Student progress
It was great to see so many parents taking the opportunity to have parent interviews. By this time of the year, teachers are able to give some explicit feedback about your child’s learning and progress. I have asked all teachers to ensure they make contact with parents whose students may be failing or having difficulties in their subject area.

Action for these students needs to be taken sooner rather than later, and change is most effective when teacher and parent are working in partnership.

Written reports for students in Years 7 to 12 will go home on the 1st April.

Upcoming Events:
- **Friday 26th March**
- Mile End Athletics

**Week 10:**
- **Monday 29th March – Thursday 1st April**
- Year 10 Outdoor Ed
- Waterskiing Camp – Morgan

- **Wednesday 31st March**
  - 9 a.m. R-12 Assembly

- **Thursday 1st April**
  - 2 p.m. Dismissal
  - Year 7-12 Reports sent home

- **Term 2 Commences – Monday 19th April**

*Please view the complete Calendar on the back page.

Interschool success
It was the start of a new era when we participated in the Interschool at Kadina last week. All schools on the Yorke Peninsula were represented in athletics and team game events. Congratulations to all our students who participated in the Interschool and congratulations on winning the Team Game trophy. It was pleasing to see so many Moonta students willing to be involved and trying to do their ‘personal best’. The team support and encouragement shown by our students was commendable and shows our students have real team spirit for each other and the school.
A huge **THANKYOU** to the Sport & Rec Committee and all the staff and parents who supported the day. Mega thanks to Kris Daddow, and Raelene Stutley for the effort they put in to bring about these days, which are fantastic but require a lot of work and coordination. We wish the Athletic team all the best with the competition next week at Mile End in Adelaide.

**STAFFING**

I would sincerely like to thank Mrs Anjali Kaushik for her efforts this term. Coming into a new school is never easy, especially at short notice and taking on senior year 12 classes in both chemistry and maths. Mrs Kaushik will be returning to Adelaide next term. We will welcome back Mr. Bruce Schmidt after his 1 term of working as principal at Coober Pedy Area School. Special acknowledgement needs to go to Mr Kris Daddow who has been Acting Principal this term. Kris has done a fantastic job as Assistant Principal as he has also been continuing his work in organising and supporting school sports days and his Outdoor Education program. Thank you Kris and Anjali.

**Dropping off students**

I ask all parents to please follow correct and lawful procedures when dropping off students and picking them up. Some of our concerns are around:

- Parents who park next to the school crossing on Blanche Tce, in a clearly marked no standing zone, and stop to drop off students. This is both illegal and unsafe.

- A few parents are also using the Community Library car park as a drop off zone. This area is clearly marked ‘NOT A DROP OFF ZONE’. This area has cars coming and going, backing out on a regular basis. It is not a safe place to drop students off and we ask all parents to ensure they set a good example for MAS students and please follow correct and lawful procedures.

This has been discussed at Governing Council who are looking at ways of dealing with this issue. Your immediate and continued support in this matter would be greatly appreciated.

**Year 8/9 Knockout Cricket- into the grand final**

Congratulations and good luck to our year 8/9 boys’ cricket team who have made it through to the Grand Final. The boys have had convincing wins and it was great to see them perform on our pitch on our oval. The boys’ final is against Gladstone and we wish them all the best.

**Uniform**

I thank parents for their continued support in ensuring all Moonta Area School students are in the correct uniform. Great to see so many girls in our new school dress. With the cooler weather approaching, students will change to long pants, jumpers etc. This can often be a time where standards slip. We have a range of good clean second hand clothing available at the school if parents wish to access this.

**Hats**

The cooler weather has made a nice change. But I remind all students and parents that as a Sun Smart school the wearing of hats is a must whilst outdoors. It is great to see most of our students doing the right thing without having to be reminded. Well done.

**Parent Club – Parent Workshops**

The Moonta Area School Parent Club met on the 16th of March at the school. At this meeting we spent some time looking at what parent workshops would be beneficial and would interest our parents. Some ideas were:

- Youth driving,
- Dealing with teenagers
- How to work with students at home to improve reading & writing

We are looking for additional ideas and would love to hear your suggestions. We will try to facilitate these wherever possible. Please contact me at the school to discuss your wants in these areas.

**Easter Holidays dismissal 2 p.m. Thursday 1st April**

I wish all of Moonta School Community a safe and happy Easter and for those who are taking holidays, I hope they are enjoyable and relaxing. It has been a very busy term, with lots of school activities which has really seen the term ‘fly’. I have very impressed with the way the majority of Moonta students have started the year. They are coming ready to learn in the appropriate uniform and on time. They have been willing to engage in their learning and for the most part trying to do their best. That is all we can ask.

I wish all Moonta teaching and non teaching staff a restful break. It has been a long hot term and I thank them for their consistent quality effort they put into our school to improve the educational outcomes of our students. Enjoy your break, a little time to relax and recharge for the rest of the year.
Nihongo no nyusu
にほんご の にゅす

Last Friday March 12th March, we were lucky enough to have two Japanese visitors to our Japanese room. Their names were Ikumi (いくみ) and Shinsuke (しんすけ). They are teachers in Japan.

We had a map of Japan and they showed us on the map that they lived on the islands of Shikoku (しこく) and Kyushu (きゅしゅ). They were staying in Moonta as guests of Pamela Kerr. (Grandmother of Chelsea and Maddison). They loved coming to visit us and answering many of the children’s questions about housing and transport and education. They were amazed at how many sentences we could say in Japanese. We asked for our books in Japanese and they gave them out responding to us in Japanese. They knew lots of English too.

Shinsuke was funny. He liked our class “duty dragon” – Tatsu たつ. They took many photos of us and joined in our games that we play when we learn colours and numbers, heads and shoulders knees and toes and star, rocket, planet. It was wonderful to be able to use greetings and people’s names in Japanese.

We showed them “Kidsweb Japan” on the computers where we learnt lots of things about the old and the new cultures in Japan. They were very interested.

Omedeto (おめでと) congratulations to these children on their hiragana achievements:

Green ribbon: Mark Francis, Chelsea Fisher, Lachlan Slack
Red ribbon: Nikkita Aldridge, Angus Simms, Lachlan Slack
Yellow ribbon: Henry Shields, Jesse Madden, Shari Bartlett, Zac Moore, Daniel Bache
Blue Ribbon: Henry Shields, Isabelle Glasgow

Congratulations to Renee Smith on attaining her black ribbon, having learnt all her hiragana. She is able to write many words and phrases.

Casual Day/ Crazy Hair

Tuesday 30th March,
Week 10

Gold coin donation.
Money goes to the Student Voice

Suitable clothes and no thongs.

Regards
R-6 Action Group
By Natasha Moore
On Thursday 11th March, Miss Shepherd's R/1 class visited the Kindy. The students had a great time meeting and playing with the Kindy children and all of the different activities.

I liked playing with the sea animals. Angelina
At Kindy I liked playing with Jake. Elizabeth
At Kindy I played with the big diggers. Michael
I liked playing on the swings at Kindy. Louanna
I liked going to Kindy. I played with the making boxes. Tayissa
I liked the goop and the bikes. Tyler
At Kindy I liked riding the bikes. Dale
At Kindy I liked making a house with Erin. Kiah
I liked playing with the goop. Erin
At Kindy I liked the goop. I also liked the paint. Tom
I had fun at Kindy. I liked the goop and the sea animals at Kindy. Will

Dear parents/caregivers, students and teachers,

I am part of the R-6 action group and I was nominated to write an article on R-6. Our first meeting in Week 6 was a big success. I would like to thank Mrs Pope for all her hard work and the students that took part listening and sharing ideas.

This photo was taken by me at the first meeting with Bayden Cross recording the meeting and Isaac Glasgow chairing the meeting.

We have great news for students; we have made a date for a causal day. Casual day is on Tuesday Week 10. The theme is crazy hair day. In our meetings we have been talking about litter and how we can stop littering.

By Natasha Moore
Step to the future – leadership seminar

On Friday 26th February, a group of year ten students as well as the student voice headed to Adelaide for “Step to the future” – leadership seminar. An early start saw us leave school at 7am on our way to the Convention Centre to hear four inspirational speakers. The day consisted of four speakers talking to us about their life experiences, downfalls and how they overcame their fears and bad happenings, to become leaders. The seminar hosted about 5 schools with well over 1000 students. To start off the day was an outgoing international speaker and author, Marcelle Bernard. Marcelle has educated over 300,000 students in the last 15 years about building self esteem and wiping out fear. All fear is in your mind. It doesn’t exist. Barbara Holborow was a children’s court magistrate for over twelve years. Barbara is now an outspoken commentator for the rights of young people. Barbara enlightened us with stories of bravery through some of the children she had dealt with as a magistrate. Some of these children are truly remarkable and touching. I’m sure she brought a tear to many students’ eye. Allana Corbin told us of a plane accident which left her unable to walk ever again, according to doctors. Despite the odds Allana, 20 years later, walks again. She has also pursued her dream of flying, now in helicopters. Allana’s story was very inspirational and she showed students how to never give up despite the odds against you. Armondo Hurley is a very sophisticated performer, singer, and producer. His voice stays with every person who hears it and he is truly remarkable singer. He has a terrific sense of humor and encouraged all students to reach their highest potential and never give up. Armondo told us of an horrific accident, where he could have died, after being burnt alive and how he overcame his fear and became a leader, despite the odds.

Every leader in the seminar was extremely inspirational and every story was touching and motivating. I believe every person would have walked away from this seminar with something to help them get through the toughest of times and become leaders throughout their lives. This was a great opportunity to be a part of.

Glenhaven – outdoor adventure camp

At 7am on Thursday 11th March, the student voice executive, along with, Mrs. Pope, Mr. Ivens and Rob Martin headed to Glenhaven - outdoor adventure camp, in Stockport, near Hamely Bridge. The day was to consist of high and low ropes courses and leadership training. We arrived at approximately 9am and started off the day with leadership training activities. These taught us what a leader is all about and we analysed Moonta Area School and brainstormed suggestions for the SVE to work on over the upcoming year, to better the school. We were instructed on the low ropes course first up, which put us through a set of elements testing our physical strength and teamwork skills. After lunch we experienced similar elements on the high ropes only an extra 8-10ft off the ground. This tested our mental strength a lot more and our ability to overcome fear and support one another as a team. Throughout the day the myth of “Graeme” reappeared from last year’s camp, (we don’t talk about Graeme though). Following afternoon tea, we hit the road again on our journey home after a long and tiring, but fun day. After a stop at Pt Wakefield and a stock-up on junk food we arrived home about 5pm, very tired and exhausted. Overall it was a very good day and we all learnt a lot about teamwork, fears, leadership, strength and one another and overall ourselves.
SUCCESS TO MOONTA AT INAUGURAL YP ATHLETICS DAY

The inaugural Yorke Peninsula Secondary Schools Athletics Carnival was held last Tuesday at Kadina Memorial High School. This event has seen the amalgamation of the schools formerly part of our Interschool event, with those remaining secondary schools on YP. The day progressed through a programme of athletic events and culminated in age group relays and the wheel and ball team game. Prizes were awarded for the Team Event pennant; U14, U15 and Open Age pennants; and the Yorke Peninsula Country Times Shield, awarded to the highest scoring team as per a handicap system. The weather conditions were ideal for the event and students from Ardrossan, Port Broughton/Snowtown, Kadina, Maitland, Minlaton and Yorketown competed. With the new format came new records to be set and any student who won an event on the day became the initial record holder.

Success came to Moonta in this first year, by winning the Team Games pennant as a result of two first places (U14/15 girls and boys) and two second places (Open girls and boys) in the wheel and ball. It was an excellent day with committed participation, and the sportsmanship and atmosphere amongst all competitors was positive and enthusiastic. Moonta displayed to other schools what team work and school pride is all about, creating an enthusiastic and supportive atmosphere.

Thanks to Kelly Simmons for some excellent photography.

Pennant Results

Team Games Pennant: Moonta 1st on 60 points, followed by Yorketown 50 points and Port Broughton/Snowtown 46 points.
U14 Pennant: Yorketown 1st on 255 points, then Minlaton 240, Ardrossan 227 and Moonta 4th with 209 points.
U15 Pennant: Moonta came in 2nd with 253 points, behind Minlaton on 273 points.
Open Pennant: Moonta finished in 5th place on 223 points behind winners Minlaton (284 points), then Yorketown, Port Broughton/Snowtown and Ardrossan.
The YPCT Shield was awarded to Minlaton on 789 points, followed by Yorketown, Ardrossan and 4th place to Moonta with 685 points.
Record Setters

Congratulations going to the following students for setting the initial records in their selected event.

U15 Boys  400m  Will Northeast
U15 Boys  800m  Will Northeast  2m 19. s
U15 Boys  100m Hurdles  Tyler Andrews
U15 Boys  Long Jump  Sam Watson  4.90m
U15 Boys  Triple Jump  Sam Watson  10.41m
U15 Girls  100m  Danielle Keast  14.96 s
U15 Girls  400m  Danielle Keast  1m 09s
U15 Girls  90m Hurdles  Danielle Keast  16.70s
U15 Girls  Shot Put  Lisa Wilkins  9.78m
U14 Boys  400m  Rowen Nicholas
U14 Boys  Discus  Rowen Nicholas  26.82m
U15 Boys  4x100 Relay  Will Northeast, Tyler Andrews, Sam Watson, Malcolm Karpany

From these results, students have been selected to compete at the athletics championships at Mile End on Friday 26th March, with best wishes for their continued success.

School Competitions

A reminder that if you like to compete in a variety of National School Competitions (advertised in Issue 3s MAS Media) that entries are due in tomorrow (Friday 26th March).

Library News

As school holidays approach don’t forget that the Community Library closes at 4 p.m. on Thursday 1st April and reopens on Tuesday 6th April. Community hours remain the same all year round – Tuesday to Friday – 9 a.m. to 4 p.m. (till 6 p.m. Thursday) and Sunday 1:30 to 4 p.m.

There are many new books, magazines and DVDs available to enjoy during the holidays. Happy Easter from the library team, Tricia, Dave, Janet, Janine and Jane.
students finish a fish is added to the teacher’s line. Each child that completes a Beyond the Challenge sheet has another sticker added to their fish.

Last year 199 students at our school completed the PRC. This year we are hoping for a bigger number of participants so the following incentives have been put in place.

**Individual:** As the Challenge is completed, student’s names are written in the newsletter and their names placed in a fortnightly lucky draw for a $10 voucher. This can be used to purchase a book or magazine (not lollies etc) at the Moonta Newsagency.

**Added individual incentive:** At the end of the Challenge two students from each group (R-2, 3-6, MS) will go in a lucky draw to have a fishing morning / afternoon with Mr Steele.

**Class:** The first class R-2, 3-6 and MS (English classes) to finish the Challenge can have a PE lesson with Mr Angus or Mr Daddow. If more full classes complete the Challenge they can negotiate with their teacher for a ‘special’ lesson.

**Whole School:** (ALL students are able to participate)

“Odd socks / coloured socks” day - when 50 students have completed the Challenge

“Coloured shirt / casual shirt” day (normal school pants, shoes, hats) - when 100 students have completed the Challenge

“Coloured pants / different pants” day (normal school shirts, shoes, hats) - when 150 students have completed the Challenge

“Teacher Slave” – classes can have their own teacher as a ‘slave’ for 1 lesson or as negotiated with teacher and class - when 200 students have completed the Challenge

**Movie Day:** *IF* we reach a target of 250 or more, those students who have completed the Challenge can attend a suitable new release movie at the local cinema. (We are still working on this but will arrange the next best thing if we can’t get the cinema.)

Mrs Stringer, Mr Steele and Mrs Strauss-Scott

Lots of good news this week. As reported in the previous newsletter Barb’s class were the first class in our R-2 team to have everyone complete the Challenge. This meant they got to have a PE lesson with Mr Angus. The girls and boys had a great time and said they liked ‘being a bridge’ and ‘pretending to be a train’.

As a whole school we have reached 50 completed Challenge sheets. This means everyone gets to celebrate by wearing *odd or coloured socks* on the last day of term.

Congratulations to the following students for completing their Premiers Reading Challenge sheets.

Linda Hettner’s class - Decklan Waters, Jackson Campbell

Sonia Perkins’ class - Natasha Haynes, Savannah Prout, Ashton Warwington

Dianna Jarman’s class - Seth Osborn, Cameron Carter, Sam Barker, Tahlia Woodward, Maddison Benn, Jack Gamble, Shannon Daly, Henry Hopkins, Ryley Paulson, Harley Simms, Samuel Wiltshire, Owen Anderson, Chloe Smith, Zane Gummow, Michael Mitchell, Ryan Mulholland

Caroline Hutchins’ class - Lily Steele, Aidan Turner

Adele Keheler’s class - Ella Mullins, Kira Gibbons, Sean Paget

Judy van Galen’s class - Cam Buck

After completing their 12 books, students are encouraged to read more and take part in ‘Beyond the Challenge.’ The following have completed Beyond the Challenge.

Dianna Jarman’s class – Sam Barker, Austin Druitt, Henry Hopkins, Aleisha Mann

Kris Strauss-Scott’s class – Rebecca Stock, Jasmine Crocker

Barb Drechsler’s class – Emily Jolly

Sonia Perkins’ class – Kirra Hettner, Bianca Derrington

Linda Hettner’s class – Jasmine Talbot-McPhee

Rebecca Stock and Bianca Derrington are to be especially congratulated as they have managed to read 36 extra books each – and they are still going! Well done everyone and keep them coming in.

This week’s prize of a $10 voucher from Moonta Newsagency goes to Chloe Smith from Dianna Jarman’s class. Congratulations!

Mr Steele, Mrs Stringer and Mrs Strauss-Scott
The management of students’ medication is one that requires good communication between parents and the school. School staff can store and supervise only medication that has been prescribed by a doctor for an individual student, for the period of time specified.

Analgesics and other medications, which can be purchased over the counter without a prescription, should also be prescribed if staff members are asked to supervise their use. It should be noted that analgesics can mask signs and symptoms of serious injury or illness and should not, therefore, be used by school staff as a first aid strategy.

It is preferable that medication be given to students at home. For example, medication required 3 times a day is generally not required during the school day: it can be given before and after school, and before bed time. This minimises the quantity of medication held on site.

For school staff to safely store medication, the medication must be:
- Prescribed by a doctor
- Provided by the parent or guardian
- Within the expiry date of the product
- Delivered to staff as a daily supply (or a week’s supply at most)
- Provided with written instructions from the parent, guardian or doctor

We also require that older students do not carry their own medication, as this can create a situation where there is potential unsafe access to the medication by other students. An exception to this is asthma medication, which is often required immediately to relieve symptoms.
On Tuesday 9th March, Derrick McManus was a guest speaker at school. Derrick is a STAR Force officer with the South Australian police force. He was shot 14 times during a siege in Nuriootpa in 1994. After he was shot he lay on the ground for 3 ½ hours waiting for help. Derrick was rescued after 3 ½ hours and was told he could have died in just 30 more seconds. Derrick spent 28 days in hospital, 6 months at home and it took another 6 months until full recovery. Derrick believes he had a good sense of humour, fitness and luck on his side. He showed us his scars and they were really big and noticeable. Derrick was very brave.

I think Derrick was a very good public speaker when he came to our school.

By Isabelle Glasgow.

On Tuesday 9th March, the year 6 and 7 students were spoken to by a member of STAR-FORCE, named Derrick McManus. On the 3rd of May, 1994, at the age of 30, Derrick and his team were sent away to a small country town, where they were asked to control a crazy man who had threatened to hurt other members of his family.

When they arrived at the farm house, the team knocked on the door and made it clear that they were police. Nobody answered the door. Therefore Derrick walked around the side fence. He came across a side door and as he went to open it, he was shot 14 times.

Unfortunately, Derrick didn’t have a radio on him, so he couldn’t contact his team. He then decided to crawl around the back of the house to lean on the wall and as he did, his hand folded right back onto his arm. After three hours of waiting patiently, the team finally rescued Derrick just in time before his sight had closed down and got him to a doctor immediately. Derrick was in hospital for 28 days and took 2 ½ years before returning to work. He is so proud of himself and his fitness and now goes around sharing his amazing but sad experience.

By Gemma Tripodi

ZooVentures & Zu-Fari

April School Holiday Programs at Zoos SA
Zoo Ventures for kids at the Adelaide Zoo
Zu-Fari for kids at Monarto Zoo

ZooVentures and Zu-Fari focus on making friends, learning lots and providing unique opportunities to meet with Zoo animals and their keepers. Children aged 6-12 (Adelaide Zoo) and 8-13 (Monarto Zoo) are cared for by two qualified teachers for a full day of fantastic Zoo experiences.

Run by the Adelaide and Monarto Zoos from 9 a.m. – 4 p.m. on various weekdays during the school holidays. ZooVentures - $50/day, Zu-Fari - $60/day (including the bus trip up to Monarto). Positions must be booked by phone on 8267 2434. (they fill quickly!). For more information, visit our website www.zoossa.com.au/education

Australian awards for teaching excellence

An Australian Government initiative, these awards recognise and reward excellence in the teaching profession and promote the standing of the teaching profession in the community.

They:
- Recognise achievement
- Celebrate excellence
- Share best practise

Further information and nomination forms available from www.teachingaustralia.edu.au
The following proposals will be discussed at the meeting held Monday 29th March:

**Proposal One: 9-a-side Football at Maitland**

*Requirements from home:* Food.
*Cost:* $15 per student.
*Date:* Wednesday 5th May, Term 2, Week 3.
*Proposer:* R Stutley / D Richardson

**Proposal Two: Leaping Loonies Performance**

*Date:* Thursday 6th May, Term 2, Week 3 at 1:50 p.m.
*Proposer:* D Daulby / D Angus

**Proposal Three: Casual Day & Crazy Hair**

*Proposal:* Term 1 Student Voice casual day with Crazy Hair fundraising event. Fundraising will go to Student Voice expenses.
*Cost:* Gold coin donation.
*Date:* Tuesday 30th March, Week 10.
*Proposer:* B Cross / H Love / M Pope

**Proposal Four: Splash Theatre – The Water Show**

*Proposal:* Introduces the subject of water via a dynamic piece of theatre.
*Date:* Wednesday 3rd November, Term 4, Week 4.
*Proposer:* T Stringer / D Daulby

**Proposal Five: Splash Theatre – Book Week Performance**

*Proposal:* Held in the afternoon as part of Book Week / Literacy & Numeracy Week celebrations.
*Date:* Wednesday 1st September, Term 3, Week 7.
*Proposer:* T Stringer / D Daulby

**Proposal Six: Book Week / Literacy & Numeracy Week**

*Proposal:* Activities will be planned in Term 2 for the events in Term 3, often there is a dress up day, visiting theatre, open school and many activities to promote and celebrate literature and numeracy.
*Date:* Monday 30th August – Friday 3rd September, Term 3, Week 7.
*Proposer:* T Stringer / D Daulby

**Proposal Seven: Year 12 Art Show**

*Proposal:* Year 11 and 12 Art students attend the Year 12 Art Show in Adelaide. Personal inspiration for own work. Students are also required to undertake a series of critical analysis in relation to several art works.
*Requirements from home:* Money for lunch.
*Cost:* $15.
*Date:* Tuesday 27th April, Term 2, Week 2.
*Proposer:* V Earles / M Westbrook

**Proposal Eight: Choir Dates**

*Proposal/Dates:* 
- Festival theatre bowling and picnic: Tuesday 17th – Friday 27th August, Term 3, Weeks 5 & 6.
*Proposer:* M Ashby / S Rankine / T Stringer

**Proposal Nine: CSIRO Science program**

*Proposal:* Science Show ‘Blown Away’ and Class workshops (R-2 ‘Move it’, 3-7 ‘Energy systems’).
*Benefits:* To add to our science program. To inspire students with interesting activities. Involve them in directed lessons that are based on ‘Primary Connections’. Lessons are run by the CSIRO People.
*Date:* Wednesday 20th – Friday 22nd October, Term 4, Week 2.
*Proposer:* K Crosby / D Daulby

**Proposal Ten: Year 12 Hospitality Trip**

*Proposal:* This will not be an overnight trip this year. It will be split over two days. Due to the Food Hall, it needed to be held earlier to ensure this major task is completed before any demolition of the Home Ec room. Also this day trip (Central Market / Tapp Inn) will give students background for their next assignment. The Cake workshop will have to be at a different time due to availability of the lecturer at Regency TAFE.
*Requirements from home/Cost:* Money for lunch ($25) plus $18 each for the bus.
*Date:* Thursday 29th April, Term 2, Week 2.
*Proposer:* F Anderson / M Westbrook

**Proposal Eleven: Year 12 Camp – Flinders**

*Proposal:* The camp will be part of the Hospitality course. Will be going to the Flinders and staying at Gunyah Homestead.
*Cost:* Approx. $200.
*Date:* Monday 28th June – Thursday 1st July, Term 2, Week 11.
*Proposer:* W Brusnahan / F Anderson / M Westbrook

**Proposal Twelve: Snow Ski Trip – Mt Buller**

*Cost:* $1300.
*Date:* Saturday 10th – Saturday 17th July, School Holidays.
*Proposer:* D Angus

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

1. **Music is Fun Band**  – Thursday 3rd June, Term 2, Week 7.
2. **Mile End Athletics**  – Friday 26th March, Week 9.
4. **PLP Class excursion to the Volunteers Expo at the Moonta Town Hall**  – Tuesday 11th May, Term 2, Week 4.
7. **R-10 The Leaping Loonies Performance**  – Wednesday 28th April, Term 2, Week 2.

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**Special Programs in Languages, Rowing and Cricket at Adelaide High School**

Parents of Year 7 students who have outstanding ability and / or interest in Languages, Cricket or Rowing should contact Vince Ivens for further information and enrolment procedures for entry in year 8 to the Adelaide High School.
A TEACHING AND PARENTING CHALLENGE

I have just re-read an article that I put together last year after collecting thoughts of many notable experts on the skills of parenting and getting the best out of our teenagers. After completing initial student reviews this year, it has already emerged that many of our students would benefit greatly from some of the very basic ‘care’ strategies suggested in last year’s article. Hence I have regenerated the article below to stimulate thought by parents and students, and hopefully appropriate action by some parents (and students) who may not be giving their student the best shot at schooling, and life.

There are many occasions when teachers act as parents and parents act as teachers. Inevitably, each depends on the other to achieve the degree of success and happiness for our next generation.

There are some very basic parenting steps that help to ensure that teachers are able to more fully engage your students in learning while at school.

Does your student have a reasonably structured life outside of school, that is;

- Are meal times regular?
- Are bed times regular, and at a reasonable time?
- Are meals nutritious? Are meals made up of a daily intake of two-thirds fresh fruit, vegetables and plant derivatives such as bread and cereal and only one third meat and protein. Equally important are plans to ensure that intake of soft drinks, fast food, chocolates and lollies are treats that occur weekly, NOT daily. It’s CHEAPER to feed growing young people the correct food types than take-away food.
- Does the student respond to the alarm, shower and have a nutritious breakfast every day? Do they have a clean school uniform to put on?
- Do they do regular chores to help out at home?
- Do they treat ALL other people who live in, or visit, your household politely and with respect? Do YOU role model this expected behaviour? Is your household often quiet and peaceful? Do you speak nicely to each other?

These are a CHALLENGING list of parenting achievements. But if you can’t achieve most of them, most of the time at home, what do you expect to happen at school?

If they’ve (the students) never learnt the benefits of talking to others politely and respectfully; if they arrive at school over-tired, or without the energy from a balanced diet, without sugar over-load; if they don’t enjoy life without experiencing the calming effects of day-to-day regularity; if students don’t love and respect their own parents; if parents don’t express how proud they are of their children.

WHAT CAN WE AS TEACHERS DO IN A CLASSROOM TO FIX ALL OF THAT?

Well, we can try to raise their self-esteem, build their confidence, explain the benefits of sleep and diet... etc, but if teachers and parents don’t work to support each other for the ultimate benefit of the student, WHAT HOPES CAN THE STUDENT HAVE?

Should you require support in saying NO to your son/daughter on their attendance or any other issue please contact us immediately.

We all can work together to make a difference to your student’s future.

Be on time, Be at school, that’s the rule!
Canteen News
The Canteen is having a Sausage Sizzle lunch on Wednesday 31st March. Please see the flyer sent home with today’s edition of MAS Media for the order form.

Sixty new foster carers needed
Anglicare needs families, singles and couples, studying or working full or part-time, to provide foster care for children who cannot live with their own families. Free training and ongoing support is available as well as financial subsidies. For more information, or to book for an information session, call 8131 3456. www.anglicare-sa.org.au/foster-care

DEVELOPING CREATIVITY
All readers
Encourage your child to be creative inside and outside the home.

1. Use raw materials. Make a collection of old scraps of material, paints, magazines, modelling clay and other bits and pieces that can be used to make models or collages. Ask your children to explain what they create and how they made it.

2. Picture it. Under supervision, encourage your children to take digital photographs or videos. Ask them to select the images they like most and to explain why.

3. Think it through. Allow your children to figure some things out for themselves: what to order for lunch, what to wear on a special occasion, how to help a friend. Show them that their decisions and opinions are important and also have consequences.

4. Play some different music. Borrow CDs from the library to listen to different types of music.

5. Gift-giving time. Encourage your children to make a gift by cooking or making something, performing a sketch, song or poem or doing something practical, such as planting some seedlings for an elderly relative.

GREAT READS
- Wilfrid Gordon McDonald Partridge by Mem Fox and Julie Vivas. It’s now 25 years since this Australian classic was released. A truly sensitive and beautiful story of the relationship between ‘young’ and ‘old’ that every child should read or have read to them. Recommended for readers 5+ (and parents).
- Pilot and Huxley by Dan McGuiness. An easy-to-read graphic novel for young readers. When Pilot and Huxley forget to return their video game they end up on the run from an inter-dimensional debt collector and find themselves stranded in a crazy new dimension. Recommended for readers 8+.

Public Notices

Do you need child care? Approved Family Day Care. Approval number 6 809/68. Please contact Kristen Woodward 88 251 300 / 0407 256 229. Positions available: after school care – Monday, Wednesday, Thursday. Starts as of these school holidays. A waitlist is available for other days. Positions also available in the school holidays.

Moonta Uniting Church – School holiday program ‘Kid’s Club’ Thursday 8th and Thursday 15th April 2010. 10 a.m. to noon. Meeting in the Church Hall (the church in the square). Costs $2 per child. We will be having drinks and snacks, playing games, singing songs, having a Devotional time, and a craft time. But most important we will be having fun making new friends while learning a little about ‘the Bible’. Kids Club is open to all school age children. For further information please contact Carole Perkins on 88 252 674.

Road Crossing Monitors
Term 1, Week 10
Edwin Dyson, Ryan Coleman, Sam Crocker
Term 2, Week 1
Jordan Barratt, William Jolly, Brody Cooper

CARCLEW Youth Arts
Autumn School Holiday Arts Workshop for children aged 5 to 15.
For further enquiries and bookings: 08 8267 5111 or 08 8267 3958. For more information contact holiday@carclew.com.au or visit www.carclew.com.au.
All workshops are held at Carclew Youth Arts – Kauma Country, 11 Jeffcott St, North Adelaide SA 5006.

Links to Literacy #17
Talk about what your children like or dislike about the music and their reasoning.
Millions of kids on the face of the Earth go to bed hungry to fill their appetites for food night after night. Yet, millions of others go to bed hungry to fill their appetites for recognition.

What are emotions?

No definition can do such a thing justice. Yet, we do require a working definition for the purpose of this article.

I define emotion as the moment-by-moment physiological expression of what happens inside us.

This is barely adequate but hardly surprising. Although we all feel emotions, it is extremely difficult to state what they are and how they occur.

Some emotions, it seems, occur across all species with a central nervous system. Even the common blowfly probably has emotions but not the mechanism to reflect on them, nor to generate emotions through thought, as humans do.

Humans, consciously feel emotions. In other words, we are aware of them. According to writer, Daniel Goleman, some emotions, such as anger, sadness, fear, enjoyment, surprise, disgust and shame consistently appear in studies that examine primary emotions. These emotions have a distinctive pattern of feeling and bodily responses across our species (we examine these in the Emotional Rooms model, in later articles).

The feelings and bodily responses associated with primary emotions occur automatically because of the perception of an emotion-generating trigger (internal or external stimulus). The triggers may either be innate (we were born with them) or learnt (emotionally neutral events that through experience, we associate with strong feelings).

An example of an innate trigger might be fear of heights whereas an example of a learnt trigger might be the feeling you get when asked to give a public speech.

Key Points

The immediate response to an emotion-generating stimulus is a change in the physical state of the mind/body and typically, a shift in attention.

Ultimately, emotions place a person in the position of knowing how to react without the need to analyse the causative trigger. This may be an extremely useful survival strategy when being chased by a tiger. However, not so useful when dealing with conflicting emotionally powerful concepts (EPCs).

Key Points

People can learn to control both the emotion-generating trigger and the bodily response to it. By using the intellectual component of the brain before the emotion-generating component, greater control and eventually self-management of the emotional components develop.

When can kids realistically expect to develop these skills?

The development and refining of emotional reactions and subsequent thinking processes occurs over a lifetime for humans. Some adults are classical examples of people who never refine their emotional repertoire to socially competent levels. From a child's perspective, obviously, a two-year-old has less management of her emotional responses than a fifteen – year-old. But, most fifteen-year-olds still have a way to go to reach the maturity levels of most adults.

A series of landmark studies using functional Magnetic Resonance Imaging (fMRI) reveals that adolescents may even process emotions differently to adults. Dr Deborah Yurgelun-Todd of the Harvard Medical School noticed that adults correctly identified emotions associated with facial expressions from photographs whereas teenagers seldom did.

Yurgelun-Todd's fMRI scans revealed that most teens and adolescents used the amygdala, a structure in the temporal lobes associated with strong emotions and gut feelings. Adults used the pre-frontal cortex of their brains, a region associated with reason, planning and judgement (more about these brain parts in later articles).
While adults in Yurgelun-Todd’s studies made no errors when assessing photos of emotional expressions, kids made frequent mistakes. They consistently mistook fear for anger, confusion or sadness. What makes the studies so intriguing is that the kids were followed year after year to map their brain activity patterns when undertaking similar emotion-generating activities.

Remarkably, older kids (adolescents) showed a progressive shift in functionality towards the pre-frontal cortex.

Adolescents frequently misread other people’s emotions, sensing anger and hostility where none actually existed (Alice Park, 2004). If these perceptual errors occur in life beyond the researcher’s lab, and there is every reason to believe they do, then young people’s occasional ‘fly-off-the-handle’ responses may simply be cases of emotional misinterpretation. The behaviour is characteristic of greater reliance on the amygdala, the more instinctive part of the emotional system, than the pre-frontal cortex, an area for more rational activity.

What are the wider implications for the research findings?

Misreading others’ emotions may create some minor issues, may be the trigger to embarrassing situations, and may, occasionally lead to an escalation of an issue to a serious level. Minor issues and embarrassment come with the turf of growing up. However, the latter increases the risk of a major incident.

What can parents do to support adolescents’ emotional development?

Let’s face it, the vast majority of adolescents contribute to themselves, their communities (including school) and to their families. As the parent of two adolescents, I am totally proud of their achievements and the way they conduct their lives. Yes, there are greater opportunities for high-risk behaviour today than in proceeding generations. The accessibility of alcohol and other substances that blur logic, unprecedented commercial and peer pressure, and the despair-oriented messages such as less jobs and higher costs of living bombard the adolescents’ world.

From a parenting perspective, keep the reins tight, especially during early adolescence, use rules and restrictions that allow appropriate risk-taking and always state your concerns honestly. Be fair. Psychologist, Andrew Fuller says, have fewer but clearer rules rather than lots of rules that can be changed.

Create a space in your home for adolescents to spend time with friends. Ensure that the group learns your expectations and make certain that you stick to them, even when it gets uncomfortable. Most kids have healthy respect for their friend’s parents and will often modify behaviour for such a person before doing so for their own parents.

Spend time just being and talking with your adolescent child. Talk about serious issues while other activities are happening, such as walking, making things, doing dishes and so on.

Be actively involved and be genuinely interested in your kid’s friends. Go with the group (occasionally) to the movies, on camps, to sporting matches, to choose videos, to celebrate milestones.

Maintain family celebrations and milestones such as birthdays, anniversaries, family outings, and holidays even when your adolescent complains that it’s boring. Never pass up an opportunity to go out together.

Above all, give your love and set your expectations about the ‘now’ and about the ‘future.’

Adolescents frequently misread other people’s emotions, sensing anger and hostility where none actually existed (Alice Park, 2004). If these perceptual errors occur in life beyond the researcher’s lab, and there is every reason to believe they do, then young people’s occasional ‘fly-off-the-handle’ responses may simply be cases of emotional misinterpretation.

Key Points

The capacity to use the intellectual parts of the brain before the emotional parts characterises an emotionally smart person.

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.


Frontline, Web article, Dr Deborah Yurgelun-Todd. www.pbs.org/wgbh/pages/frontline/shows/teenbrain/interviews/todd.html

Emotional Intelligence, Daniel Goleman*.

Molecules of Emotion, Candace Pert.

Raising Real People, Andrew Fuller*.

Week 9
Friday 26th March
Mile End Athletics

Week 10
Monday 29th March – Thursday 1st April
Year 10 Outdoor Ed Waterskiing Camp – Morgan

Monday 29th March
5 p.m. DMC

Tuesday 30th March
Year 6/7 Knockout Netball/Football –

Wednesday 31st March
R-12 Assembly

Thursday 1st April
Kindy Transition
Year 7-12 Reports Sent Home
2 p.m. Dismissal

Happy Easter everyone.
Have an enjoyable and
safe holiday.

Term 2, Week 1
Monday 19th April
Term 2 commences

Tuesday 20th – Friday 23rd April
Year 11 Outdoor Ed Windsurfing camp