



NEWSLETTER - TERM 2 - 11TH MAY 2016

DIARY DATES	
10-12/05/16	NAPLAN TESTING
16/05/16	6E & 9S EXCURSION TO MIGRATION & STATE MUSEUMS
17/05/16	SAPSASA CROSS COUNTRY
18/05/16	BOOK FAIR COMMENCES &
20/05/16	ASSEMBLY 9W & 8E
25/05/16	SPECIAL CANTEEN LUNCH
26/05/16	8W & 8E EXCURSION TO MUSICAL
27/05/16	PUPIL FREE DAY EXECUTIVE FUNCTION / GROWTH MINDSET
3/06/16	DISCO
10/06/16	ASSEMBLY 9W & 8E
14/06/16	PUPIL FREE DAY H&PE
15/06/16	PETER COMBE PERFORMANCE

Dear Parents/Caregivers,

Welcome back for Term 2. I hope your children enjoyed a great holiday. We have had a very positive start to Term 2 and look forward to it continuing to be positive and productive for the remainder of the term. We are currently in the middle of NAPLAN testing week and students are working through that process very well. Families of Years 3, 5 and 7 students should receive your child's report in August.

NATIONAL VOLUNTEER WEEK

This week is National Volunteer Week. I would like to take this opportunity to thank all our wonderful volunteers who work in our school in many different programs. We are very fortunate to have 190 parents with Child Related Relevant History Checks in place and 157 parents have completed the 2015-2017 Volunteer Training. While accounting for those families where more than one family member volunteers, our

number of volunteers still come from almost 50% of families which is an amazing level of support. Volunteers will find a letter from the Hon. Susan Close at the end of the newsletter.

STUDENT VOICE/STUDENT LEADERSHIP

HCEPS has a number of special programs where students are offered opportunities to participate in providing feedback about or direct input into decisions about their learning and some processes. Some of the ongoing leadership opportunities at Hallett Cove East Primary School include Lighthousekeeper Executive and class representatives, Wellbeing leaders, Year 7 Leadership program and opportunities in class programs where students can provide the teacher with feedback about their learning and about the teacher's teaching. This year HCEPS is involved in a new Partnership project known as Student Learning Rounds. There are 5 students involved in this project and they have written a report about what they are doing in this newsletter. Team members have also shared their learning with staff this week and will also share with some classes next week. We look forward to hearing more about their work as the year goes on.

KEEPING SAFE: CHILD PROTECTION CURRICULUM

The Child Protection Curriculum is an essential component of teaching programs and covers the focus areas of: The Right to be Safe, Relationships, Recognising and Reporting Abuse, and, Protective Strategies. During the year, all classes participate in topics from within these 4 areas. So that you are aware of what is in

the curriculum, I have attached the scope and sequence to this newsletter. Teachers choose appropriate topics from the list (so not all topics are covered within a year, but will be covered over time). If you have any queries, please do not hesitate to contact either your child's class teacher, or one of the leaders.

CASUAL DAY ON APRIL 15th

Thank you to all parents who supported the Lighthousekeeper fundraising program and allowed their children to wear casual clothes on the last day of term. We raised a fabulous \$390. At last week's Lighthousekeeper meeting we discussed the charities that we are considering as recipients of this fundraising. Classes will have a final vote and the decision finalised at next week's Lighthousekeeper meeting.

BOOK FAIR

Our annual Book Fair will be held next week commencing on Wednesday 18th May and concluding on Friday 20th May. The Resource Centre will be open for purchase of books by parents before and after school. Classes can visit with their teachers to view the books during the fair. Further information about the Book Fair will be provided to families separately.

FRIENDLY REMINDERS

YEAR 8 APPLICATIONS FOR 2017 SECONDARY SCHOOLING

Parents of Year 7s are reminded to please return your child's Year 8 Secondary School application form as soon as possible and certainly no later than Thursday May 26th (as Friday 27th May is a Pupil Free Day). All students need to return a form regardless of whether they will be attending a public or private secondary school.

PUPIL FREE DAYS

We have two Pupil Free Days booked this term for teachers to undertake training and development:

Friday May 27th, (Week 4) and
Tuesday June 14th, (Week 7).
Teachers will be participating in training programs around Executive

Functions/Powerful Learners, and, Health & PE.

The OSHC will be open both days for those who need childcare so please contact Lissy or Sally on 8381 7577 to book your child in.

STUDENT SAFETY

This is a friendly reminder to parents to drive slowly, obey parking restrictions and wait patiently at pick up times after school in all roads around the school. We continue to have reports about a small number of drivers who put student lives at risk through inappropriate driving and parking practices. Thank you to all our parents who do use responsible practices. Child safety is paramount.

Anne Rathjen
PRINCIPAL

WELCOME BACK TO TERM 2

This term our school will be focusing on emotional and mental health by participating in "bucket filling". Bucket filling "fill-osophy" stems from Carol McCloud's book "Have You Filled A Bucket Today? A Guide to Daily Happiness for Kids". In the book the reader learns that everyone has an invisible bucket which can be filled or emptied. When our bucket is full, we are happy, and when our bucket is empty we feel sad and lonely. Carol McCloud has also written another book: "Growing Up with a Bucket Full of Happiness: Three Rules for a Happier Life". These three rules will be the foundation of our bucket filling journey at Hallett Cove East Primary School.

Rule one: Be a bucket filler by doing or saying kind things to fill someone's bucket with happy thoughts and feelings. When you fill someone's bucket you fill your own bucket.

Rule two: Don't be a bucket dipper by saying or doing mean things. By the way, when you dip into someone's bucket, you dip into your own bucket. Saying or doing mean things removes good thought and feelings from your own bucket.

Rule three: Use your lid to protect the good thoughts and feeling from being removed from your bucket when someone says or does mean things.

YOU can be a bucket filler too. You can fill your child's bucket, your neighbour's bucket, your parent's bucket. Did you also know that each staff member at HCEPS has a bucket too!

We will find out over the term how we can be great bucket fillers, how we can avoid bucket dipping and what to do when someone is bucket dipping from our own invisible bucket.

If you would like to know more about bucket filling visit the bucket filling website, www.bucketfillers101.com

Ms Evie Donoghue
SCHOOL COUNSELLOR

REMINDER OF MORNING PROCEDURE

On the 8:30am siren teachers' duties begin. The gates are opened and students are permitted to come in. Until the 8:30 am siren the only children who should be on site are those with their parents (eg meeting with teacher) and those children who are booked into OSHC.

Any children on site before 8:30 am will be directed to wait under the veranda outside of the office.

A number of children are also waiting at the gates from as early as 8:00 am.

Please do not drop off children at school before 8:30 am. Please book into OSHC if you need to arrive earlier.

ENTERTAINMENT BOOKS

This year's new and bigger Entertainment Books are now available from Henny in the Finance Office for the same old price of \$65. There's over \$20,000 value in these books!

DIABETES SA "BLUE CREW"

As a school community we are supporting Diabetes SA.

Over 6 years ago Diabetes SA launched their CLOTHING COLLECTION operation and in that time they have collected over 3 million kilograms from people in South

Australia. Many of the items have been recycled, re-used and kept out of landfill.

Our school now has a bright blue bin located, during school hours, outside of the office. During vacation care it will be located near the OSHC doorway.

Attached to the bin are bags for you to take for those articles of clothing that you wish to recycle.

Come along to the bin and place it inside. Simple!

If you have any questions, please contact me.

Bruce Norris
DEPUTY PRINCIPAL

READING CORNER

Each Newsletter the Early Years Team will provide you with strategies to help support and encourage your child to read at home. These ideas have come from the website <http://www.readingrockets.org/>. This is a very useful site offering ideas to get children reading from a very young age.

You can also check out the Parent section of our website.

Read it and experience it

Connect what your child reads with what happens in life. If reading a book about animals, relate it to your last trip to the zoo.

EARLY YEARS TEAM

FUNDRAISING NEWS – MAY 2016

Buddy Bench

Well after a lot of planning and organising the school's official Buddy Bench has arrived and it looks amazing too. The Fundraising Committee would like to thank the following for helping us to make it happen. So, a big thanks to Steve at Mitre 10 for donating the materials, OSHC for creating the colourful banner and Terry Kroukamp for designing and painting it. At the next whole school assembly we will be telling the children all about the bench. We will explain what its purpose is and how we wish for it to be used.



SCHOOL DISCO – CHANGE OF DATE

The Fundraising Committee was recently made aware that the popular Scallywags disco is scheduled for the same night we had planned to hold our disco. So with this in mind we decided to change the date of the school disco to the following week and it will now be held on Friday 3rd June.

We are in need of volunteers to help set up before the disco and to tidy up at the end. If you are around during the disco and can help too please contact Victoria via the details below.

ELECTION DAY BBQ – 2ND JULY

As the school is a polling station we always hold a sausage sizzle to raise funds for the school. Soccer normally run the bbq until their matches finish at approximately 11am, then Fundraising takes over. We will need lots of volunteers, so if you are able

to help please let us know even if it is just for an hour. We will have more information nearer the time.

MOTHER'S DAY STALL REVIEW

As usual the Mother's Day stall was a success, it was full of amazing gifts and the children all enjoyed picking out the presents for their Mum's and Grandma's. Nearly all of the children remembered their money this year, which was great. They loved that they could either pick two smaller presents for \$5 or one bigger one for \$5. Thank you to our volunteers and to the parents for continuing to support this event.

UPCOMING EVENTS

School Disco in Term 2 & Term 3

Election Day BBQ

Fathers' Day Stall Term 3 – Thursday 1st & Friday 2nd September

Ladies Day – Term 3

More exciting events to be announced soon....

DATES FOR YOUR DIARY

3rd June – School Disco – CHANGE OF DATE!!!!!!

2nd July – Election Day BBQ

1st & 2nd September – Fathers' Day Stall

16th September – School Disco

If you would like to volunteer on any of the upcoming events, this year, please contact Victoria Gorton on 0433 152 021 or vicgorton@gmail.com for more information.

THE FUNDRAISING COMMITTEE

GENKI KIDS- LUNCHTIME YOGA SESSIONS

Dear Parents & Caregivers,

Commencing this week, I will be offering a 30min Children's Yoga session during lunchtimes on a Thursday from 12.50pm-1.20pm, in House 1N (The Wellbeing Centre) to R-7 students.

Each session will include simple yoga postures, games, songs, controlled breathing exercises and guided creative visualisations.

In supporting our whole school Wellbeing initiative, I will integrate aspects of KidsMatter, Habits of Mind and our School Values into my sessions.

I hope to help students feel "GENKI" which means happy, healthy and strong in Japanese!

The aim is to develop a sense of self awareness, social and emotional resilience, increased respect for themselves and others, greater concentration and a calm state of mind.

If you believe your child could benefit from these sessions, please encourage them to attend. As this term is a trial, students do not need to commit for the term, they are welcome to attend as they wish.

Kirsten Wallis
R-7 TEACHER OF JAPANESE

FROM THE RESOURCE CENTRE

Scholastic BOOK FAIR is on again in our School Library/Resource Centre commencing on Thursday 19th May and finishing on Monday 23rd May. Books can be viewed and purchased at the following times:

Thursday 19th May 8.30 – 9.00 am
3.05 - 4.00 pm

Friday 20th May 8.30 – 9.00 am
3.05 – 4.00 pm

Monday 23rd May 8.30 – 9.00 am
3.05 – 4.00 pm

Money raised will go towards purchasing new books for our library.

We hope to see you at the BOOK FAIR.

BOOK DONATION AND THANK YOU

Thank you to Dianne Duncan, President of Australia Canada Association (SA) who has kindly donated a book, to our school library. The book titled,

Remembering Those Who Serve In War REFLECTION

was donated on Anzac Day 2016 in Remembrance of those who serve in war.

A sincere thank you, to Dianne and the Australia Canada Association (SA), for this generous donation.

The book will be on display in the Resource Centre. Please take the time to come and view this beautiful book.

Irene Bywaters
RESOURCE CENTRE OFFICER

PE NEWS

SPORTS DAY

What a great day it was on Thursday 2nd April. The weather turned out wonderful and the attendance and support by families was fantastic to see. History was made for the fourth year as students competed in the House names- Hallett, Tate, Kurna and Perry-Barr. We were lucky enough to have Brendan Todd to open our Sports Day. He is an accomplished Olympic Yachtsman and we are lucky to have him as one of our parents. Thank you Brendan for your inspiring words.

Many thanks to everyone who helped with the organisation, staff, parents and students. A special thank you firstly to Peter Duffield for marking the running lanes and House areas during the week preceding our Sports Day and Kylie Sparks who was responsible for organising parents to hand out the ribbons to placegetters.

I would also like to thank the Wellbeing Leaders; Sophie, Kyle, Chloe, Marcus, Olivia, Jake, Maddi and Damon. They were a pleasure to work with and their development of organisational skills helped the day to run very smoothly. They did an excellent job of leading the Japanese Health Hustle. Thank you to the two Japanese Teachers Kirsten and Kirsty, who organised the Health Hustle.

The results of the day were: Sporting Shield:

1st	Kurna
2nd	Tate
3rd	Hallett
4th	Perry-Barr

The Behaviour/Attitude Shield will be ongoing this year but the results for this shield after Sports Day were:

1 st	Tate
2 nd	Hallett
3 rd	Kaurna
4 th	Perry-Barr

SAPSASA DISTRICT CROSS COUNTRY

This will be held Tuesday 17th May 2016 (Week 3) at Thallassa Park near Aberfoyle Hub Primary School. Students have been training each Tuesday morning and have received their permission notes. Notes and money need to be returned to school by Thursday 12th May otherwise they will not be attending the Cross country. Thank you for your cooperation.

SAPSASA KNOCKOUT NETBALL

The girls have been selected for the team and training is on Monday lunchtimes. 1st match is on Monday 16th May 1.40 at school against Reynella PS.

SAPSASA KNOCKOUT SOCCER

A team from Hallett Cove East PS has been entered in the Boys SAPSASA Knockout Soccer. More information will be going out in the near future. Games are played during school hours.

PE LESSONS

Hallett Cove East PS applied for funding from the Sporting Schools Grant money from the Federal Government for Term 2. The students have begun their first lesson in Week 1 with Kelly from "Active Schools" who is teaching Soccer. She will be with us for 2 days each week, Tuesdays and Wednesdays for 4 weeks (not during week 2 because of NAPLAN) and taking every class.

Shona Trenouth
PE/SCIENCE SPECIALIST TEACHER

CONGRATULATIONS

To Brooke T. who is representing our state in Trampoline at the Australian Gymnastics championships in Melbourne.

All the best Brooke.

JOEY'S JOURNAL

The Healthy Mind Platter



The Healthy Mind Platter, for Optimal Brain Matter

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How often do we complain about being too busy and say no to something because "our plate is too full"? Or know that our plate is full, and yet say yes to things anyway, piling our plate up far too high? I know that I'm definitely guilty of both of these as different times. The Healthy Mind Platter is a simple reminder to consciously choose what we are putting on our plate.

The Healthy Mind Platter has seven essential mental activities necessary for optimum mental health in daily life. Mental health professionals propose that these seven daily activities make up the full set of 'mental nutrients' that your brain needs to function at its best. By engaging every day in each of these servings, you enable your brain to coordinate and balance its activities, which strengthens your brain's internal connections and your connections with other people.

There's no specific recipe for a healthy mind, as each individual is different, and our needs change over time too. The point is to become aware of the full spectrum of essential mental activities, and just like with essential nutrients, make sure that at least every day we are nudging the right ingredients into our mental diet, even for just a little time. Just like you wouldn't eat only pizza every day for days on end, we shouldn't just live on focus time and little sleep. Mental wellness is all about giving your brain lots of opportunities to develop in different ways.

The seven essential daily mental activities are:

- **Focus Time** - When we closely focus on tasks in a goal-oriented way, taking on challenges that make deep connections in the brain.
- **Play Time** - When we allow ourselves to be spontaneous or creative, playfully enjoying novel experiences, which helps make new connections in the brain.
- **Connecting Time** - When we connect with other people, ideally in person, or take time to appreciate our connection to the natural world around us, richly activating the brain's relational circuitry.
- **Physical Time** - When we move our bodies, aerobically if possible, which strengthens the brain in many ways.
- **Time In** - When we quietly reflect internally, focusing on sensations, images, feelings and thoughts, helping to better integrate the brain.
- **Down Time** - When we are non-focused, without any specific goal, and let our mind wander or simply relax, which helps our brain recharge.
- **Sleep Time** - When we give the brain the rest it needs to consolidate learning and recover from the experiences of the day.



Joey,
PASTORAL CARE WORKER
at HCEPS on Mondays and Tuesdays
Joey.Traeger704@schools.sa.edu.au

COMMUNITY NEWS

Please see noticeboard for further information.

- **FOSTER CARE** – Could you provide a safe & nurturing home for a child? Respite, emergency, short or long term foster carer. If interested, ☎ 1300 2 367 837 or visit fostercare.sa.gov.au

child & adolescent sleep clinic



**Does your child have
a sleep problem?**

Does your child:

- refuse to go to bed at night
- have trouble falling asleep
- wake up and cannot get back to sleep
- have trouble waking up or getting out of bed in the morning
- often sleep in their parents' bed or bedroom or need a parent present to help them fall asleep
- miss school or feel fatigued throughout the school day

The child & adolescent sleep clinic in the School of Psychology at Flinders University provides treatment for children & adolescents ages 6-20.

For more information please call
8201 7587 or email
casc.enquiries@flinders.edu.au



Find us on
Facebook

www.facebook.com/cascsleep

STUDENT LEARNING ROUNDS TEAM REPORT

We have been asked to be members of the HCEPS Student Learning Rounds Team. We work with Ms Hayden and Mrs Rathjen.

Last term we met for the first time at Sheidow Park PS. There were also students from the other schools in the Marion Coast Partnership. We are going to meet there a few times this year to share our work.

As a group we are being trained so we can go into some classrooms to observe and record how students learn and also how they are using Stretch Thinking. This will be in Numeracy lessons. The ideas we gather will be shared with the student teams from the other schools.

At the first Student Learning Rounds meeting we did lots of activities. First, we had to go around and greet others with a high 5, say our names and share an interesting fact about ourselves. We had to greet at least 3 people in 3 minutes.

Then we sat in our group and decided on our meeting protocols. After that we had to think about what we thought Stretch Thinking was and put our ideas on sticky notes by ourselves. Then we discussed our ideas as a group, chose the best and put them on a sharing chart at the front.

We were then given an activity to do. A model was put in front of each table leader and we were asked to recreate the model using only scissors and a piece of card and without touching the model. It was frustrating and challenging but we had lots of discussions and used Stretch Thinking to work it out.

Following that we had to think about a time in our lives when we have had to really stretch our thinking to learn or work something out, for example learning a new language. We first shared our ideas around the group then listened to the ideas from other groups.

In the next activity we were shown some photos of animals and had to pick our favourite. We were then asked a series of questions about the animals that made us stretch our thinking a bit more each time. At the end we had to share an idea of our own with another person.

Then we watched a couple of film clips about what happens with your thinking when you learn.

At the end, we wrote a reflection on our learning and then worked out how we were going to share back at school.

By Skye, Bianca, James, Rishab and Christiaan

EARLY YEARS BAND: YEARS R-2

Topics and activities can be changed as needed.

YEAR	TERM 1	TERM 2	TERM 3	TERM 4
	THE RIGHT TO BE SAFE	THE RIGHT TO BE SAFE	RELATIONSHIPS	RECOGNISING AND REPORTING ABUSE
R	Feelings 1.1 Characters' feelings 1.2 Different feelings 1.3 Strategies to identify feelings 1.4 Miming feelings Being Safe 2.1 How do we make it safe? 2.2 Stories about being safe 2.3 Identifying a safe place	Early Warning Signs 3.1 Introducing Early Warning Signals 3.2 Signs 3.3 Early Warning Signs	Trust and Networks 1.1 Exploring the meaning of trust 1.2 Developing a personal network 1.3 Will you be on my network please? 1.4 Relationship Circles 1.5 People I don't know who might help	Recognising abusive situations and secrets 2.1 Accidental or deliberate injury? 2.2 Identifying physical abuse 2.3 Identifying emotional abuse 2.4 Identifying sexual abuse 2.5 Identifying neglect 2.6 Identifying abuse – Domestic Violence
1	THE RIGHT TO BE SAFE Being Safe 2.1 How do we make it safe? 2.2 Stories about being safe 2.3 Identifying a safe place Early Warning Signs 3.1 Introducing Early Warning Signals 3.2 Signs 3.3 Early Warning Signs	THE RIGHT TO BE SAFE Risk taking and emergencies 4.1 Defining unsafe 4.2 Unsafe situations 4.3 Risk taking 4.4 Looking for clues about risks.	Trust and Networks 1.1 Exploring the meaning of trust 1.2 Developing a personal network 1.3 Will you be on my network please? 1.4 Relationship Circles 1.5 People I don't know who might help Rights and Responsibilities 2.1 Shared understanding about rights 2.2 Needs and wants of pets	PROTECTIVE STRATEGIES Practising protective strategies 1.1 Memory activities 1.2 Remembering name, address, telephone number 1.3 Revisiting personal networks 1.4 What if...? problem solving 1.5 What if...? scenarios 1.6 Practising being assertive 1.7 Freeze frame activity 1.8 Saying NO activity 1.9 Choosing strategies to keep safe
2	THE RIGHT TO BE SAFE Being Safe 2.1 How do we make it safe? 2.2 Stories about being safe 2.3 Identifying a safe place Early Warning Signs 3.1 Introducing Early Warning Signals 3.2 Signs 3.3 Early Warning Signs Risk taking and emergencies 4.5 Defining an emergency 4.6 Personal emergency 4.7 Thinking and feeling in an emergency.	RELATIONSHIPS Trust and Networks 1.1 Exploring the meaning of trust 1.2 Developing a personal network 1.3 Will you be on my network please? 1.4 Relationship Circles 1.5 People I don't know who might help Rights and Responsibilities 2.3 Behaviour code and children's rights 2.4 Rights of children Use and Abuse of Power 3.1 Demonstrate the language of safety 3.2 Understanding bullying 3.3 Dealing with bullying behaviour 3.4 Fair and Unfair 3.5 Introducing the concept of power 3.6 Adults using power	RECOGNISING AND REPORTING ABUSE Names of parts of the body, privacy and touching 1.1 Body awareness 1.2 Personal space 1.3 Names for parts of the body 1.4 Meaning of private 1.5 Our whole body is private 1.6 Touching that is 'ok' 1.7 'Ok' touching relationships Recognising abusive situations and secrets 2.1 Accidental or deliberate injury? 2.2 Identifying physical abuse 2.3 Identifying emotional abuse 2.4 Identifying sexual abuse 2.5 Identifying neglect 2.6 Identifying abuse – Domestic Violence	RECOGNISING AND REPORTING ABUSE Recognising abusive situations and secrets 2.7 Internet safety 2.8 Defining secrets 2.9 Recognising unsafe secrets 2.10 Tricks and trust PROTECTIVE STRATEGIES Persistence 2.1 Theme reinforcement 2.2 Introduction to persistence 2.3 Persistence 2.4 Practising persistence

PRIMARY YEARS BAND: YEARS 3-5

Topics and activities can be changed as needed.
G&D = Growth & Development or Sexual Health & Relationships.

YEAR	TERM 1	TERM 2	TERM 3	TERM 4
	THE RIGHT TO BE SAFE	RELATIONSHIPS	RECOGNISING AND REPORTING ABUSE	PROTECTIVE STRATEGIES
3	Exploring the concept of safety 1.1 Definition of safety 1.2 Adults caring for children Reviewing the concept of Early Warning Signs 2.1 Early Warning Signs: Physical indicators 2.2 Feeling unsafe 2.3 Imagining a safe place Unsafe Situations and acceptable risk taking 3.1 Ideas about being safe 3.4 What is an emergency?	Understanding rights and responsibilities 1.1 Rights 1.2 Responsibilities Trust and Networks 2.1 Trust walk activity 2.2 Relationship circle 2.3 Developing a personal network 2.4 Network letters Developing personal identity 3.1 Identity web 3.2 Design personal birthday cards Power in relationships 4.1 Exploring a definition of power 4.2 Power scenarios	Privacy and names of parts of the body 1.1 Male and female parts of the body 1.2 Exploring the meaning of private 1.4 Touching Recognising abuse, neglect and unsafe secrets 2.1 Exploring abuse 2.2 Definition of abuse 2.3 Physical abuse 2.8 Recognising safe and unsafe secrets Internet, telephone and media safety 3.1 Media classifications 3.2 Videos and DVDs	Problem solving and keeping safe 1.1 Helpful and unhelpful thinking 1.2 Assertive responses 1.3 Observational skills 1.4 'What if...?' problem-solving model Review of networks 2.1 Networks 2.2 Local support/networks 2.3 Persistence
4	THE RIGHT TO BE SAFE Reviewing the concept of Early Warning Signs 2.2 Early warnings: chart 2.3 Exploring different types of feelings 2.4 Feeling unsafe Unsafe Situations and acceptable risk taking 3.1 Ideas about being safe 3.3 Unsafe situations 3.4 What is an emergency?	RELATIONSHIPS Understanding rights and responsibilities 1.1 Rights 1.2 Responsibilities Trust and Networks 2.1 Trust walk activity 2.2 Relationship circle 2.3 Developing a personal network Developing personal identity 3.1 Identity web 3.3 Unsafe behaviour Power in relationships 4.1 Exploring a definition of power 4.3 Tricks and bribes 4.4 Pressure	RECOGNISING AND REPORTING ABUSE Privacy and names of parts of the body 1.1 Male and female parts of the body 1.2 Exploring the meaning of private 1.3 Our bodies are private 1.4 Touching Recognising abuse, neglect and unsafe secrets 2.1 Exploring abuse 2.2 Definition of abuse 2.4 Emotional abuse 2.8 Recognising safe and unsafe secrets Internet, telephone and media safety 3.1 Media classifications 3.3 Television programs 3.4 Internet	PROTECTIVE STRATEGIES Problem solving and keeping safe 1.1 Helpful and unhelpful thinking 1.2 Assertive responses 1.3 Observational skills 1.5 POCH problem solving plan Review of networks 2.1 Networks 2.3 Persistence
5	THE RIGHT TO BE SAFE Reviewing the concept of Early Warning Signs 2.1 Early Warning Signs: Physical indicators (G&D) 2.2 Early warnings: chart 2.3 Exploring different types of feelings 2.4 Feeling unsafe (G&D) 2.5 Exploring different types of feelings Unsafe Situations and acceptable risk taking 3.1 Ideas about being safe 3.2 A timeline of independence 3.3 Unsafe situations (G&D) 3.4 What is an emergency? (G&D) 3.5 Personal emergency (G&D)	RELATIONSHIPS Understanding rights and responsibilities 1.1 Rights 1.2 Responsibilities 1.3 UN Convention on the Rights of the Child Trust and Networks 2.1 Trust walk activity 2.2 Relationship circle 2.3 Developing a personal network (G&D) Developing personal identity 3.1 Identity web 3.3 Unsafe behaviour Power in relationships 4.1 Exploring a definition of power (G&D) 4.5 Bullying as an abuse of power	RECOGNISING AND REPORTING ABUSE Privacy and names of parts of the body 1.1 Male and female parts of the body (G&D) 1.2 Exploring the meaning of private (G&D) 1.3 Our bodies are private (G&D) 1.4 Touching (G&D) Recognising abuse, neglect and unsafe secrets 2.1 Exploring abuse (G&D) 2.2 Definition of abuse (G&D) 2.5 Neglect 2.6 Basic needs 2.7 Sexual abuse (G&D) 2.8 Recognising safe and unsafe secrets (G&D) Internet, telephone and media safety 3.1 Media classifications 3.4 Internet 3.5 Photographs 3.6 Magazines	PROTECTIVE STRATEGIES Problem solving and keeping safe 1.1 Helpful and unhelpful thinking 1.2 Assertive responses 1.6 Practising problem solving 1.7 Scenarios dealing with abuse issues Review of networks 2.1 Networks (G&D) 2.2 Local support/networks 2.3 Persistence

MIDDLE YEARS BAND: YEARS 6-9

Topics and activities can be changed as needed.

G&D = Growth & Development or Sexual Health & Relationships.

YEAR	TERM 1	TERM 2	TERM 3	TERM 4
	THE RIGHT TO BE SAFE	RELATIONSHIPS	RECOGNISING AND REPORTING ABUSE	PROTECTIVE STRATEGIES
6	Safety and risk taking 1.1 Exploring Theme 1 'We all have the right to be safe' (G&D) Early Warning Signs and Emergencies 2.1 Early Warning Signs in unsafe situations (G&D) 2.2 What if someone does not have Early Warning Signs? 2.3 A-Z examples of psychological pressure, manipulation and 'brain washing' (G&D) 2.4 Exploring emergencies (G&D) 2.5 Planning for a serious emergency (G&D) 2.6 Relaxation activity	Rights and responsibilities in relationships 1.1 What rights do children and young people have? 1.2 Exploring relationships (G&D) 1.3 Defining healthy relationships (G&D) 1.4 Trust 1.5 Networks (G&D) 1.6 Personal relationship circle (G&D) Power in relationships 2.1 Defining power (G&D) 2.2 Use of power (G&D) 2.3 Power in relationships (G&D) 2.4 Use or abuse of power card activity (G&D) 2.5 Guilt (G&D) 2.6 Power and the construction of gender (G&D)	Recognising abuse 1.1 Revisit group norms 1.2 Personal space (G&D) 1.3 Defining public and private (G&D) 1.4 Privacy 1.5 Anatomical names (G&D) 1.6 Defining abuse (G&D) 1.7 Using Early Warning Signs to recognise abuse (G&D) Identifying abuse and neglect 2.1 Physical and emotional abuse, including neglect (G&D) 2.2 Why is it difficult to talk about sexual abuse (G & D) 2.3 Sexual Abuse (G & D)	Problem solving strategies 1.1 Trust, talk take control (G&D) 1.2 Problem solving card activity 1.5 Strategies when a friend discloses 1.6 Language of resilience (G&D) 1.7 Persistence (G&D) Network review and community support 2.1 Network review challenge 2.2 Network support card (G&D) 2.3 Community support networks (G&D)
7	THE RIGHT TO BE SAFE Safety and risk taking 1.2 Risk taking (G&D) 1.3 Exploring resiliency (G&D) Early Warning Signs and Emergencies 2.1 Early Warning Signs in unsafe situations (G&D) 2.2 What if someone does not have Early Warning Signs? 2.3 A-Z examples of psychological pressure, manipulation and 'brain washing' (G&D) 2.4 Exploring emergencies (G&D) 2.5 Planning for a serious emergency (G&D) 2.6 Relaxation activity	RELATIONSHIPS Rights and responsibilities in relationships 1.1 What rights do children and young people have? 1.2 Exploring relationships (G&D) 1.3 Defining healthy relationships (G&D) 1.4 Trust 1.5 Networks (G&D) 1.6 Personal relationship circle (G&D) Power in relationships 2.1 Defining power (G&D) 2.2 Use of power (G&D) 2.3 Power in relationships (G&D) 2.4 Use or abuse of power card activity (G&D) 2.5 Guilt (G&D) Bullying as an abuse of power 3.1 Characteristics of bullying 3.2 Bullies and people who are bullied 3.3 Bystanders 3.4 Futures 3.5 School policy on bullying	RECOGNISING AND REPORTING ABUSE Recognising abuse 1.1 Revisit group norms 1.2 Personal space (G&D) 1.3 Defining public and private (G&D) 1.4 Privacy 1.5 Anatomical names (G&D) 1.6 Defining abuse (G&D) 1.7 Using Early Warning Signs to recognise abuse (G&D) Identifying abuse and neglect 2.1 Physical and emotional abuse, including neglect (G&D) 2.4 Dating violence (G&D) 2.5 Domestic violence Electronic media abuse 3.1 Being aware on the internet (G&D) 3.2 Internet abuse (G&D) 3.3 Abuse using mobile phones (G&D) 3.4 Developing an electronic media safety brochure (G&D) 3.5 Exploring legal implications of electronic media abuse (G&D)	PROTECTIVE STRATEGIES Problem solving strategies 1.3 Assertiveness (G&D) 1.4 Strategies for talking about difficult topics 1.5 Strategies when a friend discloses 1.6 Language of resilience (G&D) 1.7 Persistence (G&D) Network review and community support 2.1 Network review challenge 2.2 Network support card (G&D) 2.3 Community support networks (G&D)



National Volunteer Week - May 9-15

Dear volunteers,

You are usually busy putting other people's needs first, but this week it's your turn. Today marks the start of National Volunteer Week when we recognise and celebrate your contribution to our community - especially to South Australian kids.

South Australians can be proud of our record of volunteering. Despite our busy lives, almost 37 per cent of us still find the time to volunteer in our communities - the second highest rate across the country.

This figure includes thousands of parents, grandparents and others who give their time in our children's centres, preschools, schools and care and protection services. Thank you for all the roles you take on, including coaching kids' sport, serving on governing councils, listening to reading, helping out in tuck shops or on camps or excursions, teaching languages in our ethnic schools and helping kids in care with their homework, providing transport so they can visit family members or supporting older kids to learn vital life skills.

You make kids' lives better in so many ways. You support them to develop a love of reading and to know their heritage and culture, you introduce them to the fun of sports and the value of teamwork and you help to establish safe and settled environments for kids in care. And just by being there and sharing your valuable time with kids, you show them they - and their future - are important.

To all of you, I want to say thank you for giving so much to our communities. This week, the spotlight is on you - enjoy your well-deserved celebration.

Susan Close
Minister for Education and Child Development

Technology + Children

MUST-KNOWS FROM THE EXPERTS

16th May 2016

Senior School Auditorium, Tyndale Christian School,
50 Fern Grove Boulevard, Salisbury East SA



Join us as we hear from experts:

Dr Kate Highfield - Nationally recognised expert on how technology can be used as a tool in learning and play
Ben Riley - Cognitive Behavioural Psychotherapist, Researcher on gambling related digital media

4:00pm-5:30pm: Professional Development Session (\$25pp)

- * How to use devices in an integrated way
- * How to think about a world that is becoming increasingly digital
- * How to let students share their expertise without teachers being threatened
- * Awareness of potential issues

Registration www.trybooking.com/KRLG

7:00-8:30pm: Parents/Carers Session (Gold coin donation)

- * Being a step ahead of our children
- * Understanding the links between games and gambling
- * Being clued in about devices
- * Encouraging children to be smart users

Registration www.trybooking.com/KRLN

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