

THIELE PRIMARY SCHOOL NEWSLETTER



Campus Drive, Aberfoyle Park SA 5159
Ph: 8270 4222 Fax: 8270 4773
ABSENTEE LINE: 8270 4222
ABSENTEE SMS : 0416 906 283

Acting Principal: Mrs Sharon Willoughby

Acting Deputy Principal: Gem Kasse
Coordinator Student Wellbeing &
Engagement: Carly Nash

Email Address: dl.1664_info@schools.sa.edu.au

In this issue...

- From the Acting Principal
- Annual General Meeting
- Interception Learning News
- Science / STEM - Term 1 Overview
- Specialist Teacher - Behaviour Management System
- Thiele Assembly Schedule (Term 1)
- School Uniform
- Thiele Student Free Days
- Finance News
- Festival of Music - Troupe Auditions
- Campus Events Committee
- Coles - Sport for Schools Program
- Campus Uniform Shop
- Notices sent home
- Term 1 Diary Dates
- Term 2 Diary Dates

From the Acting Principal.....

Dear Parents / Caregivers,



Some information about our Interoception Room

Interoception is an internal sensory system in which the internal physical and emotional states of the body are noticed, recognised and responded to.

Interoception skills are required for a range of basic and more advanced functions such as knowing when to go to the toilet, being aware that you are becoming angry or upset and being able to manage your emotions proactively. When students have not yet developed interoception skills they struggle with not only their emotions, but with social interactions and even just being around others may be difficult for them to manage. It may also be that the student feels sick, irritable, grumpy, has a headache, has a 'melt down' or is unable to concentrate and they don't know why. The Interoception Room is located in the Spence building and is a room for

students to access when they are unable to focus on their school work. By accessing the Interoception Room the student who feels sick learns to recognise if it's a symptom of hunger, a student who feels grumpy learns to recognise if it is a signal that they are too hot, a student with a headache will learn to recognise if they are dehydrated.

There are two purposes of interoception one is to explicitly teach the students what the internal signals might mean for them and the second is to use Interoception activities as a strategy to interrupt their train of thought. The Interoception Room is not a withdrawal room or time out room, it is a place to learn self-regulation. Interoception is the key to co and selfregulation,. Poor interoception leads to meltdowns, shutdowns and 'survival behaviour'. Good interoception improves learning and engagement.

Kind Regards
Sharon
Acting Principal

Annual General Meeting (AGM)

On Tuesday night at the AGM voting for Governing Council representatives took place. Our newly voted 2018 Governing Council representatives: - Ann-Maree Lewis, Kimberley Lerc, Fiona Salt, Michelle Bingham, Lisa Dwiar, Jackie Williams will join our current Governing Council representatives: - Juliet Craker, Carly Nash, Janet Shearer, Amanda Allen, Gemma Roberts. I would like to welcome our new and existing members of council and I am looking forward to working with you this year. Office bearers and chairperson will be elected at our first meeting on Tuesday night.

Interoception Learning News

Frequently Asked Questions

What is an interoception activity?

An activity that provides:

- A focus on a particular part of the body for at least 30 seconds

- Labels the movement and part of the body involved (e.g. calf muscle, stretch, breath in and out)

- Encourages the child/student to identify a **change** in their body state (e.g. hot-cold, soft-hard, stretch-relax).

The activities help to focus students and activate the parasympathetic nervous system (calming nervous system).

What have our students said about 'Interoception'?

"When I get mad, it helps me get calm." Year 5 student

"I calm down." Year 5 student

"When I'm worried and feel like crying. I can trust the teachers to talk about a lot of things." Year 3 student

"Helps me to calm down and get ready for work." Year 3 student

"Helps me to calm down when I'm angry." Year 4 student

"I calm down when I'm angry." Year 5 student

What are we doing at our school?:

- All students do the interoception activities (mindfulness and activities) for a few minutes at a time, as part of their regular class on a regular basis – ie on arrival and before/after recess/lunch
- Students learn the associated vocabulary and use it regularly
- Staff model and guide activities
- Students are encouraged to reflect on what they are learning and use it in new contexts
- There is a flexible interoception learning space to maximise effective inclusion

Kind regards,

Bec Sadedin

Interoception Room Teacher

Zones of Regulation



Self-regulation is something everyone continually works on whether or not we are aware of it. We all encounter stressful situation that test our patience from time to time. If we are able to recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. For students it is a skill that needs to be taught and practiced. This is the goal of 'The Zones of Regulation' (or Zones for short).

THE FOUR ZONES:

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behavior, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or

nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, we are “good to go”. A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is the Red Zone this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them. For example, when playing on the playground or in an active/competitive game, students are often experiencing a heightened internal state such as silliness or excitement and are in the Yellow Zone, but it may not need to be managed. However, if the environment is changed to the library where there are different expectations than the playground, students may still be in the Yellow Zone but have to manage it differently so their behaviour meets the expectations of the library setting.

Science / STEM - Term 1 Overview

Dear Parents/Caregivers,

Hoping all of your families are slowly getting back into school routine. For those who haven't met me before my name is Danni Gericke and I am continuing to teach Science through an integrated STEM approach this year. For the beginning 2 weeks we are building on our social skills by participating in STEM challenges that requires students to think critically and creatively whilst communicating and collaborating with their new classmates. Each year level has their own challenge they are working on.

In regards to the science curriculum, all year levels will be tuning in on the learning area of chemical sciences. Please see below the learning objectives and learning outcomes for each year level:

Reception: Properties of materials

- understanding that objects are made of materials that have observable properties

Year 1: Changing materials/ properties of materials

- understanding that everyday materials can be physically changed in a variety of ways

Year 2: Materials and classifying mixtures

- understanding that different materials can be combined for a particular purpose

Year 3: Changing states of matter

- understanding that a change of state between solid and liquid can be caused by adding or removing heat

Year 4: Natural and processed materials

- understanding that natural and processed materials have a range of physical properties that can influence their use

Year 5: Solids, liquids and gases

- understanding that solids, liquids and gases have different observable properties and behave in different ways

Year 6: Reversible and irreversible changes

- understanding that changes to materials can be reversible or irreversible

Year 7: Mixtures and separation techniques

- understanding that mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques

Specialist Teacher - Behaviour Management System

This year the specialist teachers of Japanese, Science and Physical Education have worked together to create a behaviour management system. This is to help students understand that the same expectations are across all subjects. The following outlines are how the system works;

Green Card - Positive behaviour. Once students collect 3 they receive a reward.

White Card - Warning.

Yellow Card - Time out in classroom.

Red Card - Time out in buddy class.

We are also sending information slips home detailing a student's behaviour in the specialist lesson. This may be for showing our school values, producing outstanding work or behaviour that needs to be improved or addressed.

Please keep an eye out for these slips in your child's diary.

Danni Gericke
Science Teacher
Teacher

Alysha Milani
Japanese Teacher

Renee Sawyer
Physical Education

Thiele Assembly Schedule

Week 4 - no assembly due to swimming
Week 6 - no assembly due to PFD
Week 8 - T10 Mr Geoghan Year 3/4
Week 10 - no assembly due to Sports Day

School Uniform

Parent/caregiver support is required to assist us in adhering to our school dress code. We are seeing an increase in students wearing black leggings, black shorts, jewellery, multi coloured bows in their hair. To assist with learning, safety and hygiene hair longer than shoulder length needs to be tied back.

Thiele Student Free Days

This year we have scheduled student free days for

- Term 1 – Friday 9th March
 - Term 2 – Monday 30th April
 - Term 3 – Friday 31st August and Campus School Closure Monday 3rd September
 - Term 4 – Friday 14th December
-

Finance News

REMINDER:

By now you should have all received your Materials & Services Fee for 2018. If not please feel free to request a reprint from either Jayne or myself at the Thiele front office.

Thank you to all of the families who have paid or contacted the school or completed school card forms for 2018 fees.

A reminder that School Card information is available on the following link: <http://www.sa.gov.au/topics/education-and-learning/financial-help-scholarships-and-grants/school-card-scheme> School card can now be applied for online at this link or alternatively paper copies for 2018 will be available from the Thiele Primary School front office. Please remember that a new school card application form must be submitted every year.

It is also important to note that income limits for 'eligibility' for school card approval have increased significantly this year. This information is below and also available at the above link.

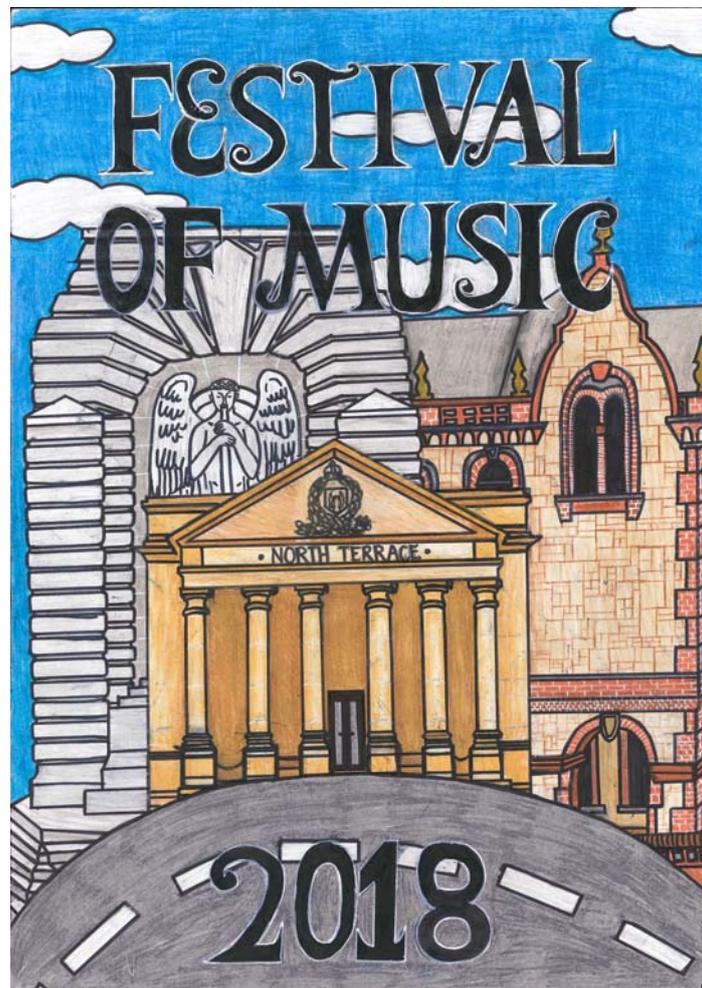
Eligibility income limits for a student attending a government school

NUMBER OF DEPENDENT CHILDREN	GROSS ANNUAL SCHOOL CARD INFORMATION	GROSS WEEKLY SCHOOL CARD INCOME LIMIT
1 CHILD	\$57,870	\$1,113
2 CHILDREN	\$58,903	\$1,133
3 CHILDREN	\$59,936	\$1,153
4 CHILDREN	\$60,969	\$1,173
5 CHILDREN	\$62,002	\$1,193
MORE THAN 5 CHILDREN	ADD \$1,033 FOR EACH DEPENDENT CHILD	ADD \$20 FOR EACH DEPENDENT CHILD

If you have any questions about anything 'financial' please do not hesitate to contact me at the school.

Kind Regards
Jo Hicks
Business Manager

Festival of Music - Troupe Auditions



Do you like to sing, dance or act?
Are you in Year 6/7?
Want to try something new and challenging?

Everyone is welcome!

Then the Festival of Music Performance Troupe is for you!

Audition bookings open on Monday, February 13, 2018!

Audition bookings close on Wednesday, March 29, 2018.

Weekly rehearsals are held at 2 locations:

North - Enfield Primary on Tuesdays

South - Hamilton Secondary College on Wednesdays

Rehearsals are from 4.15 - 6.15 pm. There will also be a few Sunday workshops.

Each troupe will be involved in 6 performances accompanying the massed choirs at the Festival Theatre between the 17th and 28th September, 2018.

Ask your choir, drama or dance teacher or principal for more information. Check out our website: www.festivalofmusic.org.au or call the Festival Office on 8261 5438 for more information.

Campus Events Committee

There is no Campus Fair this year we are searching for members to join our Campus Events Committee. The focus of this committee will be on thinking of ideas to raise funds for Campus to support the refurbishment of the Campus library. If you are interested in finding out more information, sharing your ideas or lending a helping hand please let either Jayne at Thiele Front office or Bianca at Campus Front Office know asap along with your availability so that we can start planning our first meeting.

Coles - Sport for Schools Program

Campus schools are registered for this program which means that parents/caregivers who choose to shop at Coles and collect the vouchers can either bring them to Jayne at the Thiele Front Office or give them to Bianca in the Campus Office. 1 voucher is given for every \$10 spent, these vouchers can be redeemed for sports equipment by our schools.

Campus Uniform Shop

The Uniform Shop is open on Campus, the hours are:

- Mondays 2.30 pm -3.30 pm
 - Wednesdays 8.30 am - 9.30 am
 - Fridays 8.30 am - 9.30 am.
-

Notices sent home

Over the past fortnight the following notices have been sent home.

- Family consent form
- Varied class newsletters
- Year 6/7 Canberra Camp - Expression of Interest
- Year 6/7 Aquatics letter and invoice

If you have not received any of the above, please request a copy either from your child's class teacher or Thiele Reception.

Term 1 Diary Dates, 2018

Week 5

Monday February 26

7.00 pm - Campus Events Committee Meeting

Friday March 2

SAPSASA District Swimming Carnival

Week 6

Friday March 9

Pupil Free Day

Week 7

Monday March 12

Public Holiday (Adelaide Cup)

Tuesday March 13 to Friday March 20

Year 6/7 Aquatics

Week 8

Tuesday March 20

Campus Open Day

Friday March 23

12.00 pm - Assembly - James Geoghan's / T10 class presenting

Week 9

Tuesday March 27

Halogen Leaders Day

Friday March 30

Public Holiday - Good Friday

Week 10

Monday April 2

Public Holiday - Easter Monday

Wednesday April 4

SAPSASA Lacrosse

Friday April 7

Campus Sports Day

Week 11

Friday April 13 - end of Term 1

2.00 pm - Early Dismissal

Term 2 Diary Dates, 2018

Week 1

Monday April 30

PUPIL FREE DAY

Tuesday April 31

School begins

Week 2

Friday May 4

12.00 pm - Assembly

	Term Dates 2018
Term 1	Jan 29 - April 13
Term 2	April 30 - July 6
Term 3	July 23 - Sept 28
Term 4	Oct 15 - Dec 14



Government of South Australia

Department for Education and
Child Development

Respect – Achievement - Integrity - Sustainability



Copyright © 2017* **THIELE PRIMARY SCHOOL**
All rights reserved.

Our mailing address is:

Thiele Primary School
2 Campus Drive
Aberfoyle Park
SA 5159
Ph: 08 8270 4222
Fax: 08 8270 4773

Student Absence SMS 0416 906 283
