



Term 1 Week 8 2021 EDITION

# NEWSLETTER

Friday 19th of March 2021

## IMPORTANT DATES

**21.03.2021** - HARMONY DAY

22.03.2021 - HAHNDORF FARM BARN YE10,YE11,YE12

23.03.2021 - HAHNDORF FARM BARN YE09, BL34

**23.03.2021** - YEAR 6 AQUATICS

24.03.2021 - DISCOVER THE SCIENCE OF BUBBLES

YEAR 4/5S INCURSION

29.03.2021 - ADELAIDE ZOO CAMP GR06

01.04.2021 - STUDENT FREE DAY

**02.04.2021** - GOOD FRIDAY

**05.04.2021** - EASTER MONDAY

**09.04.2021** - LAST DAY OF TERM 2PM DISMISSAL

26.04.2021 - ANZAC DAY PUBLIC HOLIDAY

27.04.2021 - FIRST DAY OF TERM 2

Hi Everyone and welcome to our week 8 newsletter.

This newsletter is the first in our week 8 series of newsletters that will focus on the learning. Classes and teachers will be including articles, photos and student writing about the learning they have been doing.

This time it is the Yellow Unit that have the spotlight and we are sharing some of our Reception learning with a focus on the classes that are working with the Children's Centre on 'listening to the child', hearing their voices in learning and the theories about the world they are developing. There is some beautiful sharing in this newsletter, so please take your time to read the articles and hear what our beautiful Reception students have been thinking and learning in their first 8 weeks of primary school.

In other news it's great to see our new buildings well under way and out of the ground! Things will move at a much faster pace as all the steel framing is in and now all the timber cassettes that are being manufactured off site for the walls and roof will be put in quite quickly.

Keep your eye out on our school website for some time lapse footage of the construction of the buildings, especially seeing the steel, floor, walls and roof go on!

Also just a reminder that Thursday 1st April is a student free day. OSHC is open. Staff will be spending the day learning about quality task design and planning for a meaningful week of learning around Reconciliation Week and what Reconciliation with our First Nation's Peoples is all about.

Reconciliation Week is May 27-June 3 and this year there will be a whole school focus on why Reconciliation is important and how true Reconciliation can actually start to happen.

The weekend after this student free day is the Easter weekend and well deserved break for staff and students alike. Its that time of term 1 when everyone is getting really tired and this four day weekend will be a great refresher as we go into the last week of term 1.

If I don't see you around before the long weekend, have a great Easter weekend and enjoy your loved ones.

Mel xx



# What about me?

My name is Fiona Takos and I am the Deputy Principal of Aldinga Beach B-7 School. I also look after the Literacy Portfolio, coach teachers in literacy and helping to drive whole school change in the way we teach it. This is my 8th year working at the school and I have enjoyed becoming a part of the Aldinga community. I graduated from Teachers College in 1981, in very different times, and I am happy to be a part of the great changes happening in education right now. I have always been a teacher but due to a major health problem in 1990, I had to take most of the 90's off. During this time, I worked in banking in the branches, personal and home lending and audit. After a clean bill of health in 1999, I returned to teaching again.

I was born in Belfast in Ireland and immigrated with my family to Australia in 1975, to begin a new life away from the "troubles" in my country. My first impressions of Australian life came from living on the Yorke Peninsula in a small town called Minlaton. My dad taught at the local High School and I took to life in the country, like a duck to water. I learnt how to swim, play a musical instrument, joined the town brass band, marched with the school fife band, helped start a gymnastics club with the principal at school and learned how to ride a horse. In 1977, we moved to Adelaide and I finished my schooling at Mary MacKillop College in Kensington where my Dad taught Speech and Drama. My mother worked as a librarian at the Barr Smith Library in the Adelaide University so Literacy has always been a big part of my life.

In 1991, (30 years ago, this year) I married my husband Paul and we have two children, Holly and Harrison. They have been such an important part of the last 25 years of our lives and now we are looking forward to life with lots of holidays, golf, gardening and grandchildren.

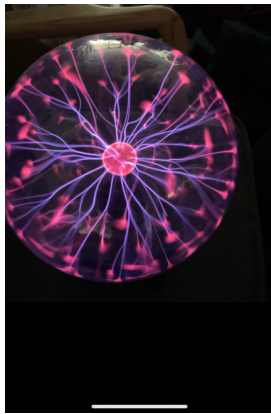
FIONA TAKOS

# Yellow Unit Learning

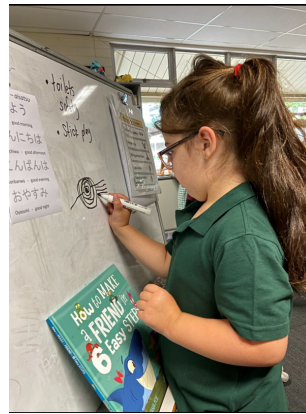
## Learning in YE01

YE01 has had an excellent start to the year, we have loved getting to know one another and we have loved sharing our thinking and idea. Inquiry is an excellent platform in which children can pose questions, problems or scenarios and investigate them. This approach allows children to drive their own learning, triggers their curiosity, encourages persistence and aides children in becoming experts within answering their own questions (and SO MUCH more). These are all important dispositions for an engaged and happy learner, who has a strong sense of wellbeing/identity!

As the teacher, it is my role to scaffold the children's learning (adding support in order to enhance the learning without taking over). Within our inquiry-based learning this year so far, we have been looking at the concept of meeting places. This began with Kayleigh's observation of our plasma ball during relaxation. Kayleigh excitedly pointed out to me one day that "the plasma ball looks like the meeting place symbol!" I then asked Kayleigh if she'd like to share this with our class. She was very happy to do so and then drew an example of the meeting place symbol on the whiteboard for us. We all had a practice, following Kayleigh's method and then held discussion around what a meeting place is.

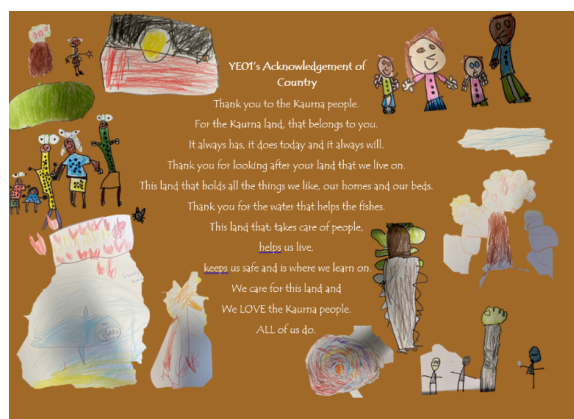


*Plasma Ball*



*Kayleigh mentoring us on how to draw the meeting place symbol*

Some children suggested that it is in Kindy, touching on their prior knowledge of the meeting place symbol (in which there is a meeting place for group times and the symbol is visible throughout the Kindy). Others suggested that it is a place where we all come together "to learn and think and play". It was at this point that I thought that this conversation would tie in nicely to the construction of our Acknowledgement of Country. I asked the children about special meeting places that they like to go to with family/friends and we drew our thinking. Some children drew the park or the beach, some children drew a waterfall on Ngarrindjeri land where they like to have picnics with their family, one child drew a banana tree that was "close to the hospital that Mummy had me at", others drew a special tree around the school that they love and the list goes on. We then talked about how we can thank the Kaurna people for these special places, particularly the places that are on Kaurna Country. This acknowledgement is completely in the children's words and the pictures illustrate their thinking around special places on this land. Our acknowledgement is still a work in progress but we are feeling very happy with it so far.

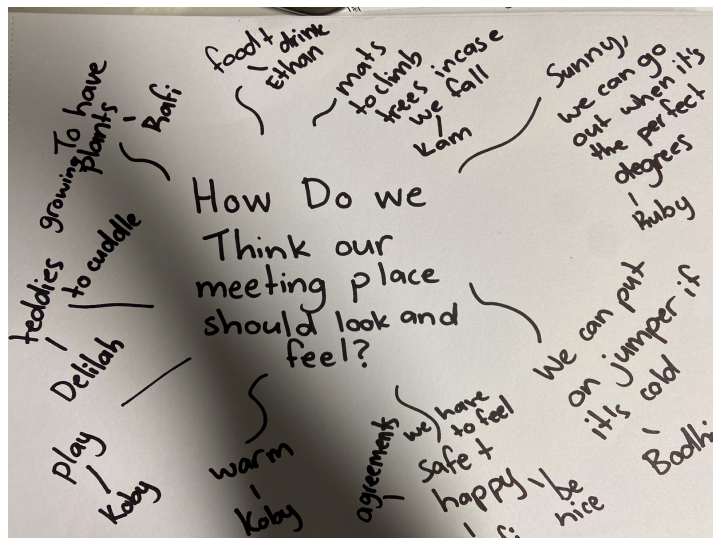




# Yellow Unit Learning

## Learning in YE01

Following this, I have opened up discussion around the courtyard that is outside of our room. We were not feeling good about how much rubbish there has been around this area and I was particularly concerned with really making this space our own. So I got our meeting place symbol, constructed by the children, and put it outside in the courtyard. We sat outside and I asked the question "What is our thinking around the meeting place symbol being out here?" Some thinking was "So everyone knows it's our meeting place" and "to show the Kaurna people the meeting place" and then I asked how our meeting place should look and feel – there was not a large amount of conversation around this, until I asked the children to walk around and explore. When the children came back, they were full of thoughts! Rafi stating that, "if we want to be out here, we have to feel happy and safe". We then went on to discuss our ideas of a happy and safe environment. These were some thoughts; "It would have teddies to cuddle" "It will be warm" "Mats in case we fall" "Growing plants".



After this discussion, we have begun to investigate other outdoor areas that we think may feel happy and safe. So far we have visited the giving garden and the kitchen garden. This has opened the children and I up to accessing all five of our senses. We have noticed there is "mint in the kitchen garden to make it smell nice", "there are fairy garden's in the giving garden to look fun" and "Colourful flowers and paint to make it look happy", "There are those dingy things (wind chimes) to sound cool", "there are soft leaves to touch" and "yummy food growing in the garden to be cooked and ated". Where to next?... We have begun drawing up our designs of what we think that our courtyard should look like to feel happy and safe and we are using the places we have visited as inspiration. We have only just begun our inquiry into the "meeting place" and I am so excited to see where it leads.



Kitchen and Garden



# Yellow Unit Learning

## Learning in YE02

What a creative and imaginative bunch of children we have in YE02! We are inquisitive, curious, questioning and interested in so many different things. Here is a snapshot of some of our learning...

Mason made a kite with paper, string and tape and asked if he could go outside to fly it. This sparked great interest among many of the other children who then made their own kites to fly too.

Hazel noticed that the kites wouldn't fly inside, "We need wind going upwards" she said. Alinta agreed and said, "Turn on the air-conditioner, we need wind going side to side".

Mason said, "It still doesn't work because it (the wind) comes from up there but if we had a fan built in the floor then it would fly". From this simple exercise of kite making by one child, we saw such deep thinking and hypothesizing from our children.

We also saw sharing of resources, discussions about shape, testing of kites and remodelling to try to improve on their designs. The children were engaged and building on so many of their skills during this play, including speaking and listening, mathematical thinking, scientific thinking and questioning, social skills, fine and gross motor skills and more.

This learning has opened pathways for further learning based on the children's interests – we have used this to explore areas of maths including shape and direction. We have begun looking into the science of wind and weather. The children were concerned about kites being thrown away which led into some learning about rubbish and what happens if rubbish is not disposed of properly. A provocation displaying items of rubbish and photos of rubbish along with various books lead to some children taking an interest in making potions.

We will see where this interest takes us, there are many possibilities...literacy with books such as Room on the Broom, maths with counting, measuring and addition. Science with questioning and hypothesizing... Stay tuned for more learning coming soon!



# Yellow Unit Learning

## Learning in YE03

In YE03 we have been working on Inquiry Based Learning, really focusing on children's thinking and their ideas, wonders and curiosities. We started off this learning through looking at a provocation of three sunflowers at different stages of their life cycle.

"The bright yellow one has spiky bits and the green one smells like dirt! Really, really strong dirt." -Jenna  
"One of them smells like a tree branch" -Courtney  
"I was wondering if sunflowers grow in the sun?"-Baley

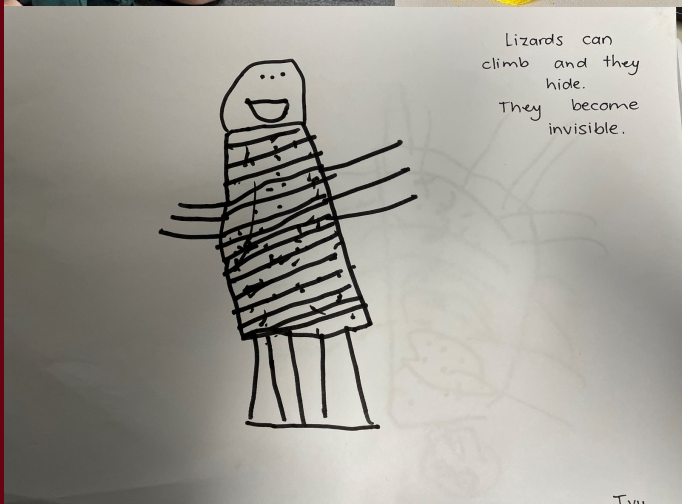
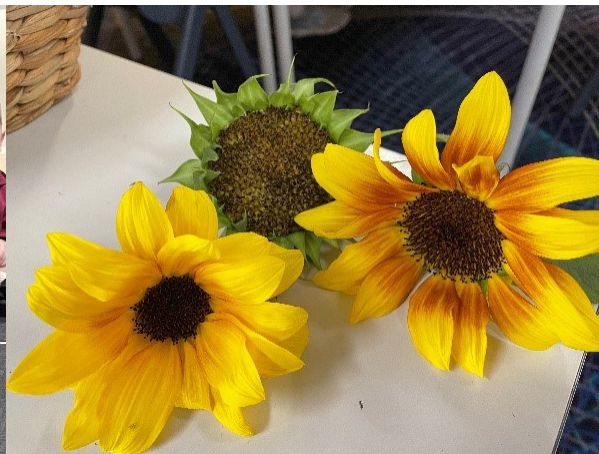
This learning eventually lead us to discussions of gardens and growing plants in our gardens. Jake mentioned how he once saw a Blue Tongue Lizard in his garden one day. That was it! The children were FASCINATED!

In true Inquiry form- the theme had a massive shift based on the children's thinking around lizards. We already had so much prior knowledge and facts about the topic...

"Lizards look like dragons" -Madden  
"They eat flies" -Heath  
"They can turn flat so they don't get run over by cars" -Joshua

But there was still a lot we were thinking about...

We have been drawing our thinking on lizards and have even been observing Lola the Bearded Dragon in the library. A lot of our discussion and thinking is now around the idea of safety, and how to keep safe around lizards. See where this learning takes us!



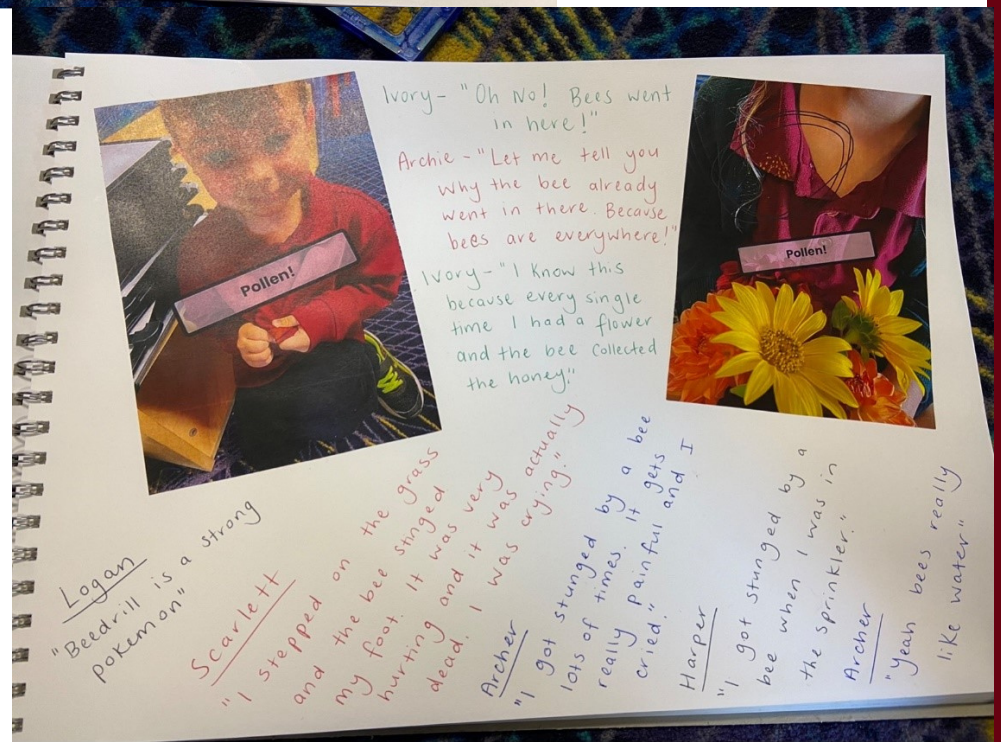
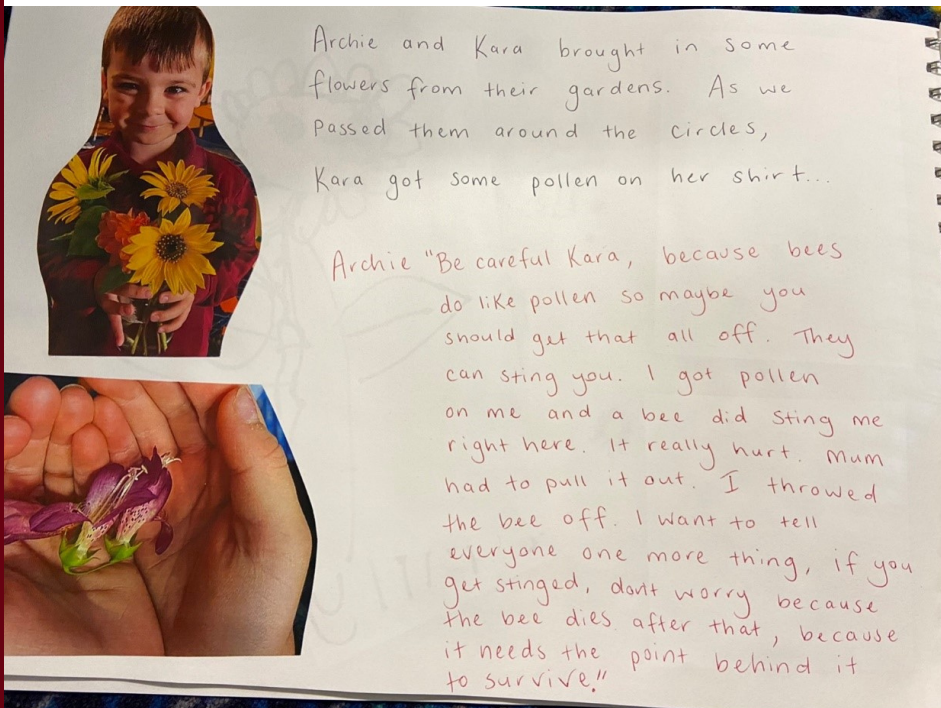


# Yellow Unit Learning

## Learning in YE04

The children from Room 4 are excited about our Inquiry and have been wondering about some amazing concepts. Archie brought in some flowers from his garden and passed them around the circle. While he was passing them around he noticed that some pollen had fallen on Kara's shirt.

This sparked off a circle discussion about bees. The children shared theories on why bees behave the way they do and what their role is in our world. Some of the children decided to spend some time observing the bees in a tree in the school yard and started discussing the difference between nectar and pollen and what the bees are doing with them. We are very excited about seeing where our thoughts will take us!





# Our Culture Mob Update

## Culture Hub

A few words from the Culture Hub

Wow what a deadly start to the year we have had! Our MALPA program started up again at the start of week 3. We have a Monday group and Thursday group. The focus this year will be on Bush Medicine. In week 5 Tessa (one of our A.C.E.O'S) invited her dad Adrian in to talk about land management and symbols.

The Aboriginal Basketball Academy was an amazing afternoon.

NungaTag was successful day out for our students, Danieka won a Rugby ball from Flinders University raffle.

We have been running "Yarning Circles" Tuesday mornings 9:15 – 10:30 in the canteen and Friday afternoons in the yellow unit kitchen 2:00pm -3pm

### Upcoming events:

- **Both MALPA groups have an excursion to Warriparinga Thursday March 18th**
- **Family Night is March 30th**



# Finance News

The Material & Services Fees for 2021 is \$246 per student. These fees are due to be paid in full on the April 9th, 2021. Payment Options are listed below.

## **IN PERSON:**

Payments can be made by cash, credit card or cheque at the finance window EVERY morning from 8.30am until 9.15am

## **DIRECT DEBIT:**

Payments can be paid directly into the School's Bank Account, details as below:

BSB: 105108

Account: 022904840

Name: Aldinga Beach B-7 School

Reference: Student ID or Family ID

Please ensure that you use the reference as this will identify your payment. The ID Code can be found on your invoice or statement.

If you are unsure, please phone the Finance Office before you make your payment.



## **CREDIT CARD OVER THE PHONE:**

You are able to phone the finance office during the hours of 9.00am to 3.00pm and to make a payment by credit card.

## **STATEMENTS**

At the end of each month you will receive a statement. If you have any questions or concerns about this statement please do not hesitate to contact the finance office.

## **INSTALMENTS:**

If you are having a problem with paying your account by the due date, please phone the finance office and arrange an instalment plan. This can be done by direct debit, credit card or cash

# Finance News

## SCHOOL CARD APPLICATIONS:

If you have a Health Care Card or Pension Card, you may be eligible to apply for a School Card. If you are eligible your Material & Services Fees are paid for by the Government.

Please see below details on how to apply and the eligibility income table. The finance office is able to assist you with your application.

Applying online is easy! Simply follow the steps below.

**STEP 1** Visit [sa.gov.au/education/schoolcard](http://sa.gov.au/education/schoolcard)

**STEP 2** Select the type of School Card you would like to apply for (for example Type A) and follow the prompts.

**STEP 3** Complete all mandatory fields. Please note: you cannot submit your application unless all mandatory fields are complete.

**STEP 4** Once you have completed a page click on the 'NEXT' button.

**STEP 5** Once you have filled out all pages click the 'SUBMIT' button.

Please note: if you exit the form without clicking 'SUBMIT' your details will be lost.

You can save the form, and return to complete it at another time, by clicking on the 'SAVE' button.

The table below lists the income limits for applications lodged in 2021 based on the family's gross income for 2019 / 2020 tax year.

Please note: if you exit the form without clicking 'SUBMIT' your details will be lost.

You can save the form, and return to complete it at another time, by clicking on the 'SAVE' button.

The table below lists the income limits for applications lodged in 2021 based on the family's gross income for 2019 / 2020 tax year.

No. of dependent children	Annual School Card Income Limit	Weekly School Card Income Limit
1	\$60,867	\$1,171
2	\$61,954	\$1,192
3	\$63,041	\$1,213
4	\$64,128	\$1,234
5	\$65,215	\$1,255
Each additional dependent child	\$1,087	\$21



# Friendly Reminder

A friendly reminder to our community that the Staff Car Park (off Quinliven Rd) is not accessible to the public and is for staff use only.

We have recently had a couple of 'near miss' moments where the safety of children was jeopardised after parent vehicles were attempting to reverse out of the car park area.

This also applies to parents who may use the car park to drop students off to OSHC before 8.15am.

Please use the car parks available on Quinliven Rd or nearby side streets to ensure all of our students are safe when they are entering our school grounds.

If you have any questions or concerns please contact Fiona Takos on 85565060.

Thank you , Fiona Takos  
Acting Principal



# SARAH Constructions Warehouse Visit

On Thursday 11th March, our Executive Young Leaders went on an excursion to check out our new classrooms being constructed at the SARAH Homes Warehouse at Regency Park.

Sixteen students were able to see our new classroom walls and roof structures being built on the warehouse floor, as well as have a tour of the property to learn how our new build moved from the plans on paper to the actual structures.

Students used a Virtual Reality (VR) headset to do a virtual tour of what the new build will eventually look like and everyone was very impressed at how wonderful our new space will look later in the year. We were given a sausage sizzle, drinks and fruit which we shared for lunch with the team from SARAH Homes.

This week the roof and wall panels we saw in the warehouse are making their way to our site as the new classrooms are slowly taking shape. Thanks to the team from SARAH Homes for inviting us out, a fun and informative day was had by all!





# SARAH Constructions Warehouse Visit





# Student Services News

## Sending a text for Absences include:

Student name / date / class  
& reason

**SMS : 0476 857 199**

## HAS YOUR ADDRESS CHANGED?

The school has been advised by DfE if families move residential location, the school requires a copy of proof of residence. eg. an account with residential property address only, driver's license or a lease agreement.



## UNIFORM SHOP OPENING HOURS

Tuesday and Thursday  
Mornings

**8:30 - 9:00am**

# Community News

## Thank you Leon Bignell

We would like to thank Leon Bignell for donating some new flags to our school. Leon donated a First Nations Flag, Australian Flag, and Torres Strait Island Flag.



*Leon Bignell presenting the flags to some of our flag monitors.*



# Community News



## YOUTH AND COMMUNITY IN CONSERVATION ACTION

YACCA was formed back in 2014 so environmentally minded young people have a place in our local community to care for the environment and make a positive impact! YACCA provides a platform to learn about the local environment from the sea to creeks to hills, network with and learn from experts and venture further afield for camps and forums.

### Opportunities:

- |                                      |   |
|--------------------------------------|---|
| Work health and safety training      | Planting days                                     |
| Cultural awareness training          | Plant identification skills                       |
| First aid training                   | Propagation of indigenous plant species           |
| Leadership                           | Knowledge of plant associations and habitat types |
| Excursions and camps                 | Skills in trapping and handling native wildlife   |
| Reefwatch coastal monitoring         | How to care for sick and injured wildlife         |
| Ability to create management plans   | Environmental awareness                           |
| Contributing to environmental forums | Project management                                |



Where? Willunga Environment Centre

Who? Suitable for ages 8-18

When? Mondays (13-18) and Tuesdays (8-13) 4pm during the school term

CONTACT THE YACCA TEAM FOR MORE INFORMATION!

[yacca@willungaenviro.org.au](mailto:yacca@willungaenviro.org.au)

MESSAGE OUR FACEBOOK: SEARCH "YACCA"

<https://www.willungaenviro.org.au/yacca-page>



Willunga  
Environment Centre



# Community News

LECONFIELD WINES  
MCLAREN VALE MARATHON

## LECONFIELD WINES MCLAREN VALE MARATHON

10-11 APRIL *A Run for Everyone!*

### Saturday

**MARKET STALLS**  
Wine | Produce | Jewellery  
Merch | Face Painting | Farm Animals

**ALL AGES RACES**

**OUTDOOR  
MOVIE NIGHT**  
4pm - 9pm  
Wallace & Gromit  
Forrest Gump

*Family Fun!*

### Sunday

**MARKET STALLS**  
Wine | Produce | Jewellery | Merch

**HALF & FULL  
MARATHON**

**PRESENTATIONS**  
**LOCAL MUSICIANS**  
Rhys Coventry & Ben Smith

*FREE Markets  
All Weekend*

LECONFIELD

**CITY ON KAPARINGA**

Richard Hamilton  
McLAREN VALE

Old McDonald's Farms

**REGISTER TO RUN AT:**  
[www.mclarenvalemarchon.com.au](http://www.mclarenvalemarchon.com.au)

**SCAN QR CODE TO  
BOOK OUTDOOR MOVIE TIX**



LECONFIELD & RICHARD HAMILTON WINES 439 MAIN ROAD MCLAREN VALE

**STRICTLY NO BYO FOOD OR DRINK**

# Community News

## **Looking For Players For The Following Age Groups**

**Senior Men & Women**

**Girls U11's, U14's, U17's**

**Boys U13's, U15's, U17.5's**

**Minis (Boys & Girls) U8's, U10's, U12's**

**Auskick**



ALDINGA  
FOOTBALL CLUB

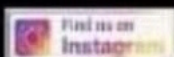
EST. 1879

## **NEW PLAYERS**

## **WELCOME**

**MEN AND WOMEN**

**BOYS AND GIRLS OF ALL AGES**



NEW and existing players all welcome. For more information

Email : [aldinga.sharksfc@outlook.com](mailto:aldinga.sharksfc@outlook.com)

