



Room 2 students concentrate during their Art Class

Students take part in Room 11's Science Fair



Diary Dates

5 July

Readers Cup

6 July

Instrumental Music Concert

27-28 July

SAPSASA Basketball

31 July

Pedal Prix Victoria Park

1-3 August

Year 4/5 Mylor Camp

2 August

ICAS English

5 August

Readers Cup

16 August

ICAS Maths

22-24 August

Year 3/4 Mylor Camp

Reminder!

End of Term 2

Friday 8 July @ 2.20pm

Start of Term 3

Monday 25 July

Teacher Training and Development Day

1. Transforming tasks to promote intellectual stretch
2. Data collection for establishment of whole school agreement in reading
3. Current research from Carol Dweck: Debilitating Failure

The Teacher Training and of our students. Intellectual Development Day on Friday was divided into three sessions, with each session presenting strategies and understandings to further continuous learning improvement.

Session 1, led by Wendy Lithgow, who works across the district in providing understandings regarding intellectual stretch, led us through a series of activities to better understand how we can 'stretch' the intellectual capacity

stretch is having students move beyond their comfort zones and be exposed to different ways of looking at problems. In terms of teaching, it is about the capacity of teachers to take the concepts they want students to understand and present them in such a way that rigorous conversations, research and presentations are at a high level.

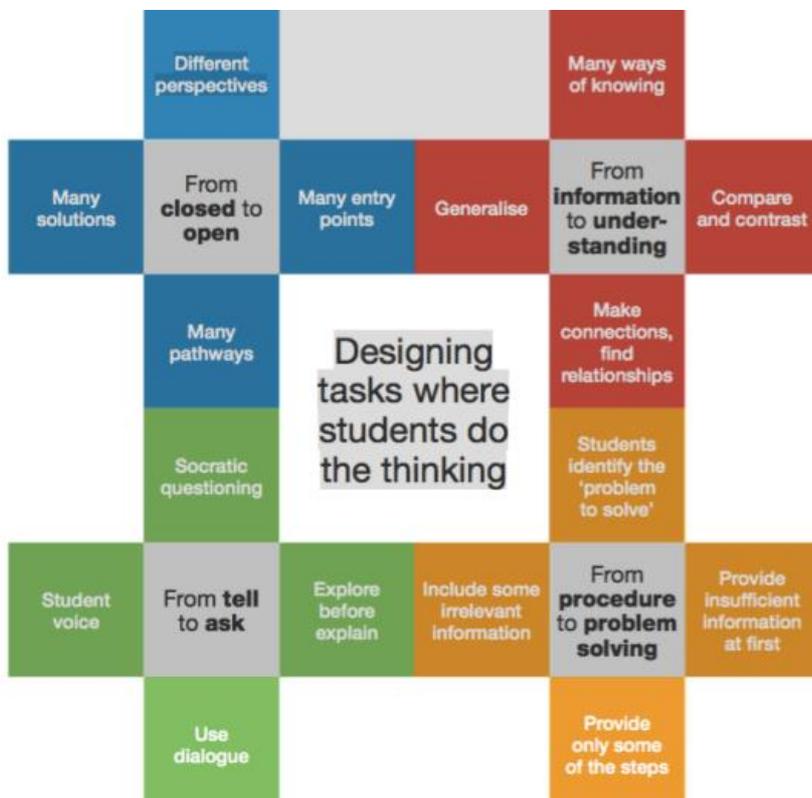


Government of South Australia

Department for Education and Child Development



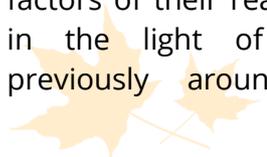
The strategy for achieving this is reading programs. Resources 'transforming tasks', which ask teachers to look at presenting concepts in a manner where students do the thinking. This diagram shows how the four aspect of designing transforming tasks relate to each other, providing a framework for teachers when planning tasks, which provide for intellectual stretch.



Session 3 led by Chris Minear introduced us to new research from Carol Dweck regarding some of the other factors affecting students' understanding of their own learning. Carol Dweck has identified that learning can be affected by whether a student has a fixed or growth mindset. Students with a growth mindset tend to be more resilient in their learning and can accept failure as an opportunity for learning. However, students with a fixed mindset tend to see failure as an inhibitor to learning. Dweck's new research suggests that not seeing failure as a mechanism of learning can be characterized as 'debilitating failure'. She suggests this can be a product of the attitudes, intentional or unintentional, of adults close to the student, such as parents, grandparents and other significant adults. The implications of this new research for schools is that school programs need to have students see that not succeeding the first time is not a block to powerful learning.

Session 2 led by Pam Shephard, this data will be used to Felicity Harrison and Kate Barrie formulate a whole school addressed the importance of agreement, which will see whole school agreements in common attributes regarding the relation to curriculum and in teaching of reading flow through particular reading. Each teacher the whole school. Our NAPLAN was asked to identify the key data has indicated that higher-factors of their reading program level comprehension is an area, in the light of work done which needs addressing. previously around classroom

Friday was a successful day, which gave us much to act upon in relation to intellectual stretch.





Communication Plan External Review

In the 2015 parent questionnaire there was a range of opinions about the ways the school communicates to the community. There has been some strategies introduced to improve communication including the launch of the new website with an accessible calendar, early notification about the costing of camps and community notices now being updated on the website and not sent each Friday. [If you haven't been to the community notice section on the website here is the link.](#)

The School Development Committee and the Leadership Team have been working together to develop a long term Communication Plan. The plan will be flexible and gradually implemented over the next semester. [Here is a link to the plan.](#)

If you have any feedback please do not hesitate to email carol.chataway163@schools.sa.edu.au

The school will undertake an External Review on August First and Second. On these days the school will have an on-site visit from Julie Bishop (The Review Officer) and Josie Mc Bain (The Review Principal) and they will observe, discuss and evaluate the school. The purpose of external school review is to support schools to raise student achievement and sustain high performance.

The key focus areas are:

- Student learning - achievement, growth, challenge, engagement, and equity
- Effective teaching - considered to be the largest single influence on student achievement
- Leadership - that creates a professional culture and supports the development of highly effective teaching
- Engaged families and communities - who are considered partners in student learning
- An improvement agenda - the use of coherent processes and practices within a cycle of self-review

From the review the school will receive a report with recommendations for future improvement. This will be shared with staff, Governing Council and the community.

Student Reports

All students from year 1 - 7 will receive their report card summarising their achievements during semester one on Thursday 7th July. Reception students will receive their progress folders.

Chris Minear





Anti-Bullying Audit

Students from Reception to Year 7 had the opportunity to participate in a student survey earlier this term. There were two surveys designed to collect data on students' perceptions of pro-social behaviours (helping behaviours), bullying and harassment as well as if students are reporting these behaviours to teachers and parents.

The data has demonstrated a positive trend from 2015 to 2016 in the number of students who indicated that they like to help others when they are being harassed. There was a positive increase in the number of students who 'always' stand up for other students when they see that they are being bullied or harassed. These are positive example of pro-social behaviours.

There was a reduction in the number of students who felt that they get picked on by others multiple times per week and an increase in the number of students who identified that they are 'never' picked on.

63.19% of students indicated that they 'never' get into fights at school. Personal comments about this questions indicated that the students who stated that they get into fights occasionally or multiple times a week, explained that they were verbal fights with their friends that they were able to resolve.

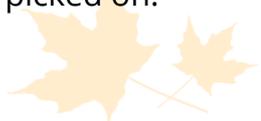
There was an increase in the number of times students identified reporting bullying to teachers when they see it 'pretty often' (from 27.44% in 2015 to 34.97% in 2016) and 'always' (from 20.73% to 27.61%). Teachers are going to explore this data with their students to get a better understanding as to why they are not always reporting bullying when they see it.

The survey indicated that many students had discussed incidents of a bullying nature with their parents. The following website provides helpful tips for parents and students on the topic of bullying.

<http://www.bullyingnoway.gov.au>

Please share any concerns raised by your child with their teacher or rehearse with your child how they might tell their teacher about the problem. There is also a copy of Crafer's Behavior Development Code and Anti-Bullying Policies located on the school's website for further information.

<http://www.crafersps.sa.edu.au/school-policies>





Pedal Prix Winners

On Sunday the 19th June, the Crafers Pedal Prix Team all went to Victoria Park for their second race in the HPV Super Series. The whole team put in hours of dedication to get to this day, and everyone raced really well. It was ideal race conditions for most of the day and the Crafers car, "Snappin' Pappin", kept close to their rivals "Highgate Hotrod", for the whole day.

After a school record time of 1:57 from Daniel, the "Snappin' Pappin", got out to an early lead. Even though a few crashes set "Snappin' Pappin" back, great times from Jakob and Louisa ensured we stayed in touch.

Even though "The Edge" and "The Comet", both put in a huge amount of hard work, with not long to go it was "Snappin' Pappin" with a chance of glory.

With one hour to go "Snappin' Pappin" was 2 laps behind "Highgate Hotrod", but amazing speed and endurance from Reuben and Lachlan gave "Snappin' Pappin" the lead with 20 minutes to go. Ben was the team's last rider, and although nervous to start with, he managed to hold on for a narrow win, their first in 2 years.

Everyone put in a mammoth effort and we were so glad to get the result.

Raphael





Swimming Classes

The chilly winter weather was no barrier to the learning and fun had during Swimming this week. With a focus on water safety, the swimming program provides an efficient and cost-effective service to help students develop a range of knowledge, skills, understanding and attitudes about:

- water confidence
- survival in the water
- swimming technique
- rescue of others
- water safety
- endurance and fitness.

The children were all very excited on the first day, boarding the bus with enthusiasm, and in general this demeanour continued throughout the week, with the occasional student napping on the bus on the return journey.

Thank you to the parent helpers who were able to meet us at the pool and encourage quick changes, and also a big thank you to those parents who labelled all of their child's belongings. Please check with your classroom teacher, or the lost and found bins for any misplaced items.



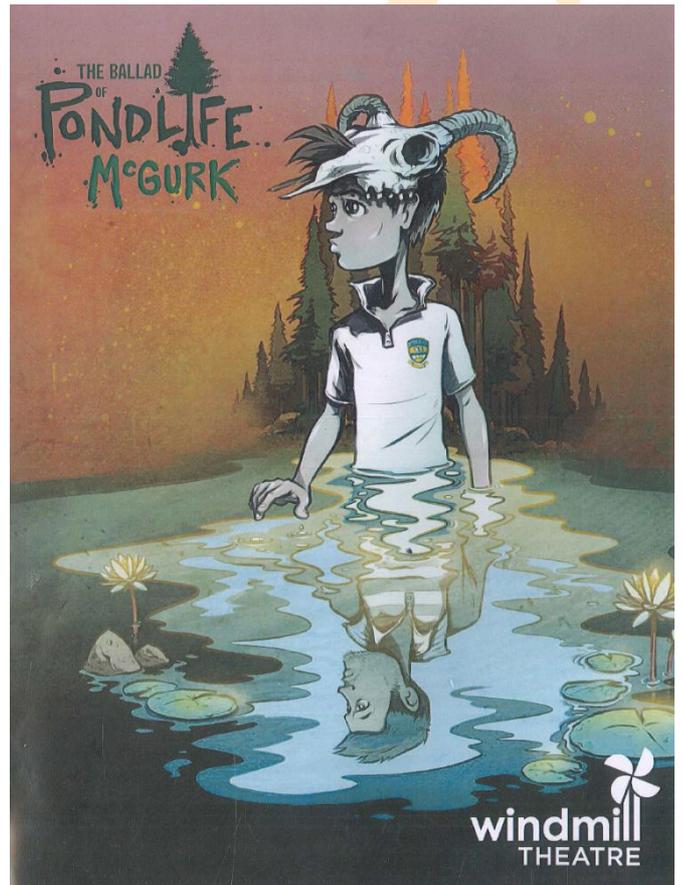
Pondlife McGurk

On Tuesday, 21st June students from Mr Menzel's, Ms Gaetjens' and Ms Kaeding's classes attended a performance of "Pondlife McGurk" by Windmill Theatre in Sturt St, Adelaide.

This is the first performance Windmill has put on in this intimate space and, apart from a small high school group, we were the sole audience members. Four carpet sections created an 'in the round' type setting and the sole actor, Renato Musolino, moved freely around the space. Renato clearly and convincingly portrayed over ten different characters during the play including the feisty bully-like Sharon and crusty Mr. Truman the soccer mad Year 7 teacher.

The central characters are the new boys Simon and Martin and their intense friendship is born out of exclusion by their classmates and a mutual love of comic book writing and drawing. As events unfold, their friendship is sorely tested and we see how difficult it can be to stay true to your friends.

The play has an open-ended conclusion and our students were invited to perform the ending is they saw fit. It was such a credit to our group that almost every hand shot up as soon as this invitation was made! Although only a few had the opportunity to act out their ending in the theatre, we have followed this up in Performing Arts classes with some well-crafted, thoughtful responses.



Here are a few student responses to the play.

"I liked the play because it shows you how friendships work." Luka

"It was really clever seeing the one actor play so many different roles." Sophia

"I liked how he did lots of different voices to show the different characters." Jamie

"While I was watching the play the different moods made me feel really sad at times and also really happy." Pippi

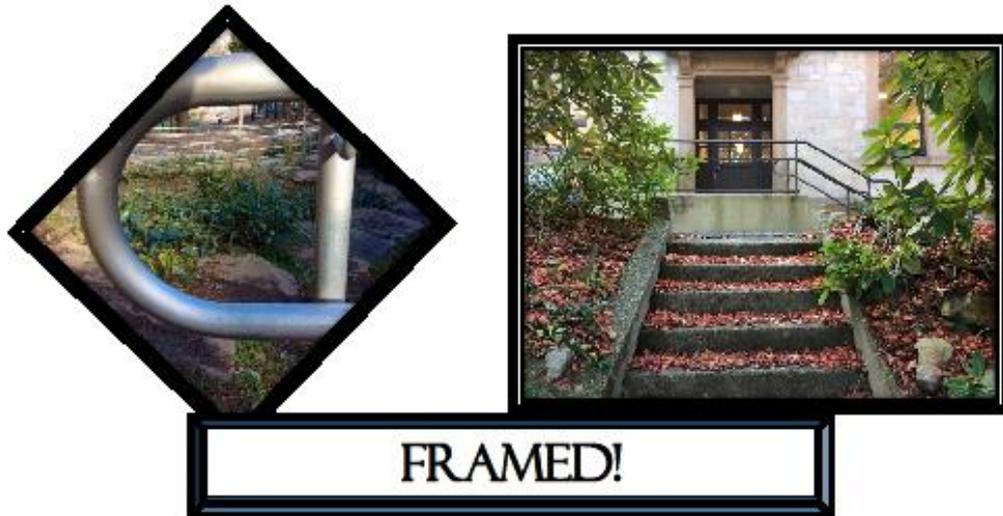
"I liked it how he ran all around us so we were never really at the front or back." Abbey

"The play was about finding and losing friendships." Freya

"If your friend does something wrong you don't have to copy them." Charlotte



Media Studies



As part of our learning in Media Studies this term some of the classes have been learning about different photography techniques. Our focus was framing and we discussed how it can be used to bring focus to a subject, as well as different frame types such as environmental, literal or structural. After this the students were free to explore the school. Some students found an amazing frame which became the basis for their picture whilst others chose a subject and then found a way to frame it. The results were quite amazing and show a real understanding of the technique. We have turned one of the walls in the library into a gallery displaying a selection of the pictures taken, please feel free to come and see them for yourselves.

