MAS Sports Day
What a great day! Moonta Area School students are to be congratulated for their efforts and attitude to the sports day. It was great to see so many students trying their hardest in both the individual and team events, supporting and cheering on their team, encouraging individuals and filling in wherever they could. Their behaviour on the day was excellent. It shows what quality students we have.

A huge thank you to the Sport & Recreation Committee for all they did to bring about the sports day. It certainly ran very smoothly, and this is of course due to all the quality planning and preparation before the event.

Thank you to all the staff of Moonta Area School for all the hard work they put in prior to and on the day. They started the day at 8 a.m. and were still packing up at 8 p.m. that night. Every single staff member had specific roles on the day and given the conditions, it was a tough long day. I publicly thank them for this.

To our parents and wider school community, a huge thank you for your support and encouragement.
We had a lot of parents volunteer to help at all the different athletic events as well as in the canteen and on the governing council BBQ.

The fact that we had a huge majority of our school population turn up on the day, well prepared for the day and willing to stay right to the end says a lot about the support we have at the school.

Thank you also to the other community groups who supported us with tents, shades and other requirements.

Congratulations to all. Bring on Interschool!

Student Voice
On Wednesday the 24th Feb. we had a very successful Student Voice Induction ceremony. It was pleasing to see an increased number of students nominate for leadership positions within the school, and we sincerely value the contribution that they will make to school life during this year. Congratulations to Taylah Andrews and Michael Carson who were elected Senior School Captains, and to Harry Love and Georgia Ivens who are the Junior School Captains.

I also wish to publicly acknowledge all the members of the Student Voice Executive and all members of the R – 6 Action Group. It is great to see you taking on a leadership role in the school, both you and the school will benefit from this.

Congratulations to all our House Captains and Vice Captains, for Eyre, Flinders and Monterra.

Thanks also to all the parents and family members who came to see the induction. It was great to see you there and I’m sure the students really appreciated your attendance. I must also thank the students and staff at Moonta Area School. The students displayed excellent listening skills throughout the ceremony, showing their understanding of the importance of the occasion. Staff coordination, flexibility and support leading up to and including the day were exemplary.

Finally, thanks go to our special guest, Mr Trevor Ellis, for his words to the student body, our Deputy Mayor, Mr Dean Rodda, student leaders, and Ms Margaret Pope for all her work in Student Voice selections and in organising the Assembly.

National Curriculum Trial – MAS is one of only 10 schools in the state to be conducting a school based trial using the draft K-10 Australian Curriculum.

Judy van Galen, Sonia Perkins, Fiona Ryan and Margie Hancock will be involved in this trial.

We have accepted the challenge of using some of the draft materials to do one or more of the following.

- Write teaching outlines to make sure the draft curriculum is manageable and can be taught.
- Teach a part of the draft curriculum where appropriate in the context of their already planned programs.

This is an excellent opportunity for our school to contribute to a major initiative, namely the development and finalisation of an Australian Curriculum that will be taught in all schools in Australia. If you would like more information on the draft national Curriculum, including the opportunity to express your view, please visit www.australiancurriculum.edu.au

R-6 Parent/Caregiver Interviews
Information will come home shortly with regard to parent/caregiver interviews. I encourage all parents/caregivers to take this opportunity to speak to your child’s teacher and discuss their progress so far this year. If you are unable to come in and see the teacher at the times scheduled, please contact that teacher and make alternate arrangements.

Education is a three way process and we need to ensure we work together in improving the educational outcomes of all Moonta students.

Parent Club
Please note the parent club meeting has been changed to Tuesday 16th March at 7:30 p.m.
The first few weeks of school have been busy with panels making decisions about who will be members of the 2010 Student Voice Executive, School Captains and Vice Captains and Junior School Captains.

Past Student Voice Executive and School Captains Emma Hackett, Hollie Ravenscroft, Taylah Andrews and Michael Carson along with Mr Travis Skipworth, the chairperson of our Governing Council and Mrs Pope, School Counsellor/Student Voice Coordinator, listened to students who nominated to be on the Student Voice Executive. The students were asked to give reasons for wanting to be a member. They answered questions asked by panel members and had a chance to ask questions of the panel.

After much round table discussion the final nine were chosen. These were presented at the Induction Assembly on Wednesday 24th February.

We would like to thank all students who nominated and those who were not successful to try again next year. It was great to see such interest by the students who wanted to be involved in the important role of student decision making.

**Junior school Captains**

The same panel who decided on the Student Voice Executive worked over a 2 day period to analyse the Junior School Captain entries. We were overwhelmed by the number of applicants from the year 6 students for these positions.

The students had to write their own reference as well as collect 3 referee statements: a student, an adult and a teacher. All references had to address the applicant’s skills and abilities in relation to the position.

The panel went through a process to thoroughly compare the applicants. It was a long couple of days with panel members revisiting personal and referee statements several times before a final decision was made. The high standard made it difficult to make a final decision. Our congratulations go Georgia Ivens and Harry Love.

**Senior School Captains and Vice Captains**

The selection process for these positions was an interview by the student to a panel. The panel has Mr Travis Skipworth (Chairperson of the School’s Governing Council), Mrs Margaret Pope (School Counsellor and Student Voice Coordinator), and student representatives: Year 8 Alec Hutchins, Year 9 Stephanie Drogemuller and Year 10 Aisha Cooper. These students had already won a position on the Student Voice Executive council. They listened to the presentations each candidate presented and asked questions to help decide how well the applicants matched the judging criteria. Our congratulations to Taylah Andrews and Michael Carson as captains, with vice captains being Rachel Templer and Sean McMahon.

**R-6 Action Group**

Two students from each Reception to Years 6 class represent their class at fortnightly meetings. They bring information and issues from their class meetings to the R-6 Action Group fortnightly meetings and likewise report to their class after each meeting. The R-6 Action Group is part of the school’s process to encourage students to take on responsible decision making. The process of selecting these students varied from class to class.
Congratulations go to all involved with last Thursday’s Interhouse Sports Day. We had ideal conditions and the efforts and participation from all students was outstanding. Once again, we had a very successful and enjoyable day, which was celebrated by all students, parents and teachers. It was great to see the high level of enthusiasm, participation and strong support given to peers and other team members. All the teams showed great sportsmanship and we would like to congratulate FLINDERS on their third consecutive win.

The final scores were:

- Flinders 1791
- Eyre 1602
- Monterra 1136

**CONGRATULATIONS Flinders and well done to Eyre and Monterra.**

We would like to thank:
- The parents and staff who lent shades.
- The School Canteen for providing lunches, snacks and drinks.
- The Governing Council for their BBQ.
- All the teachers for helping with training and marshalling events.
- All parents and students who helped at events and at the food venues.
- NYP Little Athletics and Lyndon Elsworth for the use of the electronic timing equipment at the finish line.

Without these people the day would not have been possible. The biggest thanks would have to go to the students for their participation in making the day a very successful event.

Congratulations go to the following students who broke existing records:

- **U8B** Vortex Throw: Tyler Moore 17.07m
- **U9B** Vortex Throw: Jack Hobbs 28.76m
- **U10B** Vortex Throw: Harrison Platten 29.11m
- **U10G** 60m: Madelyn Keast 9.35s
- **U13B** Discus: Samuel Yandell 27.75m
- **U15B** 800m: Will Northeast 2m24.22s
- **U15G** 90m Hurdles: Danielle Keast 16.29m
- **IB** 4 X 100m Relay: Monterra 53.90s
Our individual winners are listed and we congratulate all the winners, runners up and participants.

<table>
<thead>
<tr>
<th>Category</th>
<th>Winners</th>
<th>Runners Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>U8 Girls</td>
<td>Zoe Linke</td>
<td>Jessica McIntyre</td>
</tr>
<tr>
<td>U8 Boys</td>
<td>Ryan Mulholland</td>
<td>Tyler Moore</td>
</tr>
<tr>
<td>U9 Girls</td>
<td>Kara Hackett</td>
<td>Kira Gibbons</td>
</tr>
<tr>
<td>U9 Boys</td>
<td>Braden Aldridge</td>
<td>Luke Chapman</td>
</tr>
<tr>
<td>U10 Girls</td>
<td>Madelyn Keast</td>
<td>Claudia Hatcher</td>
</tr>
<tr>
<td>U10 Boys</td>
<td>Drae Hopkins</td>
<td>Callum Gibson</td>
</tr>
<tr>
<td>U11 Girls</td>
<td>Carron Daveson</td>
<td>Kiara van Rooy</td>
</tr>
<tr>
<td>U11 Boys</td>
<td>Kane Vaughan</td>
<td>Dylan Slack</td>
</tr>
<tr>
<td>U12 Girls</td>
<td>Ellie Turner</td>
<td>Emma Hackett</td>
</tr>
<tr>
<td>U12 Boys</td>
<td>Riley Hatcher</td>
<td>Bayden Cross</td>
</tr>
<tr>
<td>U13 Girls</td>
<td>Chelsea Fisher</td>
<td>Courtney Fricker</td>
</tr>
<tr>
<td>U13 Boys</td>
<td>Samuel Yandell</td>
<td>William Etheridge</td>
</tr>
<tr>
<td>U14 Girls</td>
<td>Tayla Scarce</td>
<td>Brittany Woods</td>
</tr>
<tr>
<td>U14 Boys</td>
<td>Rowen Nicholas</td>
<td>Jake Turner</td>
</tr>
<tr>
<td>U15 Girls</td>
<td>Danielle Keast</td>
<td>Jacinta McPeake</td>
</tr>
<tr>
<td>U15 Boys</td>
<td>Will Northeast</td>
<td>Tyler Andrews</td>
</tr>
<tr>
<td>Senior Girls</td>
<td>Adele Smith</td>
<td>Breanna Smith</td>
</tr>
<tr>
<td>Senior Boys</td>
<td>David Sime</td>
<td>Connor Hutchins</td>
</tr>
</tbody>
</table>

The “Travis Skipworth House Cup”, is a trophy intended to acknowledge the positive actions and relationships between the teams. Points were allocated throughout the day, using the following criteria: team spirit, colour of both house area and students, and the sporting attitude of team members. This year the efforts of all house captains and other supporters from the student body in setting up the house areas and continual encouragement throughout the day were superb.

Congratulations go to Eyre for three in a row winners of this trophy The final scores were:

- Eyre 170
- Flinders/Monterra 155

Teams have now been selected for the inaugural Yorke Peninsula Secondary Schools Athletics Carnival, comprising teams from Ardrossan, Kadina, Maitland, Minlaton, Port Broughton/Snowtown, Yorketown and Moonta. This Interschool competition will be held next Tuesday, March 16th at Kadina. Congratulations go to all of those students selected, with best wishes for their continued success.
I liked the hurdles because I could jump over them. Kiah

I liked the long jump because I liked jumping. Kodi

I liked the high jump because I was good at it. I jumped really high. Karli

I liked the obstacle course. I liked jumping on the trampoline. Joel

I liked the Sports day because I won the three legged race. Natasha

I liked the high jump. I jumped high. Jack

I liked the Sports day because I won the three legged race. Natasha

I liked the long jump. I jumped a long way. Alex
The Moonta Area School AGM of the Governing Council was held last Wednesday the 3rd March. We would like to welcome and thank the following for their commitment to Moonta Area School in being on our Governing Council for 2010.

TRAVIS SKIPWORTH  CHAIRPERSON/DMC
TONY DUNN   DEPUTY CHAIRPERSON/TREASURER
LIBBY WILLIAMS  SECRETARY / WELL BEING / FINANCE
GREG SMITH   SASSO
LYNDON ELSWORTHY  GROUNDS
SANDY MADDEN   WELL BEING
MEREDY SHIPARD DMC
ANNE JOLLY  CANTEEN
SUE MOSS   LIBRARY
TRACY CUTTING  DMC
SUE FERGUSON
WENDY HUTCHINSON
MARK TEMPLER
ELISE BARRETT
CRAIG CROSS
JULIE WARDE
MICHELE APPLETON Aboriginal Parent Community Voice
JANICE SAWDY Aboriginal Parent Community Voice
DEAN ANGUS
ADELE KELEHER
JUDY VAN GALEN
BRUCE SCHMIDT
JESSICA CARSON
MICHAEL CARSON

We would like to acknowledge the support of retiring member Adrian Hatcher and thank him for his service towards Moonta Area School.

Reading is one of our main improvement priorities on our Site Improvement Plan. It is also probably the most important skill our students need and one that can make the most difference to all our children’s lives. At MAS we are working in many areas that are designed to improve the reading ability of our students. Over the next few issues of MAS Media, I will outline some of the strategies we are using to bring about this overall improvement of students’ reading ability.

As a parent I can’t impress upon you the critical importance of reading every day with your child (note I didn’t simply say ‘listen to your child”). This can involve –

- Predicting or telling the story based on pictures
- Reading in one voice (theatre reading)
- Using post it note to hide certain words to encourage prediction
- Critically for developing readers, re-read the same text and develop fluency, expression
- It’s ok for all ages for the parent to skim read and summarise the text (for less able readers, this provides a rough map of the text)
- It’s ok to introduce some challenging words you have found in the book and ‘teach’ them beforehand
- Summarise the book – who were the characters? where was it set? What other books/movies did it remind you of?

Have fun sharing books with your kids. If they haven’t seen you read a book, you have already impressed upon them a powerful lesson (maybe not the one you intended).
Over the last few weeks, a number of mainly grade 7 students, have been learning some new skills by learning to sail.

The program has been going, on and off, for the last couple of years. But it is getting into full swing now as equipment is upgraded and some young guys are showing a high level of interest and commitment to the program.

School sailing at high school can lead to competitions against other schools around the state and some championships have been held as far away as Fiji, New Zealand and other exotic locations.

My aim is to get our current guys up to the skill level where we might consider having a go at these competitions.

Equipment and time has been generously donated by the Wallaroo Sailing Club and its members who help out by helping to rig up and put away the training dinghies we use. Training is available through the club on most Sunday mornings for the general public.

Coach, Neil Hackett

Sailing last Wednesday were Dylan Chapman, Alec Hutchins, Lachlan Slack, Zac Butler, Zac Moore and Cody Ritter

Congratulations to the following students who have completed the Premiers Reading Challenge. Barb Drechsler’s is the first class to finish the challenge so earn a PE lesson with Mr. Angus – he is keen for you to watch him and see how many 1500 metres he can do in 1 lesson without stopping!

Austin Shearer, Connor Wiltshire, Rhys Swift, Jamieson Sparrow, Vaun Sawdy-Gummow, Kaitlyn Reynolds, Emma Prout, Casey Johnson, Emily Jolly, Keely Knight, Connor Nitschke, Lochie Daly, Aaron Darling-Delany, Kyan Johns, Tate Daddow, Jack Connor, Jack Barker, Amber Aldridge

Congratulations also to Rebecca Stock and Bianca Derrington who have completed 2 sheets. Well done.

Other students to complete the challenge include:

Michael Musolino, Will Drogemuller – Ms Shepard
Kirra Hettner, Lucas Mann, Bianca Derrington – Mrs. Perkins
Brett Reilly – Mrs. Van Galen
Aleisha Mann – Mrs. Jarman
Rex Leach – Mrs. Hettner
Jasmine Crocker, Kyra Burns – Ms Strauss-Scott
Sarah Jolly – Mrs. Hutchins

The following students have won a $10 voucher from Moonta Newsagency – Jasmine Crocker- Kris Strauss-Scott, Emma Prout – Barb Drechsler’s. Come to the library to collect your prizes.

Don’t forget to come into the library and find your fish. There are still lots of individual and class prizes to be won. So keep your completed sheets coming in.
Game 1
On Thursday 18th February, the 8/9 School Knockout cricket team played Kadina in a 35/35 over cricket match on the new Moonta Area School cricket pitch. The captain Rowen Nicholas tossed the coin and won. We chose to bowl first. We started off well taking a wicket in the second over which was Jake Turner. Kadina ended up batting their overs out and made 113 for the loss of 8 wickets. Then Moonta came into bat. Rowen Nicholas and Dylan Aldridge opened the batting but unfortunately Kadina got the early wicket of Dylan for 4 runs. Jake Turner came in 3rd and batted well. Rowen and Jake both retired on 35. Tyler and Vaughn then came out and hit the winning runs. Tyler made 20 not out and Vaughn made 8 not out having a six in his innings.

Wickets
Luke Templer – 3
Tyler Andrews – 2
Jake Turner – 1
Rowen Nicholas – 1
Will Northeast – 1

Runs
Dylan Aldridge – 4
Rowen Nicholas – 35 retired
Jake Turner – 35 retired
Tyler Andrews – 20 not out
Vaughn Kroon – 8 not out

Team
Rowen Nicholas (c), Jake Turner (vc), Tyler Andrews, Vaughn Kroon, Sam Watson, Andrew Appleton, Ben McPeake, Will Northeast, Jake Cunningham, Luke Templer, Dylan Aldridge, Cody Scott (12th man)

Game 2
On Thursday 25th February, the 8/9 Knockout Cricket team had their second game at the Ardrossan Town Oval against Ardrossan Area School. Rowen lost the toss and we had to bowl first. We started the day slowly. The two opening bowlers Jake Turner and Rowen Nicholas did not get any wickets in the first 6 overs. Tyler and Mally came on and Tyler took 1 wicket. Ardrossan ended up making 6/115. Then Moonta went out to bat with Dylan and Rowen opening. Rowen got out on 2 and Dylan made 28. Jake Turner also batted well making 15. The rest of the team collapsed. Then Will came in and saved the day by smashing a quick 32 runs to win. Luke stayed in to hold the team up at the lower order. We ended up winning on the 34th over.

Wickets
Sam Watson – 2/12
Tyler Andrews – 1/7
Jake Turner – 1/7
Dylan Aldridge – 1/11
Malcolm – 1/9

Runs
Dylan Aldridge – 28
Rowen Nicholas – 2
Jake Turner – 14
Tyler Andrews – 3
Vaughn Kroon – 4
Luke Templer - 8
Malcolm Karpany – 4
Will Northeast – 32 n.o.

Team
Rowen Nicholas (c), Jake Turner (vc), Tyler Andrews, Vaughn Kroon, Andrew Appleton, Malcolm Karpany, Will Northeast, Jake Cunningham, Luke Templer, Dylan Aldridge, Cody Scott, Sam Watson (12th man)
The following proposals will be discussed at the meeting held Monday 15th March:

**Proposal One: R-10 Music is Fun Band Performance**  
*Date:* Thursday 3rd June, Term 2, Week 7.  
*Proposer:* D Daulby / D Angus

**Proposal Two: Mile End Athletics – Change of Date**  
*Date:* Friday 26th March, Week 9 (was Thursday 25th March).  
*Proposer:* R Stutley / K Daddow

**Proposal Three: Exodus Multiscreen ‘True North’**  
*Proposal:* This is a ‘wellbeing’ performance; the production is about setting goals, reaching one’s potential, finding true values and true friendship.  
*Date:* Monday 24th May, Term 2, Week 6.  
*Proposer:* V Ivens / D Daulby

**Proposal Four: PLP Class excursion to the Volunteers Expo at the Moonta Town Hall**  
*Proposal:* The PLP class goes to the Volunteers Expo at the Moonta Town Hall as part of their volunteer program in relation to the Citizenship aspect of the course. Students to walk there and back during lesson 3 and 4.  
*Date:* Tuesday 11th May, Term 2, Week 4.  
*Proposer:* B Gordon / V Ivens / M Westbrook

**Proposal Five: Nursing Home Visit**  
*Proposal:* Present singing / drama performance, and art work to residents.  
*Date:* Thursday 25th March, Week 9.  
*Proposer:* S Perkins / L Camporeale

**Proposal Six: MS Readathon**  
*Proposal:* The MS Readathon encourages children to read while raising money for Australians living with MS. To take part in a whole school effort.  
*Date:* June 2010.  
*Proposer:* C Balnaves / D Daulby

**Proposal Seven: R-10 The Leaping Loonies Performance**  
*Date:* Wednesday 28th April, Term 2, Week 2.  
*Proposer:* D Daulby / D Angus

The following proposals were approved at the meeting held Monday 15th March:

1. **Kindy transition visits** – Thursdays of Weeks 5, 7, 8, 9, 10.
3. **Clean Up Australia Day** – Friday 5th March, Week 6.
5. **Year 4/5 KS / Year 5/6 FC Camp to Warradale Camp Centre**– Tuesday 15th – Thursday 17th June, Term 2, Week 9.
6. **School to Kindy visits** – Thursday 11th March, Week 7 – Amanda’s class, Thursday 25th March, Week 9 – Linda’s class.
7. **Year 6/7 Knockout Netball and Football at Kadina Courts / Oval** – Tuesday 30th March, Week 10.
8. **Jump Rope for Heart** – R-9 Skipping run by the Year 7s. Friday 22nd October, Term 4, Week 2.
10. **Student Voice Training Camp at Glenhaven Park** – change from 3 days to 1 day. Thursday 11th March, Week 7.
13. **Premier’s Reading Challenge** – All year until the end of September.

---

**DMC Proposals**

**SUBWAY Lunches**

**Canteen News**

Order your chicken platters through the Canteen, starting at $18.00 for a single chicken. We need at least 24 hours notice, and all orders need to be paid for at time of order.

Hope you enjoyed your local Sports Day and hope to see you next year. If you have just two hours to spare a day, why not come help in the Canteen. Hope to see you soon.

Tracy Cutting

A special thank you to the volunteers in the Canteen on Sports Day, I could not have done it without you.  
Thank you very much, Tracy.
Rob Martin (CPSW) is pleased to announce that “IGNITE YOUTH” will be starting very soon. Ignite youth will be run at Gateway Life Centre Church Youth Hall.

We had to shift venues because of difficulties in booking the Moonta Town Hall. We will be able to transport those who need it. Ignite Youth will run fortnightly and with two different age groups. Ages 7 – 9 years will be called Junior Ignite Youth & those aged 10 upwards will be called Senior Ignite Youth. Junior Ignite will run every second Friday night at 7 – 9 p.m. & Senior Ignite will run every second Saturday Night at 7 p.m. until 9 p.m.

What do the changes mean?
Well it’s all good!
- We now have a permanent venue
- We have the means to take youth on excursions (i.e.) ice skating, laser skirmish, paint balling, to name a few.
- We have more equipment to use
- We have a larger support base to draw upon.

Keep your eye out for our advertisements as our excursions will be hugely popular and spaces are limited.

For more info call Rob on 0411 120 892.
WHY JOHNNY WON’T OR CAN’T READ

All readers
Many parents are concerned that their children can’t or won’t read. Sometimes the children lack the skills and reading strategies and sometimes they lack the motivation.

1. Get a reading diagnosis. Talk to your child’s teacher about your child’s strengths and weaknesses with reading. If they have the right skills it may be that they lack motivation in finding things of interest to read. If they lack reading skills, specific help may be required.

2. Read aloud — don’t stop too soon. Reading aloud is especially important for struggling readers. They may avoid reading if they have difficulty and so lack the practice they need to develop their vocabulary and comprehension. If they don’t get it ...

3. Remind your child to re-read parts they don’t understand. It is normal to read forward and back to help clarify understanding — or ask for help.

4. Nothing succeeds like success. Celebrate small steps such as learning some new words, reading a simple book or summarising what your child has read.

5. Let your child choose what they want to read. Joke books, comics, magazines or books other kids are reading could open the door to reading enjoyment. Talk about what your child reads and why they like or dislike it.

GREAT READS

- **When Henry Caught Imaginitis** by Nick Bland. Henry is a serious boy. But lately he’s been having thoughts about pirates, dragons and rocket ships. He’s caught imaginitis and the only cure is to grow up! Recommended for readers 4+ (and parents).

- **Flitterwig #2: Clearheart** by Edrei Cullen. The second in this magical series of funny elves and pixies in a contemporary setting. Ella Montgomery goes to Flitterwig’s school to learn how to use her Elven skills but has to save her best friend, a pixie, who is kidnapped. Check out the website. Recommended for readers aged 8+.

It takes a village to raise a child.......  
I am pleased to have been appointed as the Coordinator of an exciting new program that aims to link schools with their communities.

The Community Mentoring Program is run by DECS and involves matching community members with students in schools. The aim of the program is to assist students to make successful transitions at school and to achieve their potential with the support of a community mentor.

Students in Years 5 - 9 who teachers feel would benefit from participating are identified by the local schools. Matched volunteer mentors then assist students for 1 hour per week at the school. The program is based upon building a positive relationship and sharing experiences.

Activities could be craft based, cooking, talking, playing board games or sport...really, anything that will expose a young person to new experiences and positive encouragement with a significant & positive adult in their life.

Free training in the way of an Orientation session and Mandated Notification will be provided, a police check is required and there will be more training opportunities along the way.

Community mentoring is a great chance to become a valuable member of the community and an important person in the life of an individual child.

For more information please contact:
Carol Toole
Local Community Mentor Coordinator
Phone: 0457 763 587
Email: carol.toole@kadinaps.sa.edu.au
All Aboard for the 2010 April School Holidays

‘All Aboard’
Free vision screenings for children
(to the value of $45)

During the April School Holidays the Vision and Learning Institute at Prospect are offering FREE vision screenings for children.

Bookings are essential and subject to availability. Collect your family’s boarding card by calling 8344 3338 or visit www.visionandlearninginstitute.com.au

Don’t miss the Boat!

STATEWIDE CINEMA @ MOONTA TOWN HALL

APRIL SCHOOL HOLIDAYS April 2nd - 16th 2010

<table>
<thead>
<tr>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>11am &amp; 5pm NINNY MAVIEH &amp; THE BIG BANG (cc)</td>
<td>11am</td>
<td>4pm &amp; 8pm NINNY MAVIEH &amp; THE BIG BANG (cc)</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
</tr>
<tr>
<td>2</td>
<td>2pm &amp; 2pm OUTDOOR MOVIE AT THE DENVER II’S COMPLETED (M) See posters for more details</td>
<td>&amp; 8pm NINNY MAVIEH &amp; THE BIG BANG (cc)</td>
<td>3:30pm &amp; 8pm NINNY MAVIEH &amp; THE BIG BANG (cc)</td>
<td>1pm</td>
<td>11am</td>
<td>7pm</td>
</tr>
<tr>
<td>8</td>
<td>3:30pm PERCY JACKSON &amp; THE LIGHTNING THIEF (M)</td>
<td>10am</td>
<td>1pm</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
</tr>
<tr>
<td>9</td>
<td>11am &amp; 5pm NINNY MAVIEH &amp; THE BIG BANG (cc)</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
</tr>
<tr>
<td>10</td>
<td>7pm NINNY MAVIEH &amp; THE BIG BANG (cc)</td>
<td>3:30pm &amp; 8pm NINNY MAVIEH &amp; THE BIG BANG (cc)</td>
<td>3:30pm</td>
<td>3:30pm</td>
<td>7pm</td>
<td>7pm</td>
</tr>
<tr>
<td>11</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
</tr>
<tr>
<td>12</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
</tr>
<tr>
<td>13</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
</tr>
<tr>
<td>14</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
</tr>
<tr>
<td>15</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
<td>11am</td>
</tr>
</tbody>
</table>

Note: Check the classification.

For bookings phone: 0458 106 646 from 31/3/10

**kids: popcorn & movie $10.50 all sessions**
~ AIRCONDITIONED ~
www.statewidecinema.com.au
Watch out for emotional emergencies with your adolescent kids. They’re your big chance!

What changes allow the brain to engage in higher-order thinking?

Let’s reflect again on the process of neural growth in the adolescent brain. Those connections, or synapses, that get regular use remain while those that don’t, prune away as cerebral dead wood.

Synapses grow on dendrites. Each synapse is a complex structure, comprising one of the bulb-like terminal ends of a branched axon, a tiny gap where neurotransmitters can flow from that terminal, and special receptors on the receiving dendrite that are sensitive only to that neurotransmitter.

A single neuron can have tens of thousands of dendrites, which it turns, host millions of synapses. Pruning is an efficient way to thin out the unwanted. But, pruning, it seems, is a long-term endeavour. The adolescent brain still has many, many more interconnections than the adult brain yet less capacity for reason and other so called executive functions.

It turns out that growing and shedding synapses is only part of the story. At the same time as the dendrites and synapses wax and wane their development, the white matter in the brain thickens. Called myelin, this fatty substance encases axons, the pulse conducting ‘trunks’ of neurons. Acting a bit like insulation on a copper wire, the myelinated axons send messages up to 12 times faster than their unmyelinated cousins.

Does myelin follow the same developmental phases as the dendrites and synapses?

No. Neuroscientist, Judith Rapoport says, ‘...the brain’s white matter – wire-like fibres that establish neurons’ long-distance connections between brain regions – thicken progressively from birth in humans.’ Once thought to be a function of the early years only, Neuroscientist, Dr Jay Giedd suggests, ‘With each passing year (maybe even up to age 40) myelin sheaths thicken, much like tree rings.’

Researchers at NIMH report a wave of myelin growth that begins in the frontal lobes of the brain in early childhood, moving rearward, followed by another wave of myelin in the frontal lobes during adolescence.

Researchers at University of California (UCLA) compared the MRI scans of young adults with those of adolescents. They looked for degrees of myelination in the frontal lobes, which would imply more maturity and more efficient interconnections between neurons. The differences revealed the frontal lobes of adolescents mature a slower rate than any other part of their brains. In other words, systems and networks within the brain mature at different rates, with the executive functioning frontal lobes the final frontier. And, it may take well into our 20s before they fully mature.

What’s this about?

Welcome to Part 2 of 4 articles that examine how brains and minds grow during the adolescent years. The brain and mind of the adolescent child is undergoing dramatic change. Wiring of the frontal lobes creates the capacity for greater logic and maturity in thinking while hormonal changes exert a direct influence on neural networks that regulate mood, sleep, sex drive, and excitability. In this Fact Sheet we continue our exploration of those changes.

Throughout adolescence, the brain decreases the amount of synapses and increases the amount of myelin on neurons in higher-order thinking networks. By myelinating teams of neurons in the frontal lobes, the adolescent brain increases its capacity for better logic, rationality, problem solving and judgement.
Concurrently, the adrenal glands produce and release testosterone-like adrenal sex hormones. For these hormones to effect anything they need to attach to something, and that ‘something’, is a receptor. We know that receptors (tiny protein molecules adapted as ‘docking’ stations for the body’s chemicals) occur in the brain and throughout the body. Neuroscientist, Candace Pert mapped many of receptors and their associated hormones and neurotransmitters. Pert concluded that molecules of emotion travel throughout the brain/body network as a secondary method of intercellular communication – via the endocrine system.

This in turn leads to an increased appetite for strong emotional experiences including thrills, despair, passion and the like. In Module 1, Part 1, I defined ‘appetite’ as a state of seeking something and ‘motivation’ as the conscious desire to satisfy that appetite. Let’s now mix the cocktail: a dramatically changing young brain with its weakest capacity at the seat of ‘executive functioning’ and a surge of never-before-felt feelings and emotions designed to initiate mate-seeking and promote exploration.

During adolescence, the appetite for thrill-seeking increases. The ‘brakes’ on the appetite fall into the motivation category, which is managed by the frontal lobes, the executive area which is still a long way short of the required level of maturity.

So why is my child an emotional explosion waiting to happen?

Well, let’s keep it in perspective. The vast majority of teenagers lead wonderfully full and enriching lives. They contribute to themselves, their families and to their futures. Yes, adolescents are over-represented in statistics related to depression, smoking, risk of vehicle accidents and the like and the states of their brain development no doubt contribute to those statistics.

A combination of a brain that is still a work in progress, peer pressure, commercial pressure, poor concepts about learning and the future, and sloppy parenting creates a potentially lethal cocktail. Adolescents in these situations are EXTREMELY HIGH RISK individuals. They actually risk not making it to adulthood. The stakes are high.

How do you best parent an adolescent?

Firstly, with love. Even when he or she doesn’t deserve it. With reasonable limits on time spent away from the safety of home. With fair guidelines about the testing of substances such as alcohol, marijuana and cigarettes. With known consequences for breaking the law and no ‘saving’ the child every time she comes home from school with an issue.

Secondly, with understanding. Physical change is the adolescent’s core experience. With the physical change comes a redefining of self, and self-talk that compares oneself from the perspective of others. I know adolescents who feel lonely in a room full of people. Others who are depressed and others who have turned to substance use to fill the happy void of childhood that growing up apparently robbed from them.

In the next article, we continue our journey to explore the adolescent brain. We examine emotions.

Concurrently, the adrenal glands produce and release testosterone-like adrenal sex hormones. For these hormones to effect anything they need to attach to something, and that ‘something’, is a receptor. We know that receptors (tiny protein molecules adapted as ‘docking’ stations for the body’s chemicals) occur in the brain and throughout the body. Neuroscientist, Candace Pert mapped many of receptors and their associated hormones and neurotransmitters. Pert concluded that molecules of emotion travel throughout the brain/body network as a secondary method of intercellular communication – via the endocrine system.

This in turn leads to an increased appetite for strong emotional experiences including thrills, despair, passion and the like. In Module 1, Part 1, I defined ‘appetite’ as a state of seeking something and ‘motivation’ as the conscious desire to satisfy that appetite. Let’s now mix the cocktail: a dramatically changing young brain with its weakest capacity at the seat of ‘executive functioning’ and a surge of never-before-felt feelings and emotions designed to initiate mate-seeking and promote exploration.

During adolescence, the appetite for thrill-seeking increases. The ‘brakes’ on the appetite fall into the motivation category, which is managed by the frontal lobes, the executive area which is still a long way short of the required level of maturity.

So why is my child an emotional explosion waiting to happen?

Well, let’s keep it in perspective. The vast majority of teenagers lead wonderfully full and enriching lives. They contribute to themselves, their families and to their futures. Yes, adolescents are over-represented in statistics related to depression, smoking, risk of vehicle accidents and the like and the states of their brain development no doubt contribute to those statistics.

A combination of a brain that is still a work in progress, peer pressure, commercial pressure, poor concepts about learning and the future, and sloppy parenting creates a potentially lethal cocktail. Adolescents in these situations are EXTREMELY HIGH RISK individuals. They actually risk not making it to adulthood. The stakes are high.

How do you best parent an adolescent?

Firstly, with love. Even when he or she doesn’t deserve it. With reasonable limits on time spent away from the safety of home. With fair guidelines about the testing of substances such as alcohol, marijuana and cigarettes. With known consequences for breaking the law and no ‘saving’ the child every time she comes home from school with an issue.

Secondly, with understanding. Physical change is the adolescent’s core experience. With the physical change comes a redefining of self, and self-talk that compares oneself from the perspective of others. I know adolescents who feel lonely in a room full of people. Others who are depressed and others who have turned to substance use to fill the happy void of childhood that growing up apparently robbed from them.

In the next article, we continue our journey to explore the adolescent brain. We examine emotions.

Concurrently, the adrenal glands produce and release testosterone-like adrenal sex hormones. For these hormones to effect anything they need to attach to something, and that ‘something’, is a receptor. We know that receptors (tiny protein molecules adapted as ‘docking’ stations for the body’s chemicals) occur in the brain and throughout the body. Neuroscientist, Candace Pert mapped many of receptors and their associated hormones and neurotransmitters. Pert concluded that molecules of emotion travel throughout the brain/body network as a secondary method of intercellular communication – via the endocrine system.

This in turn leads to an increased appetite for strong emotional experiences including thrills, despair, passion and the like. In Module 1, Part 1, I defined ‘appetite’ as a state of seeking something and ‘motivation’ as the conscious desire to satisfy that appetite. Let’s now mix the cocktail: a dramatically changing young brain with its weakest capacity at the seat of ‘executive functioning’ and a surge of never-before-felt feelings and emotions designed to initiate mate-seeking and promote exploration.

During adolescence, the appetite for thrill-seeking increases. The ‘brakes’ on the appetite fall into the motivation category, which is managed by the frontal lobes, the executive area which is still a long way short of the required level of maturity.

So why is my child an emotional explosion waiting to happen?

Well, let’s keep it in perspective. The vast majority of teenagers lead wonderfully full and enriching lives. They contribute to themselves, their families and to their futures. Yes, adolescents are over-represented in statistics related to depression, smoking, risk of vehicle accidents and the like and the states of their brain development no doubt contribute to those statistics.

A combination of a brain that is still a work in progress, peer pressure, commercial pressure, poor concepts about learning and the future, and sloppy parenting creates a potentially lethal cocktail. Adolescents in these situations are EXTREMELY HIGH RISK individuals. They actually risk not making it to adulthood. The stakes are high.

How do you best parent an adolescent?

Firstly, with love. Even when he or she doesn’t deserve it. With reasonable limits on time spent away from the safety of home. With fair guidelines about the testing of substances such as alcohol, marijuana and cigarettes. With known consequences for breaking the law and no ‘saving’ the child every time she comes home from school with an issue.

Secondly, with understanding. Physical change is the adolescent’s core experience. With the physical change comes a redefining of self, and self-talk that compares oneself from the perspective of others. I know adolescents who feel lonely in a room full of people. Others who are depressed and others who have turned to substance use to fill the happy void of childhood that growing up apparently robbed from them.

In the next article, we continue our journey to explore the adolescent brain. We examine emotions.

Concurrently, the adrenal glands produce and release testosterone-like adrenal sex hormones. For these hormones to effect anything they need to attach to something, and that ‘something’, is a receptor. We know that receptors (tiny protein molecules adapted as ‘docking’ stations for the body’s chemicals) occur in the brain and throughout the body. Neuroscientist, Candace Pert mapped many of receptors and their associated hormones and neurotransmitters. Pert concluded that molecules of emotion travel throughout the brain/body network as a secondary method of intercellular communication – via the endocrine system.

This in turn leads to an increased appetite for strong emotional experiences including thrills, despair, passion and the like. In Module 1, Part 1, I defined ‘appetite’ as a state of seeking something and ‘motivation’ as the conscious desire to satisfy that appetite. Let’s now mix the cocktail: a dramatically changing young brain with its weakest capacity at the seat of ‘executive functioning’ and a surge of never-before-felt feelings and emotions designed to initiate mate-seeking and promote exploration.

During adolescence, the appetite for thrill-seeking increases. The ‘brakes’ on the appetite fall into the motivation category, which is managed by the frontal lobes, the executive area which is still a long way short of the required level of maturity.

So why is my child an emotional explosion waiting to happen?

Well, let’s keep it in perspective. The vast majority of teenagers lead wonderfully full and enriching lives. They contribute to themselves, their families and to their futures. Yes, adolescents are over-represented in statistics related to depression, smoking, risk of vehicle accidents and the like and the states of their brain development no doubt contribute to those statistics.

A combination of a brain that is still a work in progress, peer pressure, commercial pressure, poor concepts about learning and the future, and sloppy parenting creates a potentially lethal cocktail. Adolescents in these situations are EXTREMELY HIGH RISK individuals. They actually risk not making it to adulthood. The stakes are high.

How do you best parent an adolescent?

Firstly, with love. Even when he or she doesn’t deserve it. With reasonable limits on time spent away from the safety of home. With fair guidelines about the testing of substances such as alcohol, marijuana and cigarettes. With known consequences for breaking the law and no ‘saving’ the child every time she comes home from school with an issue.

Secondly, with understanding. Physical change is the adolescent’s core experience. With the physical change comes a redefining of self, and self-talk that compares oneself from the perspective of others. I know adolescents who feel lonely in a room full of people. Others who are depressed and others who have turned to substance use to fill the happy void of childhood that growing up apparently robbed from them.

In the next article, we continue our journey to explore the adolescent brain. We examine emotions.
**Week 8**

**Monday 15th March**  
5 p.m. DMC

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

**Wednesday 17th March**  
District Athletics Day at Kadina Oval

**Thursday 18th March**  
Kindy Transition

**Friday 19th March**  
R-6 RE

---

**Week 9**

**Monday 22nd – Friday 26th March**

**Monday 22nd – Thursday 25th March**  
R-6 Parent / Teacher Interviews

**Tuesday 23rd March**  
School Photos  
Subway Lunch  
Choir Cluster Meeting / Assessment  
Family Life SA – Kadina PS

**Thursday 25th March**  
Kindy Transition  
School to Kindy Visit

**Friday 26th March**  
Mile End Athletics