts on November 18<sup>th</sup> at lunch time,  
and will run through till Tuesday after  
school 24<sup>th</sup> November.

More information when it gets closer.

Ms Clark and Mrs Spencer have an exciting term of learning planned for the 3/4/5 class around the topic of the Australian Goldrush.

Mrs Spencer asked the students to complete a KWL chart; what they **know** about gold, the Goldrush, Eureka Stockade etc, what they **want** to learn/know and finally, what they have **learnt**. Hopefully in a later edition of the newsletter we can share the final column of the chart, updating the community on what we have learned on this topic.

Here are some things the students wrote:

What I <b>know</b> or think I know	<b>Want</b> to know	What I have <b>learnt</b>
Gold can be very valuable (Kensi, Y3)	How much gold costs (Beau, Y4)	
That the Australian Goldrush started in the 1800's (Rowan, Flynn, Michael, Y5)	What sort of tools did they use in the Goldrush? (Michael, Y5)	
People mine for gold (Zoe, Y3)	How deep can a mine be? (Eli, Y4)	
Australia found gold before America (Izzy, Y4)	What was the biggest nugget of gold found? (Kensi, Y3, Jackson, Y3)	
People started mining a long time ago (Eli, Y4)	Who did the mining? (Zoe, Y3)	
Gold weighs a lot (Beau, Y4)	What were the miners living conditions like? (Flynn, Y5)	
People needed a gold license (Izzy, Y4)	If Richard Oates was involved (Rowan, Y5)	
Metal detectors now make finding gold easier (Mitchel, Y4)	Who found the first piece of gold? (Hailey, Y3)	
Machines are now used to mine for gold (Meg, Y4)	Why is gold so rare? (Mitchel, Y4)	

You can find gold in quartz (Kensi, Y3)	How deep did they have to dig to find gold? (Rowan, Y5)	
People on the goldfields lived in tents (Lila, Y4)	What measurement is used to measure gold? (Paddy, Y3)	
Gold is a valuable ore (Meg, Y4)	What caused the Goldrush to start? (Michael, Y5)	
	Is there a gold mine in South Australia? (Ebony, Y5)	
	Which country found gold first? (Zoe, Y3)	
	How do metal detectors work? (Mitchel, Y4)	
	How long did the Goldrush go for? (Izzy, Y4)	
	How many people were working on the Goldrush? (Sierra, Y4)	
	How much did food cost back then and could you pay for it in gold? (Lila, Y4)	
	I want to know what a goldrush is? (Meg, Y4)	
	What is a gold license? (Meg, Y4)	
	How many places did the goldrush occur in? (Henry, Y5)	

I think you will agree there are some very well considered questions posed, and we will endeavour to find answers to each of them over the course of this term. If any of these questions pique your interest and you seek to find the answer, we would be delighted if you were able to share that information with our class, through your children.

Students responded to artworks created during the Goldrush era, or about the Goldrush era, by artists such as:

- Eugen von Guerard, an Austrian born artist
- Edwin Stockqueler, a British artist who worked in Australia
- George Rowe, an English artist and lithographer
- Marlene Gilson, an Aboriginal artist who recreated events from the Goldrush
- Samuel Thomas Gill, an English born, Australian artist, better known as ST Gill; Australia's best-known Colonial artist.

Students were posed questions such as:

- what do you notice about/in the picture?
- how does the painting make you feel?
- what message is the artist trying to convey?
- what is the painting made from? oil paints, water colour...

We then recorded our responses to the above questions and any other thoughts about the pictures, around the outside of the picture. We discussed some of our responses but will look more in depth at these pictures as we use them as inspiration for our own artworks in the coming weeks.

Here are some of our responses.







