This school year expect the best.
A very important element in helping children do well at school is what we expect. Expectations exert a tremendous influence on what students are able to achieve. Schools can improve student learning when they urge teachers and students to set their sights high – and mean it.

Just about every school, teachers and parents say they do hold high expectations for their children. But what is said may not be truly believed - and it is the belief that moves the child.

Teacher expectations of students tend to be self-fulfilling. The power of belief in you by someone you respect becomes a propelling force to believe in yourself. Yes, you can do this. But when students are not expected to do well, then most often they do not.

Just as students’ belief in themselves can translate into high or low performance, teacher and parent beliefs and behaviours towards students can affect how well they perform in school. Even body language is revealing. We know from research that teachers smile, lean towards the students and look at them more frequently when they believe they are interacting with someone of high ability.

Research also tells us that highly effective teachers are tenacious in their high expectations for all their students – they don’t care who they are, where they come from, or what their family circumstances might be. Many Australians think that innate ability is what makes us successful academically. High ability equals high performance; low ability equals low performance. But in many other
countries, notably Asia, hard work and effort are believed to be the key to improved academic performance. With these expectations, if students are not succeeding it is not because they are not smart enough, it is because they are not working hard enough!

Children may complain about demanding teachers but they also equate hard work with success and satisfaction and are disappointed in teachers who demand little of them and allow slack discipline.

**Just having high expectations is not all that is needed for students to succeed. Teaching and learning are very complex. High expectations, from parents and teachers, are the launching pad, the base from which children can aim for the stars and, using their own abilities and efforts, and achieve their learning mission.**

**Staffing**

We had 2 additions to our staffing team in the last 2 weeks. Mr Andrew Kite, who taught one of our year 6 classes, is back 3 days a week taking Health and Physical Education for all classes from year 3 to 6. We are pleased to have someone familiar with students and staff back in our school.

Casey Gailbraith is our new Sport and Recreation trainee for the 2010 year. Casey is from Karoonda Area School having completed year 12 last year. Casey is also a talented sportswoman and has represented the state in cricket. We welcome Casey to Moonta Area School and I am sure she will enjoy her position as a Sport & Recreation trainee.

**Acquaintance night**

Thank you to all the parents and families that came to our Acquaintance nights last week. We had a school full of parents, students and staff participating in conversations about their children and the school. If you were unable to attend that night and have not met your child’s teacher then I encourage you to do so. As I have said before, education of your children is a partnership in which we all have key parts to play. An open line of communication between parents and teacher is vital to that partnership.

**Pupil Free Day**

Thank you to all of the Moonta school community for your support of our Pupil Free day last Tuesday 16th February. All our R-6 staff participated in 2 days of intensive training and development in various aspects of reading, led by an international literacy expert in Stephen Graham.

Year 7-9 teachers completed 3 modules of the ‘Stepping Out’ literacy program. This training was facilitated by Felicity Partington, who undertook facilitator training last year.

Year 10-12 teachers worked on assessment and learning programs for the New SACE under the guidance of Ian Howlett our SACE development officer.

All staff commented on the success of the day, and interestingly by having training and development at this time of year, felt that they would be able to implement some of what was learnt into their teaching practices immediately.

**School Based Apprentices**

We now have 8 school based apprentices at Moonta Area School. This is the second most SBA’s in our region, just behind Clare High School. For a school with the small secondary enrolment this is a tremendous achievement and shows the support we have in our community for our students. Should any one wish to find out more about becoming or taking on a SBA please contact Vince Ivens at the school or our Local Apprenticeship Broker Jackie Farlie on 0458 564717

**Parent Club new meeting date**

Please note the Parent Club meeting has been changed to Tuesday 16th March at 7:30 p.m.

**Governing Council AGM**

The Annual General Meeting of Governing Council will be held in the Community Library at 7:30 p.m. Wednesday 3rd March. Please come along if you would like to nominate for a position on Governing Council, or complete the tear off slip and return it to the school.

**Sports Day – we need your help**

Moonta sports day is one of the best I have seen. One of the reasons for this is the hard work done by our Sport & Rec committee and also the support we get from our school community attending the event and supporting by doing various jobs on the day. We are in dire need of volunteers, and if you are able to give any time on the day it would be greatly appreciated. Please contact Heather Skipworth or Nina Penna at the school.

**Sport Day**

I look forward to seeing you all at our Sports Day. We anticipate a fantastic and enjoyable day and I thank all the members of the Sport & Rec Committee for their excellent
organisation and preparation they have done.

Some note for parents about sports day:

- All students are expected to attend, and we expect them to conduct themselves, and represent their school well, on the day.
- Sportsmanship and striving for personal bests, alongside of teamwork, and lots of fun will be a feature of the day. This year we have the Travis Skipworth House Cup which will go to the team who displays the best team spirit.
- Participation is really important, with students able to pick up points for their houses by helping to supervise events, volunteering in the canteen, and having a go at events, whether they are an expert at them or not!
- I remind all students to sign in at the announcer’s desk, and to sign out if they leave before the end of the day. This is an Occupational Health and Safety requirement, so that we know who is on campus at any time, should there be a need.

**Safety reminders on sports day**

Please ensure you have: **Hats, water, sunscreen, sunglasses, shoes**

Make sure you take fluid on a regular basis throughout the day. Make use of the shade when not participating and reapply your sunscreen often. All students are required to wear shoes whilst competing and we would like to see all students in shirts and sleeves.

There will be a 10:50 a.m. late start on Friday 5th March for all classes.
The following proposals will be discussed at the meeting held Monday 1st March:

**Proposal One: Kindy Transition visits**
**Proposal/Dates:** Thursdays of Weeks 5, 7, 8, 9, 10. Not in Week 6 due to Sports Day.
**Benefits:** Kindy children to develop confidence in coming to school, familiarise themselves and parents with school routines, activities and teachers.
**Requirements from home:** School hat, recess and lunch as required.
**Proposer:** S Perkins / L Camporeale

**Proposal Two: Year 8/9 Small Business**
**Proposal:** Life Skills Activity to use a variety of activities to engage students in learning, relative to the Maths / English Curriculum. To show useful purpose for a range of concepts.
**Date:** Weeks 4-10, Term 1.
**Proposer:** L Daddow / T Stringer / D Richardson

**Proposal Three: Clean Up Australia Day**
**Proposal:** That the whole school once again be involved in the National Clean Up Australia Day for schools program.
**Date:** Friday 5th March, Week 6.
**Proposer:** M Hancock / S Hackett / D Richardson

**Proposal Four: Subway Lunch Dates 2010**
**Proposal:** Proposed dates for Subway lunches for 2010, a Student Voice Fundraiser.
**Dates:**
- Term 1: Tuesday 23rd March, Week 9.
- Term 2: Tuesday 22nd June, Week 10.
- Term 3: Tuesday 21st September, Week 10.
- Term 4: Tuesday 7th December, Week 9.
**Proposer:** W Brusnahan / M Pope

**Proposal Five: Year 4/5 KS / Year 5/6 FC Camp**
**Proposal:** To take students away for 3 days (2 nights) to Warradale Camp Centre.
**Date:** Tuesday 15th – Thursday 17th June, Term 2, Week 9.
**Proposer:** F Camporeale / D Daulby

**Proposal Six: School to Kindy visits**
**Proposal:** Class group walk to Kindy with teacher for a 45 minute visit. Teacher observation of incoming students, liaise with Kindy staff about any special needs, interaction between children from school with Kindy children.
**Dates:**
- Thursday 11th March, Week 7, Amanda’s class
- Thursday 25th March, Week 9, Linda’s class
**Proposer:** S Perkins / L Camporeale

**Proposal Seven: Year 6/7 Knockout Netball and Football at Kadina Courts / Oval**
**Requirements from home:** Sunsmart hat, etc, drinks.
**Change of dress code:** Moonta Netball Club uniform and MFC Guernseys.
**Cost:** Nil, unless buying food.
**Date:** Tuesday 30th March, Week 10.
**Proposer:** S Hackett / D Richardson

**Proposal Eight: Jump Rope for Heart**
**Proposal:** R-9 Skipping – run by Year 7s. Year 7s work with different primary classes to teach basic skipping skills. Students raise money for the Heart Foundation.
**Date:** Friday 22nd October, Term 4, Week 2.
**Proposer:** S Hackett / D Richardson

**Proposal Nine: Crossing Training for 2011**
**Date:** Monday 25th Term 4, Week 3. 3:50 a.m.
**Proposer:** D Daulby / D Angus

**Proposal Ten: Student Voice Training Camp – change from 3 days to 1 day**
**Proposal:** Change of length due to extreme cost. The Student Voice Training Camp be held at Glenhaven Park for 1 day only.
**Cost:** $31 per student.
**Date:** Thursday 11th March, Week 7.
**Proposer:** M Pope / D Daulby

**Proposal Eleven: Cluster Choir meeting / assessment**
**Proposal:** Practice and assessment with Kadina Primary School and Bute Primary School.
**Benefits:** To experience singing with a bigger choir and for assessment for Festival Theatre performance.
**Requirements from home:** Choir book and bottle of water.
**Date:** Tuesday 23rd March, Week 9.
**Proposer:** M Ashby / S Rankine / D Daulby

**Proposal Twelve: Years R-6 RE 2010**
**Proposal:** RE presenters to provide an outline of the planned programs for the year. Outline to be provided to parents for information prior to signing consent form for participation.
**Dates:**
- Term 1: Friday 19th March, Week 8.
- Term 2: Thursday 24th June, Week 10.
- Term 3: Friday 17th September, Week 9.
- Term 4: Friday 3rd December, Week 8.
**Proposer:** D Daulby / D Angus

**Proposal Thirteen: Premier’s Reading Challenge**
**Date:** All year until the end of September.
**Proposer:** T Stringer / K Daddow

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**Moonta Area School Governing Council Nomination Form 2010**

I wish to nominate for a position of Governing Councillor for a term of two years.

Name: .......................................................................................................................................................
Signature: ..................................................................................................................................................
The following proposals were approved at the meeting held Monday 15th February:

2. **Student Well Being Presentation** – Year 6/7. Tuesday 9th March, Week 7.

3. **Year 10 Outdoor Ed Bushwalking Camp at Moolooloo Station**. Tuesday 25th – Friday 28th May, Term 2, Week 6.

4. **Year 11 Outdoor Ed Bushwalking Camp at Moolooloo Station**. Tuesday 8th – Friday 11th June, Term 2, Week 8.

5. **Year 10 Outdoor Ed Waterskiing Camp at Morgan**. Monday 29th March – Thursday 1st April, Week 10.

6. **Year 11 Outdoor Ed Windsurfing Camp – Balgowan to Port Hughes**. Tuesday 20th – Friday 23rd April, Term 2, Week 2.


8. **District Swimming Day at Port Pirie**. Monday 1st March, Week 6.

9. **Knockout Cricket v Kadina at Moonta School oval.** Thursday 18th February, Week 4.

10. **Uniting Care Wesley – Young Carer’s Presentation**. Wednesday 17th February, Week 4.

11. **Change of school start after Sports Day**. Start school at 10:50 a.m. for home group, followed by lesson 3 at 11 a.m. Friday 5th March, Week 6.

The Premier’s Reading Challenge is up and running again for 2010. Congratulations go to Michaela Woodward, Cheyanne Ostendorf, Harrison Hatcher and Jasmine Talbot-McPhee from Mrs Hettner’s class for completing their sheets early. Well done!

Each Friday students have the opportunity to participate in activity to reward them for achieving the weekly learning goals.

The activity sessions promote some of the following skills...

**Team work, self-esteem, social interaction (oral language) and creativity.**
The Year Eights Have Landed... just next door!

What's your favourite thing so far? Going to different classes, having all different teachers, choosing your teacher for some classes, Party's new classroom blinds, Art in the Art room, moving around more, the toilets, my friends, learning, elective activities and the lockers.

How did you feel just before starting year eight? They certainly ran the gauntlet of emotions: stressed, relaxed, dazed and confused, scared, excited, annoyed, happy, awesome, petrified, pumped, sickened, bored, random, older, shorter and embarrassed!

What are some differences between years 7 and 8? Home Economics, Technology, Art, more teachers, bigger home group, confusing timetable, you must be more organised, more room, crowded, lots of different people and lots of different teaching styles.

we thought we’d ask them what they thought of the new place...

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Clean Up Australia Day

On Friday 5th March is the National Clean up Australia Day (Friday Week 6 – after Sports Day) and we are participating in the school clean up day event. This year Clean up Australia Day has been organised by the Year 7 classes. This is your chance to take to the streets and clean up our community.

Each class has been buddied with another class.

You are invited to the Australia Day Clean up. Join your child’s class for a community clean up day. Followed by an iceblock for the students.

When: Friday 5th March, 1:15 p.m.
What to bring: plastic bags, tongs and gloves (Students will be supplied with gloves).

<table>
<thead>
<tr>
<th>Clean up Area</th>
<th>Class/Teachers</th>
<th>Extra help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main building &amp; surrounding playgrounds</td>
<td>LH R/1 &amp; MH Yr7</td>
<td>Jane / Wendy</td>
</tr>
<tr>
<td>Below Middle School &amp; bowling green surrounds</td>
<td>AS R/1 &amp; RH Yr6</td>
<td>LC</td>
</tr>
<tr>
<td>Skate Park / Scrub</td>
<td>SP Yr1/2 &amp; DR Yr8 boys</td>
<td>Tamra</td>
</tr>
<tr>
<td>Around kindy, kindy &amp; school car park, chook area</td>
<td>SC Yr2 &amp; HS Yr9 girls</td>
<td>JVG, Lisa</td>
</tr>
<tr>
<td>Robert Street</td>
<td>CH Yr2, BD Rec &amp; RS Yr9 boys</td>
<td>MA, KD</td>
</tr>
<tr>
<td>Caroline Street</td>
<td>FR Yr3-7 &amp; FP Yr8 girls</td>
<td>Amy</td>
</tr>
<tr>
<td>Southern Oval including perimeter fence line</td>
<td>AK Yr3/4 &amp; NH Yr11</td>
<td>DS, DDaubly</td>
</tr>
<tr>
<td>Milne Terrace</td>
<td>CB Yr5/6 &amp; BG Yr10</td>
<td>KC, Jenny</td>
</tr>
<tr>
<td>Blyth Street</td>
<td>DJ Yr3 &amp; VE Yr11</td>
<td>VI, Annette</td>
</tr>
<tr>
<td>George Street</td>
<td>PE Yr5/6 &amp; GK Yr10</td>
<td>TS</td>
</tr>
<tr>
<td>Parkview Senior Citizens area</td>
<td>JMc Yr4/5 &amp; MW Yr12</td>
<td>DDaddow</td>
</tr>
</tbody>
</table>

Plastic bags are needed.
Please send in as many plastic bags as you can & drop them at the front office.

Thankyou for caring for the community.
Parent Information and Acquaintance Night
Thank you to the parents who came along to the Year 10, 11 and 12 Parent Information sessions on Tuesday Feb 9th. Your attendance:
- Reflected your interest in your child’s education
- Indicated that you value education
- Showed your support for your children.
All of these are significant factors in their achieving success.
We hope that you now have a better understanding of the year ahead for your son or daughter and that you feel comfortable in approaching the teachers with any concerns, or for more information. Research shows that if parents, teachers and students have good relationships and keep the lines of communication open, students have a greater chance of success.
Our goal is simple – to help your child achieve theirs.

Student Success
Success can be measured in many ways and one of those is looking at what a student goes to when they leave school. Gaining employment, attending TAFE or beginning university are all indicators of success.
As a result of last year, 5 Year 12’s will begin university courses, 3 will attend full time TAFE in Adelaide and 14 are employed.

Six Year 11’s gained employment and 30 returned to school to undertake Year 12, while 2 Year 10’s began their working lives and 27 returned to school. Only 2 of 92 students are still seeking employment. 99% of Moonta’s Senior School students achieved success and that’s really pleasing. We look forward to another successful year in 2010.

Pupil Free Day
Last Tuesday the Senior School Teachers worked with Ian Howlett from the SACE Board to develop Stage 1 (Year 11) Learning and Assessment Plans as this year the Year 11’s are undertaking the new SACE. These plans outlined the programs for the year for each subject. Teachers worked on designing assessment tasks that would meet the learning criteria set down by the SACE Board and allow them to assess the students’ work against the new Performance Standards.
The Performance Standards will be used to work out a student’s grade, rather than %. More information about Performance Standards can be found on sace.sa.edu.au or sought from any Senior School teacher.
R-2 Sports Day

The Junior Primary Sports events aim to provide a non-competitive, enjoyable environment in which all have the opportunity to participate.

Students are actively encouraged to dress in their team colours for the day, but events will be conducted in class groups.

For your information the team colours are: **Monterra** – blue; **Flinders** – red; **Eyre** – green.

On Thursday 4th March the children’s day will begin at **12:15 p.m.**, when they should come to class as usual **with a packed lunch**. Children will have lunch until 1 p.m. with their class, supervised by teachers (they will not be permitted to go to the oval.)

**Events will begin at 1:15 p.m.** with each class rotating every 15 mins. The final sprint events will be held on the main running track on the main oval.

Children will compete in a “long run” prior to the day. This will be held on Tuesday 2nd March at 9 a.m.

**Children will receive certificates and iceblocks in the JP area at 4 p.m.**

For safety reasons, parents/caregivers are asked to go to classrooms and **collect their children from the teachers**. If you have organised for someone else to collect them, please inform the teacher at the beginning of the day or beforehand.

After 4:15 p.m. staff are required to provide support on the main oval and therefore supervision of students will not be available.

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DMC have approved that school begins at **10:50 a.m. (home group)** the next day, Friday 5th March, for all R-12 students.

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**Years 3 - 12 Sports Day**

Students have begun practices for Sports Day. These have been excellent, with lots of participation by all students.

We have not had many offers of help so far for Sports Day. If you can help with any events please fill out the slip sent home in Week 3 or contact the school. Assistance from any members of the community on the day would be greatly appreciated. Please contact the school 88 252 088.

Events for Years 3-12 commence at **12:30 p.m.** sharp, whilst R-2 students are required in their classrooms at **12:15 p.m.**. Students in Years 3-12 are expected to arrive at **12 noon**, sign at the scorers’ tent and then gather in their house areas. An official opening will begin at **12:15 p.m.**, prior to the first event at **12:30 p.m.**. Students will not be supervised prior to 12 noon.

Students need to wear shoes to compete in all events. This is mandatory due to OHS&W issues. All students need to wear **HATS** and wear a shirt with sleeves. The most effective drink on the day is water. No participant will be allowed to compete in bare feet at Interschool.

On the day we require beach shades or gazebos to use at marshalling points around all events. If you are able to assist, please see Kris Daddow as soon as possible.
CANTEEN MENU FOR SPORTS DAY
Thursday 4th March 2010

Hot and Cold foods are available over the counter all day.

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pie (Mrs Mac's 200 gm)</td>
<td>$2.60</td>
</tr>
<tr>
<td>Sauce</td>
<td>.20</td>
</tr>
<tr>
<td>Cocktail Pie (Mrs Mac's 60 gm)</td>
<td>.80</td>
</tr>
<tr>
<td>Sausage Roll (Mrs Mac's)</td>
<td>$1.70</td>
</tr>
<tr>
<td>Hot Dog</td>
<td>$2.60</td>
</tr>
<tr>
<td>Hot Dog Sauce</td>
<td>$2.80</td>
</tr>
<tr>
<td>Snack Pizza: HP, Supreme, Bacon &amp; Cheese</td>
<td>$1.30</td>
</tr>
<tr>
<td>(Vegemite, Cheese or Cream Cheese)</td>
<td>$1.00</td>
</tr>
<tr>
<td>Crusts</td>
<td>$1.00</td>
</tr>
<tr>
<td>Fruit Salad Bowl</td>
<td>$2.00</td>
</tr>
<tr>
<td>Chicken Salad Bowl</td>
<td>$2.00</td>
</tr>
<tr>
<td>Slush Puppie: Lemon/Lime, or Cherry</td>
<td>$1.50</td>
</tr>
<tr>
<td>Drinks: Milks, Fruit Juices, and Water</td>
<td>from .50c</td>
</tr>
<tr>
<td>Ice Blocks and Ice Creams</td>
<td>from .40c</td>
</tr>
<tr>
<td>Various Sandwiches, Baguettes, Wraps and Rolls</td>
<td>from $2.00</td>
</tr>
</tbody>
</table>

CANTEEN SPECIAL – SPORTS DAY (Pre orders only)

Whole chicken cut into platter size pieces, on a bed of lettuce, tomato, carrot, cheese, cucumber, celery, plus 4 cans of drink. Includes cutlery and plates.

$20.00 – Payment is required to the Canteen at time of order.

Name: _______________________________________  Class: ________

☐ Lunch         ☐ Tea         ☐ Paid

Please send back the order form to the canteen by Tuesday 2nd March, Week 6.

Practices to select Northern Yorke Peninsula SAPSASA District cricket team to compete at the state carnival to be held in Adelaide from Monday, November 1st to Thursday, November 4th, 2010 (Term 4, Week 4 - 4 day carnival) will commence on the following dates at Port Broughton 4.15pm – approx 5.30pm

Group 2: Wednesday 24th & 31st March - Bute, Port Broughton, Wallaroo, Kalori, Port Wakefield.

A squad of 15 will be selected and further practices will be confirmed by the manager at these trials!

Selection will be based on NYP SAPSASA Policy – children in their 11th year and older may attend, but preference will generally be given to the older children (Year 6 and 7). Children in their 10th year may possibly be selected if there is a shortage of numbers.

For further information please see Sally Hackett.
Each year Moonta students are invited to compete in a variety of National School Competitions. Most of these competitions are held in the middle of the year, but nominations are due soon. These competitions are administered Australia wide and give children the opportunity to challenge themselves and their knowledge and understanding in various areas. Students achieve recognition through the awarding of distinction, credit and participation certificates. To enter any of these competitions, please complete the relevant portion of the attached entry form and return it to school with the entry fee by Friday 26th March (Week 9).

Competitions run by the University of NSW are:

- **SCHOOLS COMPUTER SKILLS COMPETITION**
  To be held on Tuesday 25th May  
  Students Years 3-10  
  Entry Fee: $6.60 (GST inc)

- **SCHOOLS SCIENCE COMPETITION**
  To be held on Wednesday 9th June  
  Students Years 3-12  
  Entry Fee: $6.60 (GST inc)

- **SCHOOLS SPELLING COMPETITION**
  To be held on Tuesday 22nd June  
  Students Years 3-7  
  Entry Fee: $8.80 (GST inc)

- **SCHOOLS WRITING COMPETITION**
  To be held on Tuesday 22nd June  
  Students Years 3-12  
  Entry Fee: $15.40 (GST inc)

- **SCHOOLS ENGLISH COMPETITION**
  To be held on Tuesday 3rd August  
  Students Years 3-12  
  Entry Fee: $6.60 (GST inc)

- **SCHOOLS MATHEMATICS ASSESSMENT**
  To be held on Tuesday 17th August  
  Students Years 3-12  
  Entry Fee: $6.60 (GST inc)

Competitions run by the Australian Mathematics Trust are:

- **AUSTRALIAN INFORMATICS COMPETITION**
  To be held on Thursday 6th May  
  Students Years 7-12  
  Entry Fee: $4.95 (GST inc)

- **AUSTRALIAN MATHEMATICS COMPETITION**
  To be held on Thursday 5th August  
  Students Years 7-12  
  Entry Fee: $4.95 (GST inc)

If you wish to enter your child in any of the above competitions please circle in the list above and return the completed form, with money, to the school’s front office by the due date, Friday 26th March. (Week 9)

NAME:___________________________________________________________________

YEAR LEVEL:_________  HOME GROUP TEACHER:________________________________


This year our school has been given the exciting opportunity of being an ACTF Advisory School for the next three years. The ACTF is the Australian Children’s Television Foundation who is a non-profit government funded organisation.

The ACTF have produced a number of engaging and educational media. Some of their television programs include Lift Off, Dogstar, Round the Twist, Lockie Leonard and their new program My Place. They have also released Kahootz, which is an interactive multi-media program that allows users to create amazing stories, inventions, habitats, games, movies and soundtracks.

What does being an Advisory School mean for MAS?
There are only 14 Advisory Schools in Australia, with Moonta Area School now being the second in South Australia. Our school has been given all the programs that the ACTF have produced. As co-ordinator of the Advisory Schools position, I am responsible for putting together a teaching panel that will develop units for their classroom using the ACTF programs. From here, the school has to give feedback on the use of the programs which I then take back to the ACTF in Melbourne.

All of the programs the school has received are aimed at children from reception to year 12 and are supported by an extensive education program in media literacy. Once again it is an exciting opportunity and I am sure the students of MAS will enjoy using the ACTF resources.

Chelsea Balnaves

Nihongo no Nyusu
にほんご の にゅす

Tora doshi
とら どし

Year of the Tiger
2010 is the year of the tiger. Children have been learning about O Shogatsu (New Year Celebrations), the activities associated with this and the special types of foods prepared in Japan. It is a special time of year.

To find out about the year that you were born in, visit about.com Japanese language or google “Year of the tiger”.

Younger children who have only been at school for a few weeks are proudly able to count to ten and say their primary colours in Japanese.

If anyone in your family has a birthday, ask your children to sing happy birthday in Japanese (O tan joubi omedeto) !! Grandparents are usually quite amazed.

Omedeto おめでと (congratulations!) to Natasha Hubbard (blue ribbon) and Emily Robinson (Green ribbon) who began the year well and worked hard to achieve their next level of hiragana.

Road Crossing Monitors
Term 1, Week 6
Carron Daveson, Lacey Clarke,
Tamika Sansbury

Term 1, Week 7
Marcus Gamble,
Joseph Sakoulidis, Jacob Sakoulidis
GIVE KIDS A CHOICE
All readers
Being able to choose what they read encourages some so-called ‘reluctant readers’ to find their interest in reading.

1. **No pressure — let children choose what they want to read.** It is not the amount children read, it is that they want to read that is important, so let them choose things they want to read — even comics, magazines, cookbooks or appropriate websites.

2. **Find out what others like.** Peruse book reviews or lists or ask your local librarian what is ‘hot’ for kids to read. Find out what appeals to your children, rather than what appeals to you!

3. **Listening is reading — consider audio books.** Fluency with reading improves if children follow along as they are read to. Listen to audio books in the car, or download audio books onto your children’s iPods so they can listen to them privately.

4. **Book groups are great.** Ask your children if they’d like to get together with other children who might like to read and talk about a book. Try an ‘all boys’ book group or a grandparents–grandchild book group — any way to get kids talking about books.

5. **Read anywhere and everywhere.** Encourage your child to read to you menus, maps, train schedules, flavours at the ice-cream shop, specials at the supermarket, music and movie reviews — anything that interests them.

GREAT READS

- **How to Draw Monster Battles** by Marc McBride. READ AND DO. From the illustrator of Deltora Quest, children will learn how to create their own monsters, mythical creatures and mammoth beasts. So they’ll be both reading and illustrating! Recommended for readers 9+
RE: DIGITAL EDUCATION REVOLUTION - NETWORK UPGRADE

Dear Parent

You may have seen the recent media report regarding the implementation of wireless networks in DECS secondary schools (Adelaide Advertiser, 28/12/2009). The article referred to “a massive investment to dramatically overhaul the provision of computer and internet technology in our state’s high schools”. I’m pleased to advise you that your school will benefit from this significant investment supported by a joint initiative of the Australian and State Governments.

This $37.8m investment will contribute to the costs of moving schools to the target 1:1 ratio of students to computers in Years 9 -12 by 31 December 2011.

DECS recognises that ICT enables better and more personalised learning for all students by providing powerful and effective learning tools across all areas of the curriculum. It is within this context that an upgrade of the computer network and access to the internet will take place at your child’s school.

Your child’s school will benefit from this significant upgrade which includes wireless access for mobile computing devices and improved internet bandwidth options during Term 2 2010.

Further upgrades in other schools will take place in Terms 3 and 4 2010 and Terms 1 and 2 2011, with a target completion for upgrades in all DECS secondary schools by 30 June 2011.

Should you require any clarification about these matters, please contact your Principal.

Yours sincerely

[Signature]

Chris Robinson
CHIEF EXECUTIVE

15 February 2010
Parents are like pillars on a verandah to their adolescent kids. Sometimes they lean on us. It’s comforting for them to know we won’t let them down.

Are adolescents big kids or small adults?

One of the great difficulties that many adolescents face is they look like adults, and are expected to act like adults, yet their brains are a long way short of the neural circuitry required to think like adults.

By the onset of puberty, the density of synapses in the thin cortex covering the white matter of the brain is still about 50% above adult levels (Diamond, 1999). The adolescent child’s brain still has many years of sculpting, welding experiences into permanent functional circuits and pruning away the cerebral dead wood.

To those of us who enjoy parenting or working with adolescents (sometimes both!) it is a remarkable – like no other – developmental phase.

What’s growing in the brains of adolescents?

Let’s go right back to the start for a moment. We reach our neural peak, in terms of numbers of neurons, about two months prior to birth. Massive numbers of neurons are eliminated in a process referred to by Nobel Prize winning neuroscientist, Gerald Eldeman as neural Darwinism (some scientists believe that autism may be the result of insufficient or abnormal prenatal pruning).

From birth, the neurons that survive the seemingly cruel and hostile elimination process, frantically build interconnections (synapses) in response to the novelty and stimulation of the world outside the womb. The early years sees massive overproduction of synapses. Experiences create a landscape of functioning neural circuits, stabalising the functional circuits and making redundant the vast billions of underutilised synapses.

There are not enough nutrients, growth factor or even room in the skull for such redundancy to continue and the brain responds by pruning unwanted synapses. Only a very small percentage of the brain’s original synapses actually make it to adulthood.

Neuroscientist, Dr Jay Giedd (pronounced Geed) of the National Institute of Mental Health (NIMH) in the USA has been studying the brains of over 1,800 adolescent kids over a 13 year period. Using high-powered magnetic resonance imaging (MRI) to take snapshots of his volunteers’ brains every two years, Giedd’s brilliant studies have built maps of the peak and trough development of the adolescent brain. Before Giedd’s studies, many neuroscientists thought the brain was hard-wired – virtually a finished product, by about age twelve.

Giedd’s studies show a second phase of overly strong dendritic growth (branches that grow from cell bodies to increase surface area for synapses) and synaptogenesis (growth of new interconnections) in the frontal lobes of the adolescent brain.

Functional MRI scans (fMRI) reveal this brain area as a centre for judgement, planning, organisation, shifting attention, thinking about our thinking, and at least some feeling and emotional processing. The thickening of dendrites and synapses in this area of the brain peaks at around age 11 for girls and age 12 1/2 for boys.

Geidd believes this second wave of over-production prepares the adolescent brain for the challenges of entering the next phase of life. It coincides with the brain’s increased ability for higher-order thinking.
In addition, in a similar manner to the pre-natal brain, over-productions generate another phase of elimination of redundant brain tissue. But, unlike the pre-natal years, where entire neurons self-destruct, the latter phase of pruning significantly reduces the number of synapses (interconnections) between neurons. Giedd suggests that the pruning process thins out the cortex at a rate of about 0.7% per year and continues right into the early 20s (Time Magazine interview, May 2004). That amounts to literally billions of redundant synapses.

However, I argue that the terms unstimulating or boring have more to do with the concepts adolescents hold than the actual environment. In other words, boredom is a state of mind, not a state of the environment.

Many neuroscientists believe that both genetics and a use-it-or-lose-it principle guide the process of pruning. As adolescents lose synapses, the remaining ones operate more efficiently. During adolescence, says Giedd, ‘You get fewer but faster connections in the brain.’

Advancements in MRI image analysis, combined with longitudinal studies with the same kids are providing new insights into the brain development of adolescents. NIMH researcher, Dr Judith Rapoport, whose longitudinal study of 145 adolescents confirms the work of Jay Giedd, says the teenage brain is a ‘work in progress.’ Few parents would disagree with such an observation.

The reduction in the number of synapses (about 1 third will wither away and die, Diamond, 1998) decreases the brain’s metabolic load by about 33% and this is one of the many reasons that adolescents change their dietary habits during these years (we examine nutrition in later articles).

How do the changes in brain wiring during adolescence affect behaviour?

Many adolescents test the limits, experiment without due regard to safety or consequences and act, at times, impulsively and without reason. This across-the-species characteristic was thought to be driven by changes in hormones corresponding with the beginning of puberty. A super-abundance of hormones is certainly part of the story but not the whole picture.

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The emerging view about the adolescent brain is that the actions of the brain are also responsible. Concurrent with the super-abundance of hormones is a meagerness of control of the frontal lobe activity required to modulate hormonal-influenced behaviour. In other words, the brain of the adolescent child is building the neural circuitry necessary for applying logic and reason before impulsivity and emotionally-biased reactions. It’s a construction phase that may last for over ten years!

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Summary

The third major phase of life, the adolescent years, is characterised by an abundance of neuronal and hormonal changes. Typically, but not always, these changes occur simultaneously, leading many parents and adolescent kids spinning into turmoil about what’s going on and what the future holds. Common problems occur in families during these years and there are many practical ways to address these issues. It is important to understand that young adolescents do not necessarily have the mental capacity to override the emotional urges present throughout their minds and bodies, despite the fact that they may look like and sound like adults.

In the next article, Fact Sheet 5, we continue our journey to explore the relationship between logic and emotion in the adolescent brain. We examine the white matter of the brain (myelin) some functionality, and the sequence of brain maturation.

References

(Items marked * are available from Mind Webs). Log on to www.mindwebs.com.au or call Cathy Joseph for a catalogue (08) 8358 6993.

Magic Trees of the Mind, Marian Diamond and Janet Hopson*.


Frontline Interview, Jay Giedd. Visit the website at: www.pbs.org/wgbh/frontline/shows/teenbrain


NIMH (USA) Teenage Brain, a Work in Progress, Judith Rapoport. Visit the website at: www.nimh.nih.gov/publicat/teenbrain.cfm

Next Issue –
Module 4, Part 2: How the brain learns - the adolescent years.
Week 5
**Thursday 24th – Friday 25th February**
- Pre Sports Day events

**Friday 25th February**
- Step to the Future

Week 6
**Monday 1st – Tuesday 2nd March**
- Pre Sports Day events

**Monday 1st March**
- District Swimming Day at Port Pirie
  - 5 p.m. DMC meeting

**Wednesday 3rd March**
- 7:30 p.m. Governing Council AGM

**Thursday 4th March**
- MAS Sports Day

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**Calendar**

**Friday 5th March**
- Late start – 10:50 a.m.

Week 7
**Monday 8th March**
- Public Holiday – Adelaide Cup

**Tuesday 9th March**
- Student Well Being Presentation – Year 6/7

Week 8
**Monday 15th March**
- 5 p.m. DMC

**Tuesday 16th March**
- Interschool Sports Day at Kadina
  - Parent Club meeting 7:30 p.m.