

Newsletter Term 2

29 June, 2023



QUICK ACCESS TO OUR SCHOOL WEBSITE CALENDAR

EARLY DISMISSAL 2:15PM FRIDAY 7 JULY (last day of term 2)

PUPIL FREE DAY MONDAY 24 JULY (first day of term 3)

From the Principal

Diary Dates:

First day of Term 3 – Pupil Free Day – **Monday 24 July**

Bookweek Parade – **Friday 25 August**

Fun Run – **Friday 15 September**

Water Safety Week (Rec to Yr 5) – **Monday 25 September – Friday 29 September**

Nature Play space – Before and After

Hon. David Speirs MP visited Seacliff Primary School in June last year. At this time, he visited the area for our intended Nature Play space and discussed plans with Year 6 students, Marcus and Ashleigh.

Here we are 12 months on and the Nature Play space has now been completed. It is rewarding to see students engaging in daily collaborative play in this area.

Today, during a visit to present new flags to the school, David was able to see this exciting space.



New flags for Seacliff Primary School

Hon. David Speirs MP attended our Assembly to provide our school with new Australian, Aboriginal and Torres Strait Islander flags. These flags are flown in all schools to remind us that many cultures are represented within Australia and are inclusive of us all.



Lunchtime Clubs

Students are increasingly more aware of the various club options available to them during lunch play periods. On Tuesdays we offer Construction Club. Students from different year levels engage in building creations using different equipment. The 'waffle block' construction below was built by a group of Reception – Year 3 students. They collaborated, were inclusive and problem-solved throughout to achieve a stable and sturdy 'house'.

Sue Matene
Principal



SRC Casual Day

The SRC, in consultation with the students through class meetings, have organised a casual day on the last day of term two (Friday 7 July). They will be seeking gold coin donations, payable on QKR to support Make a Wish Australia (please see below for more information). Students are asked to wear something that represents a 'healthy lifestyle'. Ideas discussed at last week's SRC meeting included sport uniforms, pyjamas and sleep wear, dance and drama costumes, dressing up as a fruit or vegetable or other active wear.

Our Mission:

At Make-A-Wish, we exist to bring amazing people together to grant inspirational, life-changing wishes for children with a critical illness.

As one of Australia's most trusted charities, we work in partnership with sick children, their families and medical teams to design and deliver wishes that are as unique as the children who imagine them.

No two wishes are alike - but every wish transforms the lives of those involved, from children themselves to their family, friends, the wish team and wider community.

Please see <https://www.makeawish.org.au/> for more information

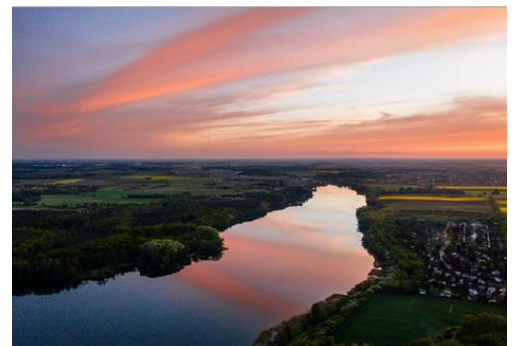


Descriptive Settings in Room 11

This term, Room 11 have been focusing on narrative writing and making our sentences more descriptive using adjectives. We were provided with four images that we could choose from to write about. We had to think about what might be going on in the image and imagine that we were there. We had to think about what we were seeing around us, describing it considering our five senses. Some of us wanted to create a character and a back story to these images as well. Here are some of our pieces of writing.

"I walked through the tall weeds as I glared at the pretty, colourful sunset. As I looked in the distance, I could see a large, bright village. I stepped on the smooth, grey rocks! I had arrived at the village. I walked and walked until I found my grandma's house! I knocked on the door but as I looked at the colourful sky, the orange started to fade away. It was not a sunset anymore, it was a dark, gloomy night." – Skye

"I sat stranded on a small iceberg in the middle of a massive misty blue lake, after my plane crashed. The icy mountains that surrounded me smelt of freezing cold spring water. I heard fish splashing and jumping out of the shallow, calm water. I felt the freezing cold ice beneath my numb hand. I tasted a small amount of fear as a fin popped out of the water and started charging at me." – Atticus



"As I swam through the misty blue water, I could feel the rocks below me. I knew the water was going to be cold as I could see the snow on the tall, big mountains. The green leaf trees swaying in the cold, wind. I could hear the innocent little bird chirping. As I got closer and closer to the beautiful land." – Aden

"As I was swimming down the frosty, icy lake I heard a noise go, boom. As I was swimming a huge ice berg fell on top of me. As I was trying to lift the iceberg gasping for air..." – Ella

"Boom! Right in front of me the roaring avalanche crashed down in front of my eyes. I didn't have time to think so I turned around and sprinted down the extremely snowy mountains, but I slipped." – Zac

"I was surrounded by water I felt the cold water BUT there was a tree nearby that I could make into a raft. For what seemed was going to be a long time, chopping that tree. The good thing was, I had an axe so it would be quicker to chop. The mountains were covered with so much snow and so many trees." – Beau

"As I walked through the nice, snowy, peaceful mountains, I saw lots of beautiful trees. I wandered if it would snow some more. The water was as blue as a blueberry." – Summer

"One cold night a village called Winter Wonderland was very quiet and the next morning was summer. That night it was very cold but the village knows that it will be summer tomorrow." – Harlow

"One cold morning I was driving down the freezing icy road. I was looking over the thin window and saw large, snowy, big, mountains. I jumped out of the car and dived into the warm sea and swam through the water, SPLASH! The water was strange because it was hot water mixed with the cool fresh air. I was amazed by the BIG fluffy clouds." – Aliyah

"As I peacefully walked through the misty and pretty mountains, I stepped on the stepping-stones. At the same time, I saw on the mountains, there was a lot of beautiful, white snow on them." – Hayley

"I slowly pressed my feet onto the cracked floor. With misty air pushing against me. It was strong and getting stronger as I was walking closer and closer to the old broken village that got blown up by a burning fire, 100s of years ago. Then a slight breeze flew past my body but something was different this time. All the people who lived there, never showed up again." – Mila

"The dark, destroyed, and old city could never be saved after the apocalypse. I was one of twenty people to survive. The cracks could fit seventeen of me in them. As I turned around, I could hear footsteps and muffled screams and evil laughs and I didn't know what to do. If I run, whatever it is, will chase me and probably kill me, but if I stay, it will kill me as well." – Alilah

"I was at a destroyed city which was destroyed by a huge space monster that was coded by a villain who didn't care about anything except himself. It was a dark day and there were cracks in the floor. There were buildings that were crashing cars. I could hear the big crashes." – Nikola.



"In the ruins of the city, Jonny is walking through the cracked road that leads to the old industrial state. He could still smell smoke and feel the heat of the fire." – Calvin

"One day, Ohio went to a raggedy maggoty old city. He saw old skinny men because they hadn't had any food for years and years and years. All the power was cut out and the floor was cracked. It was very dirty. There was a very, very long silence." – George

Room 10 - Who Lived here before You?

During Term 2, Year 3 students in Room 10 have been engaged in a HASS unit of work about Aboriginal and Torres Strait Islander peoples, Indigenous peoples, First Nation peoples or the First Inhabitants, depending on the way people like to be addressed. The Unit of work was called: *'Who Lived here before You? - Exploring Indigenous Connection to Land and Sustainability'*

The class was enthusiastic about their learning in this area of HASS. They learnt about the first people to live in Australia, the Aboriginal and Torres Strait Islander peoples. After writing notes about their history, we drew pictures to show aspects of Indigenous culture in our HASS books.

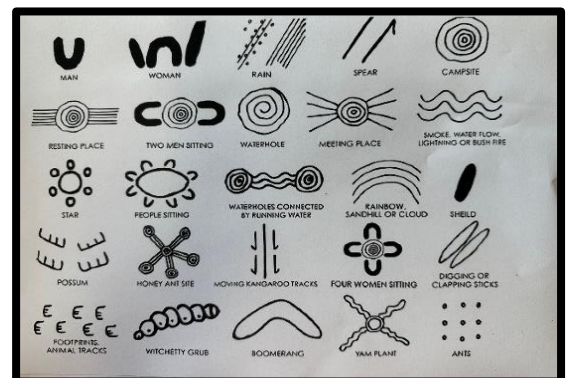
HASS Pages of work by by Elka & Spencer

Below are seven students' accounts of some of their understandings of Aboriginal and Torres Strait islander peoples.

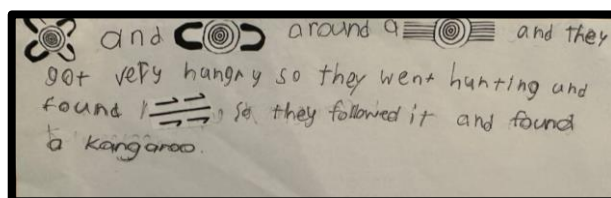
LILY B: The first people here in Australia were the Aboriginal and Torres Strait Islander people. They were here well before us. Aboriginal people have been here, in Australia for thousands of years. They used this land for supplies such as: food, water, shelter, clothing, tools and medicine. Aboriginal people would draw pictures on the sand and on the walls of caves. Often the Aboriginal people moved around to gather supplies, but sometimes they were already nearby for them to use.

ELKA: The area of Adelaide is on Kurna land. Aboriginal people tell 'Dreaming' stories to share their culture and their understanding of the life around them. Dreaming stories are used by elders to teach their young people how to look after each other, the animals, the environment and about important ceremonies. Near our school there is a special place called Tjilbruke Springs. Tjilbruke was Kurna man who belonged to the Emu people. 'The Rainbow Serpent' is a famous dreaming story.

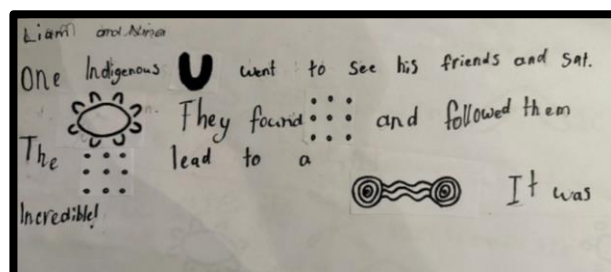
LILY S: The Aboriginal and the Torres Strait Islander People came from countries and islands north of Australia over 65,000 years ago. When Captain Arthur Philip heard about Australia he and his crew decided to come and see it for themselves. They went to NSW with the First Fleet and life for Aboriginal and Torres Strait Islanders was never the same again. We all need to live in harmony and that is why we have the 'Indigenous Voice' this year. There is a story about an Indigenous man called Tjilbruke who had two nephews and one day they were playing with spears near the emus and one of them accidentally killed an emu. When Tjilbruke heard about this, his heart was broken and his tears made the springs. There is a monument on the cliff at Kingston Park near the Tjilbruke springs. Legend says he turned himself into a bird and now we see him every day.



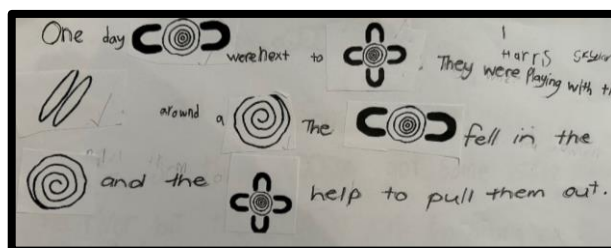
OSCAR: Indigenous people have owned the land for over 60,000 years. When the white people came to Australia the Aboriginal people were not happy they got separated from their tribes. Before that the Aboriginal people used the land for many things like food, shelter, tools, and clothing.



VIOLET: The first nations people used the land for: shelter, clothing, food, medicine and water



JACK: The Aboriginal people and the Torres Strait Islander people were the first group of people to live on the Australian land. They had to build their own weapons so they could hunt animals to eat and to make clothes and shelter. The Indigenous people did not have paper like us so they did dot paintings in the sand and on rocks and in caves. The indigenous people had to find different shelters depending if was going to be rainy windy or stormy.



They made paint using different materials like mud and painted lines on their bodies.

NINA: Aboriginal people were the first people to arrive here in Australia. They have their own cultures that we need to respect. Their Dot paintings are one part of their culture and they are incredible. Indigenous art was designed to share customs, rituals and traditions amongst others. They use herbs and other plants to help themselves and their people to survive. Respecting their culture is doing the right thing. Aboriginal people call the land we are on 'Kurna' land as many of you might know. They made tools like boomerangs out of wood and other tools from sharp rocks. To make

The Year 3s from Room 10 created stories using Indigenous tracking symbols.



a design on it they sharpen rocks and carve symbols and drawings. Indigenous people have different cultures and beliefs and it's okay for them as others respect that they are not alike they don't have to be the same. The Rainbow Serpent is a dreaming story and also Tjilbruke do you know of any others? We must respect other people's cultures and traditions. We are part of the Kurna community!

The Year 3s from Room 10 also did dot drawings to represent Indigenous culture.

Room 16 – Learning about water

This term Room 16 has been learning about water. Through inquiry, students explored all the water sources in our school, how we can preserve water, where we use water in everyday life, the water cycle and what rainfall looks like on different surfaces. Our water inquiry was linked to our mathematics capacity topic. Students measured and compared capacities using a range of containers. They also designed water filters to obtain the cleanest water in their cups.



Students have been busy constructing procedural texts. We made fairy bread to recognise the importance of detailed steps.

We have also been learning about time. As part of our revision, students teamed up to play clock dominoes.



Star Lab Planetarium at Seacliff Primary School

Many classes of the school have been covering the Earth and Space Sciences strand of the curriculum this term, with variations upon the topic, 'Space'. On Friday 16 June, all Reception to Year 5 classes visited SciWorld's Star Lab, which was hired by the school. Workshops run by presenters included 'Andromeda Planetarium' and 'Betelgeuse Planetarium'.



Dream Big Children's Arts Festival Excursion

On Thursday 18 May, children from Rooms 16 and 17, (Miss Bennett and Mr. Schiller), attended the DreamBig Children's Arts Festival at the Adelaide Festival Centre. We enjoyed a silent disco, visual art installations and a magnificent puppet show about dinosaurs entitled 'Earth's Prehistoric World', held in Dunstan Theatre.

Action4Ocean Sustainability Excursion

The Great Barrier Reef is famous but the Great Southern Reef is lesser known. On Thursday 11 May, students from Room 17, (Mr. Schiller), were enthralled by an excursion run by Action4Ocean and Conservation SA on a small stretch of the reef at Hallett Cove. This was related to workshops run at school for us by Action4Ocean. While at Hallett Cove, we also explored the Geology Trail and were captivated by the ancient land formations along it. We were very appreciative that Green Adelaide and Conservation SA covered the cost of this excursion, including bus hire. This experience contributed to our year-long focus upon Sustainability.



Bogan

Bingo was a hit!

Uggboots, flannos, mullets, Shazza's and Dazza's, what a night it was! Bogan Bingo 2023 was a huge success. It was great to see so many bogans from our Seacliff community get together for a hilarious evening of Bingo. A big thanks to Seb Carboncini for hosting the event – as always, he was very entertaining and had the crowd in hysterics. These nights take a lot of planning which would not be possible without the help from the amazing Fundraising Committee. Also, a special thank you to Donna for working tirelessly behind the bar all night. The funds raised on the night total \$3,400 which is an amazing result. Details on what the money will go towards will come soon. Thanks to everyone involved for a fabulous night and we look forward to an even bigger event next year!!





Canteen News

Team Canteen have gone even more green!

Due to the Right Bite Policy (the health food standards that all SA Primary Schools need to follow) revising their standards, we've had a lot of fun changing our Winter Menu around! The revised standards use a traffic light system to classify food and drinks into 4 categories:

***Green**: best options

***Amber**: choose carefully

***Red**: limit

***Red 2**: should not be supplied.

The revised standards recommend that 60% of food and drinks sold or supplied at schools should be from the **green** category and 40% from the **amber** category. Our Menu has only needed a little tweaking and we are proud to say that 75% is **green** and 25% is **amber**. We are also proud to say that none of the meat we use is processed. Brighton City Meats supply us with all our meat including yummy ham off the bone!

Over the next week you'll see the delicious and interesting changes to the menu. We have new items such as warm apple crumbles and custard, frozen yoghurts, marinated BBQ chicken kebabs, roast potatoes and much much more! PHOTOS – Warm french toast berry cups, Mc Muffin toasties, Baked apple & cinnamon slices.



Refreshing the canteen

We are planning to make the Canteen a little more "Café like" and comfortable for our Seacliff students. If you have the skills and interest in refreshing our current furniture (bench seat, 2 stools and table and chairs), please contact Mish in the Canteen.

We understand you may not have time to contribute to the Canteen. You could show your support of our service by donating goods for us to make our delicious fresh food with. Any of the following would be greatly appreciated and will assist us to maintain reasonable menu pricing and deliver quality homemade food.

Please remember all the food we sell must be prepared in the canteen itself.

Fresh tomatoes, cucumbers, bags of carrots, iceberg lettuces, reduced salt tinned tomatoes, reduced salt tomato paste, spiral pasta, white rice, loaves of whole meal bread.

If you are able to contribute please place them in your child's class room lunchbox.

Thanks for all your support Seacliff families.

OSHC News

Vacation care booking forms are due back this Friday 30 June to be considered for priority.

PLEASE REMEMBER WE WILL NOT ACCEPT PHOTOS OF FORMS. [Forms available here](#)

What a difference, reading for ten minutes a day makes...

Over the last two terms, the Library team have watched, as a student, with his dad have come into the library most mornings, to read his reader, say his word list and answer questions about the book.



Dad says 'his reading has improved 100%.'

His progress has been excellent and has cemented the importance of reading daily to an adult.

This not only increases knowledge and vocabulary but encourages confidence and gives valuable one on one time between parent and child.

So, pick up your child's reader and spend a few minutes each day to help us improve your child's reading skills.

The Library Team

7 BENEFITS OF DAILY READING FOR CHILDREN

- READING TO YOUR CHILD DAILY WILL HELP THEM DEVELOP BETTER VOCABULARY AND COMMUNICATION SKILLS.
- READING TO CHILDREN STIMULATES THEIR CREATIVITY AND IMAGINATION
- READING TO CHILDREN HELPS FOSTER A LIFELONG LOVE OF READING
- READING STORIES TO CHILDREN IS A GREAT WAY TO TEACH LESSONS AND IDEAS.
- READING TIME IS A WONDERFUL TIME TO BOND WITH YOUR CHILD.
- READING TO CHILDREN HELPS THEM UNDERSTAND THE WORLD AROUND THEM.
- READING STORIES TO YOUR CHILD CAN HELP THEM LEARN HOW TO DEAL WITH THEIR FEELINGS AND EMOTIONS.



SAPSASA Hockey

Senna and Georgia have been participating in SAPSASA Hockey this week.

South West were undefeated and won the tournament.

Senna only conceded 1 goal for the tournament and Georgia scored and set up many goals.

Congratulations girls!

Play at the Bay

The City of Holdfast Bay's July Play at the Bay program is now live and open for bookings! Warm up with us these school holidays with a wide ranging number of activities on offer. Whether it's a teddy bear hospital, tennis come & try clinic, lego session or nature play, we've got something fun for everyone! Check out the website for bookings & further information.

Web link: www.holdfast.sa.gov.au/playatthebay

