Dear Parents/Caregivers,

Growth Mindset questioning
In many of our newsletters we have shared the importance of a growth mindset, and also how using failure as a springboard for new learning is so crucial.

To the left are a set of questions that you could ask your child to support deeper level thinking and encourage a growth mindset. These are a fantastic set of ‘go to’ questions you can ask in the car on the way to and from school!

3-Way Interviews
Early next week you will receive a note inviting you to a 3-way discussion (or parent/teacher interview). Interviews will be held between Monday the 12th of September and Thursday the 29th of September.

Students’ work will be presented at the discussions. The progress of students’ learning and “where to next” will form the basis of discussions.

2017 Enrolments
We are beginning to look at numbers of children for 2017 so that we can begin looking at our class structures later this term. As we are zoned and there has been a significant increase in parents wishing to enrol their children here, it would help our planning if you know of any changes for next year (if you are moving etc.) if you could let the front office know as soon as you can.

Also, if you know of any families considering enrolling at Virginia for next year, could you please let them know to contact us as soon as possible.

Thank you for your help.

SCHOOL CLOSURE DAY WEEK 7 (Thurs 8th August)
Our Governing Council has approved a school closure ‘Show Day’ day in Week 7 on Thursday the 8th of September. This coincides with one of the ‘discount entry days’ at the show. A reminder, there is NO OSHC available on school closure days.
Hold Your Horses.

On the 3rd of August, rooms 13 and 14 went on an excursion to Roseworthy University to visit the bone museum. The excursion was organised and funded by Adelaide University. The learning intention for students was to educate them about what it is like to attend university and to learn about how adaptations support the survival of living things in their environment.

Throughout the visit, students rotated through learning activities. One of the activities was a lecture on adaptations in the lecture room. Another activity was a practical session, where students participated in simulated key-hole surgery, which is one of the skills taught at the university. The last activity was observing the numerous skeletons displayed in the hall of the university.

On Wednesday the 3rd of August, rooms 13 and 14 went to Roseworthy University. Jacqui and Sam came to help us on our excursion. We went there to know what it’s like to go to University and how it is to be a student there. I was in the group with Jacqui and Sam. In the group there was Lyen, Alicia-Le.

By Minh Thu

The first activity our group did was key-hole surgery. There was a man called Ewan, a university student called Christina and there was a volunteer woman called Wee-Ching. Ewan told us the instructions on how to do key-hole surgery. There were four roles. I was the surgeon, Minh-Thu was an assistant, Rena was the pet owner and Alicia-le was the nurse.

By Lyen
We were split into groups 3 groups. I was with Mrs Lock and the first thing we did was went with a guy named Dave and watched a lecture about adaptation and how animals change colours (camouflage) and how they live in their deadly habitats. After we looked at adaptation, we tried to spot animals in camouflage and that was really difficult.

*By Charlie E*

Then the groups switched places and we ended up looking at animal bones. The instructor, Anthony told us to try guess what animals bones were and also to look at the teeth if they were sharp or flat. If the animals had flat teeth they were herbivores (eat plants/vegetarian) and if they had sharp teeth they were carnivores (eat meat.) We are actually none of these, we are omnivores: that means that we eat both plants and meat. Besides bones, they had hearts and limbs to look at as well. On the bones they were some yellow bits and they were stains of cartilage (meat).

*By Charlie E*
The secret to raising happy, confident kids

Despite what you may think, the fundamental job of the parent has not changed since the dawn of time. And it's never too early to start.

It's amazing how resourceful kids can be when they are given the chance to resolve their own problems.

Character, which is essential for success, is forged under hardship and is needed if kids are to live a sturdy life. Kids need to be exposed to disappointment, failure and conflict if character strengths such as grit and perseverance are to be forged.

INDEPENDENCE TAKES MANY FORMS

Independence has many guises and can be developed in many ways, though in the end it is adults who are the gatekeepers for their children's independence.

On a basic level developing independence is about developing children's autonomy. Without realising it, many parents make choices on their children's behalf. Kids build self-confidence when they do things for themselves, and make their own decisions.

Independence is built when children spend time in unpredictable circumstances and environments such as the bush, and also have the opportunity to navigate their neighbourhoods on their own. There may be some risk involved but that is where the learning lies. Eliminate the risk and you eliminate the learning.

Allowing kids to follow their own impulses, even if they are different to your own is the key to gaining independence. This may mean that your children choose healthy interests and pursuits that you are unfamiliar with, or even swim against the tide of your wishes.

Allowing kids to take responsibility and own their own problems builds confidence and competence. Start by expecting kids to help at home. Look for ways to develop self-help skills and don't take their problems on as your problems.

MANAGE VISUALLY

When your end game is redundancy and your priority is independence building then managing your kids in a visual way becomes your most obvious strategy. Management by mouth, in contrast, is a dependency strategy. So talk less, use signs, lists and routines backed up by consequences to develop independence and responsibility in your children.

CREATE JUNIOR VERSIONS OF INDEPENDENCE

It can be scary and also difficult developing independence in one big step. So smart parents intuitively develop junior versions of independence by breaking up big activities into digestible bits. Want your three-year-old to make the bed? Then start by arranging the teddies and the pillows (a junior version of making the bed) and let them work their way up from there. Similarly, if you want your five-year-old to walk to school on his own but it's currently beyond him, then accompany him most of the way and let him walk the last 200 metres on his own. That's a junior version of walking to school.

In all the noise and commotion about raising kids today it's easy to forget that the job description for parents hasn't changed since the dawn of time. Love them, bond with them, teach them and spend time with them. But also work like mad to develop their real independence so they become capable of handling what life will throw their way.

Then you'll know your job as a parent is done! It doesn't mean you won't stop worrying about them... that's a story for another time. But it does mean you've finished the main task of parenting, that is, to make yourselves redundant at the earliest possible age.

PARENTS in EDUCATION WEEK

12–15 September 2016

Parent engagement helps children learn best
Free parent information sessions to help you support your child’s learning

Monday 12 Sept

Dr Margy Whatley
Helping you to get involved in your child’s learning and development in the early years.
Time: 7-9pm
Location: Christies Beach or view online
For parents of children 0-5 years of age.

Tuesday 13 Sept

Kiriilie Smout
Understanding the mysterious world of teens at home and at school.
Time: 7-9pm
Location: Murray Bridge or view online
For parents of secondary school children 13-18 years of age.

Wednesday 14 Sept

An evening with Minister Susan Close and guests
Discussing views on childhood: the role of education, schools, parents and the community.
Time: 6.30-8pm
Location: Semaphore Park or view online
For parents of primary school children 5-12 years of age.

Thursday 15 Sept

Andrew Fuller
Unlocking your child’s genius.
Time: 7-9pm
Location: Elizabeth or view online
For parents of primary school children 5-12 years of age.

Jodie Benveniste
Understanding your child’s development and learning.
Time: 7-9pm
Location: Elizabeth or view online
For parents of primary school children 5-12 years of age.

Get involved! 🗓️ In person ⏰️ View online

For more information visit www.decd.sa.gov.au/2016PIEWeek