



Aberfoyle

Hub News

R-7 School

2018

TERM 2

Week 8

Reminder



Last day of Term 2:

Friday, July 6th

EARLY Dismissal: **2:30pm**

CASUAL DAY (gold coin donation)



this issue

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Interception

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From the Principal

STUDENT REPORTS

Class teachers have spent the last three weeks writing reports for this semester. Sarah Magnusson and I are now reading them. During week ten of this term they will be given to your child to take home. The grades and comments reflect the effort your child has applied this semester and should give you an indication as to what else both you as the parent/caregiver and the class teacher need to do to continue supporting your child's learning journey. Success comes when we all work together and providing every opportunity for them to engage, give things a go and develop a positive Growth Mind Set.

Enrolments for 2019

As we near the end of Term 2, here at Aberfoyle Hub we are beginning discussions around what the new school year could possibly look like. During Term 3, we begin to look at student numbers for the new school year. It is important that we have new, interested families come and visit our school. One way you can help as members of the Aberfoyle Hub family, is to mention to anyone you know who may be looking to enrol their child for next year, to come and consider us. The quicker we can finalise numbers for the new school year, the sooner we can begin to plan for the new year.

Road Rules

Over the last few weeks I have had parents raise concerns around drivers double parking, irregular parking and creating bottle

necks around the school crossing. We realise that our street around both sides of the school is not perfect. There are issues with the amount of parks and yes everyone wants to park in front of the school. We all sympathise and realise this is not possible. The kiss and drop off zone is there for just that, a quick drop off or quick pick up. Parking your car there and walking off is not helpful and this zone is not designed for it. Double parking is illegal and dangerous. We have gone into this on many occasions as to the reasons. I do ask parents and caregivers, please park further down as this allows for safe road use and does not put any of our children in danger. We do understand the frustration, however I do wish to ask you, is it really worth putting children at risk?

Growth Mind Set

Part of supporting a Positive Growth Mind Set, is that there are things from home that can be done to help support your child. One of the first measures you can do is 'Talk about it'. Talk with your child about their day, but guide the discussion by asking questions like:

Did you make a mistake today? What did you learn?

What did you do that was difficult today? By doing this it helps support and encourage your child to take chances and see it is also Okay to make mistakes. By making mistakes we learn.

Tas Ktenidis
Principal

Advanced Notice:

Pupil Free Days

- * Term 3 — Week 7
Monday, September 3rd
- * Term 4 — Week 8
Monday, December 3rd

School Closure Day

- * Term 3 — Week 6
Friday, August 31st

LOST PROPERTY

Please check the lost property bin and general-use areas within the school for any items that may have been misplaced during the term. The lost property bin is located in **Unit 1 corridor**.



Principal:

Tas Ktenidis

Deputy Principal:

Sarah Magnusson



Government of South Australia
Department for Education

MUSIC News

Choir

Our Aberfoyle Hub R-7 Choir are preparing for the September Festival of Music in the Festival Theatre. Watch this space for details of our performance date. Keep on singing through the pieces with your CD at home!

Janet Parkinson
Choir Teacher



INTEROCEPTION

We are all very familiar with our five senses – sight, touch, smell, hearing and taste, but most of us are not aware of the sense of **INTEROCEPTION**.

Take a minute to think about the following and your awareness of these internal feelings:

- Is your heart beating fast or slow?
- Are you breathing deeply or shallowly?
- Do you have to go to the bathroom?
- Are your muscles tense or loose?
- Are you hot or cold?

Interoception is the act of being aware but of also knowing why and what it means. It is the ability to recognise and listen to the internal signals of your body and mind and the physical reactions that this can cause *e.g. My tummy hurts. I feel sick, I'm hungry so if I eat something I will feel better, or My heart is beating fast, I am feeling nervous, I can do some breathing to help me tackle this challenge.* If students are not aware of their internal body feelings and the impact that these can have on how it makes their body feel, then they often react in negative ways leading to outbursts, shutting down, running away from a situation or lashing out and getting angry or aggressive.

This year, as part of our focus to implement strategies that support student wellbeing and positive behaviour management processes, we are teaching Interoception across the school. All students in the school will take part in a range of daily Interoception activities designed to strengthen their ability to manage their internal, physical and emotional states and to learn strategies to help them respond in more positive ways.

We have also set up an **Interoception Room** located in Unit 1 across the corridor from the wet area. This is a space that has 2 adults present 10 minutes prior to school day commencing until 10am each day and an adult present 40 minutes after recess 4 times a week and 30 minutes after lunch 4 times a week. It can be accessed by students or students may be asked to come to the room if they are becoming upset, angry or overwhelmed in order to help them calm themselves before they explode and do the wrong thing resulting in a bigger outburst that may lead to them visiting the office.

Sarah Magnusson
Deputy Principal

OSHC News

Acting Director

Nicola Kuhn will be on extended leave from June 25th until September 24th.

During this time an Acting Director will be replacing Nicola, with the support of our OSHC team. **Holly Voitkus** will be joining our team as Acting Director in Nicola's absence. Holly has been working in the childcare field for around 15 years and is excited to join our team. Please feel free to come and meet Holly at OSHC from June 19th.

RESOURCE CENTRE

News

Book Fair

Thank you to everyone who supported our Book Fair. The following people are our raffle winners.



- | | |
|------------|---------|
| • Heath S | Room 1 |
| • Taylor M | Room 2 |
| • Regan P | Room 9 |
| • Anya B | Room 10 |
| • Edward J | Room 14 |
| • Archer M | Room 16 |
| • Max A | Room 18 |

The Premier's Reading Challenge

With the holidays approaching, we are encouraging parents/caregivers to support their child to finish the challenge.

We are aiming for 100% effort this year, so let's see if we can achieve this.

Debbie & Julie
Resource Centre Staff





DIARY DATES: JUNE / JULY

22/6	R- 7 Assembly 10:50am (Hall)
26/6	Rooms 1 & 2 Excursion (Central Market)
29/6	3- 7 Assembly 10:50am (Hall)
4/7	Semester 1 Reports go home
6/7	Casual Day — Gold coin donation; Last day of Term 2 — 2:30pm dismissal
23/7	First Day of Term 3

SPORT News

Winter Sports Presentation

Basketball, Soccer and Netball presentations will be held on Saturday, September 8th at 9am. More details to follow.

Sports Coordinators Needed for 2019: Soccer/Netball/Basketball/Cricket

Families with children who play in the abovementioned teams – please consider volunteering as Coordinators in 2019. Mentoring is definitely an option throughout the 2018 season. Contact our 2018 Coordinators for information:

- **Stephen Dash, Soccer/Cricket Coordinator (Mobile: 0407 715 703)**
- **Marie Morrall, Netball Coordinator (Mobile: 0403 434 303)**
- **Adriana Garcia, Basketball Coordinator (Mobile: 0412 413 992)**

The school also waives membership fees for those who volunteer to coordinate/coach.

Remember: No Coordinator/Coach = No Team.

Sarah Magnusson
Deputy Principal



Pedal Prix Wrap-Up

Well done to both our junior and senior teams who should all be proud of their achievements yesterday. Our junior team (Flying Hubcaps) finished the race 32nd out of 61, and the senior team (Raging Hubcaps) finished 24th out of 53. It should also be noted that the junior team's bike was out of action for roughly 30 minutes due to a mechanical issue. A big thank you to the pit crew for having the bike back out on the track so quickly.

Thank you to all those parents who braved the weather to come and support the team and make the day such a success. It was great to see the huge smiles on all of the students' faces.☺ We now look forward to next round which is at Victoria Park again on July 29th.

Brad Walters
Health & PE Teacher

Of interest

DYSLEXIA SA: Fun Phonics Fact 17 – Stressed and Unstressed Syllables

Not all syllables are created equal! In words with more than one syllable, one (or more than one) syllable will be stressed (this is sometimes called accented and unaccented). Syllables that are stressed are usually higher in pitch, longer in duration and a little louder – the longer and stronger syllable. Does this matter? Yes, it can affect the pronunciation and meaning of a word. Look at the word 'present', it can have two meanings depending on what syllable is stressed – if the last syllable is stressed the word means a gift, if the first syllable is stressed the word means to show something. A good way to teach syllable stress is to use a rubber band and stretch it out as you say each syllable in the word. The rubber band will stretch more for the longer and stronger sound. The first syllable in a two syllable word is usually stressed like in cam/pus. However, sometimes the second syllable is stressed, like in con/fess.

The FLOSS rule tells us that only one syllable words that end with an S will be doubled. However, there is an exception to this rule if the second syllable in a word is stressed e.g. con/fess, dis/cuss, un/less, suc/cess. Remember this as the Campus Confess Rule – doubling the S makes the second syllable stressed - longer and stronger.

Some longer words can have primary and secondary stress, such as imagination. 'Ima' is the primary stress and 'na' is the secondary. The first stressed syllable will still be a little longer and stronger than the second.