



MODBURY SCHOOL
Connect - Challenge - Create

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Government of South Australia
Department for Education and
Child Development



Term 1 Week 3

Newsletter No. 02

16 February 2018

Assembly - 9am Wednesday 7 March 2018

Public Holiday - Monday 12 March

Student Free Day - Tuesday 13 March

Principal : Mary Ttikirou

Deputy: Maria Appelt

From the Principal

Dear Families,

Governing Council 2018

The School Governing Council held its Annual General Meeting on Monday 12 February where committee memberships were decided. We would like to thank our outgoing members: Dionne Schwarze, Corina Ramsay and Zoey Bonney for their time over the past 2 years.

Special thanks to Lisa McAteer for her dedication over the last 2 years as Chairperson. Lisa has chosen to step down due to other commitments, I am pleased to say that Lisa will continue as a Governing Council member.

Congratulations and thank you to the following parents who have been elected as executive Council members for 2018.

Chairperson - Jen Symonds

Deputy Chairperson - Robyn Dowley

Secretary - Sarah Wills

Treasurer - Melissa Hewitt

Thank you to our continuing Council Members including:

Thomas Wende

Amanpreet Kaur

Walid Mohamed

Noha Hassan

Congratulations to newly elected member Asmaa Lasheen.

SkoolBag 

Communication Processes

We are always looking to improve our communication processes.

We hope that the term one calendar dates provided to all families last week will be a handy reference that can be popped on your fridge.

Please see Michelle if you did not receive this.

Specialist Teacher Roles 2018

Student Learning Support

We have a range of support structures in place for R-7 students. Heather Merkell has taken on a role that predominantly supports students identified as not meeting the DECD Standard of Educational Achievement. Teachers' have met with Heather to align learning excitation to track, monitor and respond to each learner's growth. Families will be notified if students are receiving support.



EALD

Students who have English as an Additional Dialect receive funding for support. Natalie Delsar plans and works together with teachers to implement EALD pedagogies (learning). Students receive support in various ways and identifies goals in conjunction with teachers and students.

AET (Aboriginal Education Teacher)

The role of the aboriginal education teacher is to support school leadership to increase and improve the capacity of the school and teachers to positively impact and continually improve the quality of classroom teaching and learning for Aboriginal children and young people. Alison von Hoof has this specialist role in which she works collaboratively with teachers and the ACEO in a range of areas.



LOTE (languages Other Than English)

At Modbury School we recognise the importance that languages other than English for all students can have both at a cultural, linguistic and global level. Jody Kriewaldt teaches Kaurua in the Foundation year and Japanese in years 1-7. Language learning is embedded through a cultural, social and play based approach and teachers are supported to deepen learning opportunities through cross curriculum areas.

Performing Arts

A range of specialist art programs are provided by Vanessa Stokes such as Dance, Visual Arts, Music and Drama.



Physical Education (PE)

Nathan Clarke has a combined classroom and P.E role. Throughout the year, classes will have Nathan as a specialist P.E teacher. He also supports the whole school fitness program, lunch time sports programs. SAPSASSA and sports day.

STEM

Our new STEM build will soon open. Kristy Talbot has been preparing to support teachers and students with incorporating STEM practices through all curriculum areas. Students will learn collaboratively in their community through engaging and exciting opportunities where they can solve problems through complex thinking as an integral part of STEM learning.



Thoughts from Mrs Brumby - Wellbeing Officer

I would like to extend a genuine thanks to the Modbury community for the warm welcome I have received since starting in my new role as Wellbeing Leader this year.

I have spent the last ten years working in the northern suburbs of Adelaide. I bring with me a strong passion for student wellbeing, in all areas of their life, and for behaviour education and neuroscience to empower our student with the skills they need to successfully interact with their learning and their peers in everyday life. I look forward to working with families, students and the extended community to help our students continue to grow as happy and fulfilled global citizens.

During the first few weeks of term our learning communities have been authentically focusing on social skills, learning dispositions and classroom expectations. The aim of this is to enrich our students with the skills to positively engage in successful learning and social experiences throughout the school year. Every class has been busy engaging in in-depth discussions around establishing classroom routines and expectations and encouraging a growth mindset throughout their learning and social interactions. At Modbury, we are building our students to be positive, resilient and powerful learners for life.

Our students from Community B have some strong expectations of each other and what it means to be part of a happy and safe school.

“At Modbury, we are kind to people and use nice words to make everyone feel comfortable” **Mia**

“Its important to be a good friend, using safe words and manners with everyone” **Maah Roo**

“Be inclusive to everyone” **Brooke**

“Always say nice words and never be rude, even if they are not your friend” **Eva**

“Make sure you’re not accidentally giving people mean looks, try to smile at everyone” **Hannah**

“If someone doesn’t look happy make sure you go over and help them” **Ben**

“Help anyone if they’re in trouble. At Modbury, everyone should be able to learn and laugh”.

Developing a Growth Mindset

<i>Instead of.....</i>	<i>Try Thinking....</i>
I don't understand, I give up!	I'm still learning, what's another way I can do this?
I'm not good at this	What am I missing? I will ask for help
I don't like challenges. What if I fail!	I love trying new things and am not afraid of failure
I'm finished, its good enough	I can always improve and stretch my thinking
This is too hard!	This is going to take some time, but I know I can do it
I made a mistake, I'm no good	Mistakes are a great way to help me learn
I just can't do this!	I am going to train my brain to do this
All my friends can do it, why can't I?	I know my friends will help me learn

Learning Community B - Rooms 8 & 9



On the 7th of February 2018, the students from room 8 and 9 witnessed the historic SpaceX Falcon Heavy rocket launch. We watched the most powerful rocket in the world launch a Tesla car into space where it will remain for a billion years orbiting Mars. After watching the launch, the stage 1 boosters making a successful landing and the Tesla car floating in space, student had a chance to SEE, THINK and WONDER.

This is what the year 3 and 4 students in Learning Community B wondered:

- ◆ How long did the rocket take to build?
- ◆ How fast is the car moving through space?
- ◆ How did the rockets come back to Earth?
- ◆ How did they land so perfectly upright?
- ◆ Why do they need to go around Mars?
- ◆ What type of car is it?
- ◆ How does it drive when it isn't touching any land?
- ◆ How do they get the car to orbit just around Mars?
- ◆ How can the car float in space instead of falling back to Earth?
- ◆ How did the rockets/first stage separate?
- ◆ How is the astronaut/space suit being held in the car?
- ◆ What is the harness made of?
- ◆ What were the two red flashing objects in space?
- ◆ Where are the cameras and how many are there?
- ◆ Where did they get the materials to make the rocket and what is it made of?
- ◆ What is the big white part on the tail?

We will be learning about Space this term and answering some of our questions along the way.

