

# MORGAN PRIMARY SCHOOL NEWSLETTER

Term 2— Week 3

Monday 15th May 2017

Understanding - Care and Compassion - Responsibility - Doing Your Best - Respect



Monday 15th May  
Governing Council  
5.30pm

Thursday 18th May  
Soup and Sides  
Hockey Clinic

Wednesday 24th May  
Simultaneous Reading  
Day

Thursday 25th May  
Choir Rehearsal

Wednesday 31st May  
Matilda Performance  
Adelaide Yr 5-7

Sunday 4th June  
Cans / Bottles

Friday 9th June  
STUDENT FREE DAY

Wednesday 14th June  
Music is Fun  
Year 6/7 Cyber Safety

## Principal News

### Welcome to Week 3

I hope you all had a great weekend of relaxation, acts of kindness and gratitude from your children and are ready for the week ahead. I am sure you all enjoyed your specially chosen and hand made goodies.

This week we welcome Mrs Andrews and Mr Fladrich into LP/MP classes. Please make them feel welcome. This afternoon we also welcomed back the Walker family after there overseas holiday.

**Student Behaviour**—There has been a change to teachers but not to routine and expectation and this is not an excuse for rudeness and being disrespectful. Can I ask you all to have a chat about our school / family values, positive behavior and choices and expectations at home to support each other.

### National Families Week

Please refer to the flyer on page 3. There is a colouring competition for students that is due back this Thursday and there is a activity morning at the Kindy tomorrow from 9am.

Friday is also Walk Safely To School Day so it would be great to see some of our families walking to school and enjoying breakfast on Friday morning.

### Information coming home for families:

- Hoodie order form—last chance to order is Wednesday
- Camp forms
- Matilda payment and permission form

Have a great week!

Kind Regards, Kellie Zadow



## Thank you!

A huge thank you to Lesley Morphett for kindly donating these sensory and fidget mazes for our kids to channel their concentration and focus when in class. We are really appreciative of the support from our local community members.

## Soup and Sides—Thursdays—\$2/

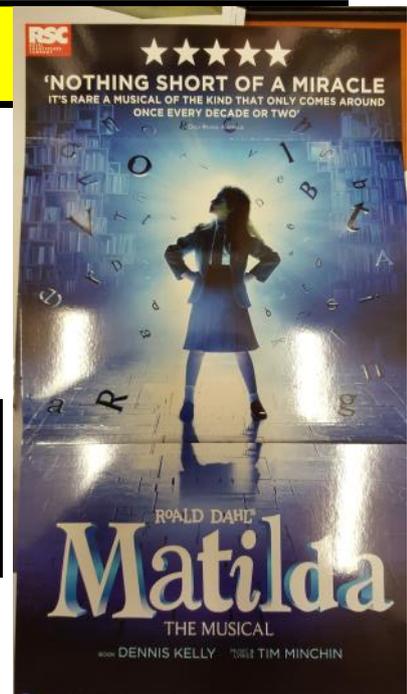
| WEEK    | HELPER                                       |
|---------|--|
| Week 3  | Theresa Danton<br>Pumpkin Soup and hot rolls |
| Week 4  | Megan Brooks                                 |
| Week 5  | Jo Jericho                                   |
| Week 6  | Tania Seaford                                |
| Week 8  | Amita Patel                                  |
| Week 10 | UP Students                                  |



## Matilda Performance—Week 5—Year 5-7—

Students in the UP class have a wonderful opportunity to attend the Matilda performance at the Festival Theatre on Wednesday 31st May. We are asking that students contribute \$10 towards the ticket price (\$69). Students in the Riverland West Small Schools are lucky to have this opportunity. (Morgan, Cadell, Blanchetown and Ramco PS). Students will travel on MMCB with Mrs Zadow and Jo Jericho. Please complete the permission slip and return \$10 ASAP.

## CANS / BOTTLES—Change of Date SUNDAY 4th JUNE



## CAMP 2017—Tentative date 25th –29th September

There are still 13 students we are waiting to hear a response in regard to camp. I need to have numbers by the end of the week so I can make bookings. Please come in and speak to Ali, myself or your child's teacher.

## SCHOLASTIC BOOKCLUB ORDER—due Wed 17th May

## Renee's Wrap

Hello Families,

We all love to receive praise and encouragement. Praise is a powerful way of helping children feel good about themselves, improving relationships between parents and children and increasing the chance for children to act in positive ways. Most praise is positive - but here are a few ways to make it even more powerful.

Make praise specific: What exactly did the child do/say that was positive?

Instead of just "helpful" - what exactly did they do/say which helped? - "Thanks for setting the table tonight, I really appreciate it".

Instead of just "nice" - what exactly did they do/say which was positive? - "Loved the way you said "you go first" to your brother, that was really kind".

Instead of "clever" - what exactly did they do which helped them learn/achieve - "Great job on sounding out that one syllable at a time".

Instead of "good" - what exactly did they do/say which was positive? - "I really appreciate how you said "Okay Mum" when I asked you to turn off the television, thanks very much".

Remind/Teach Children about the benefits of their behavior:

Add a sentence to praise about the benefits of behavior - to them or others.

"Thanks for setting the table tonight, it made my life so much less stressful".

"Thanks for letting your brother go first, I bet you he will do that for you now someday".

"You sounded out every syllable, you will be reading books about star wars all by yourself soon".

Sometimes use character praise: Help Children see themselves as a person who does positive things:

"You're the kind of kid who..."

"I can see you are becoming more and more..."

"I know that normally, you are a person who..."

"I've noticed/I love that you are a person who..."

[taken from calmkidcentral.com]

Regards Renee 😊

**Colouring Competition due—  
this Thursday**

**Morgan Kindy Event  
9am—10.30am**



**National Families Week**   
15-21 MAY 2017  
[www.nfw.org.au](http://www.nfw.org.au)

**Come and celebrate with us!**  
Fun activities and craft - light refreshments — Ages 0 to 5 & caregivers welcome

|   |  |  |
|---|--|--|
| Tuesday 16th May<br>Morgan Kindergarten<br>Fourth St, Morgan<br>9am—10.30am | Wednesday 17th May<br>Mannum Kindergarten<br>Male St, Mannum<br>10am—11.30am | Wednesday 24th May<br>Swan Reach Kindergarten<br>Showground Rd, Swan Reach<br>10am—11.30am |
|---|--|--|

**Colouring Competition!**  
Open to all reception to year 6 primary school children & their families  
in Mid Murray region. Prizes to be awarded !!!  
Winning entries displayed at local council offices

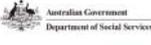
Sponsored by:

- Mannum Hotel, Mannum
- Commercial Hotel, Morgan
- Riverview Café, Swan Reach

[www.wallis.com.au](http://www.wallis.com.au)



Games World Adelaide Arcade



Insert from Mindset Works Article —**Transforming School from Performance to Learning—Feb 2017**

Inadvertently, students learn that school is a Performance Zone from adults. Under pressure to cover content broadly rather than deeply, teachers are often eager to quickly get to the correct answers so that the class can move on to the next topic, rather than also to uncover and examine mistakes, confusions, and diverse perspectives to learn from them. Consequently, students quickly realize that they're expected to speak up only when they know the right answer, which encourages them to focus on what they already know rather than on their questions or confusions they have. They also sense that peers, teachers, and parents will think highly of them only when they do something correctly, leading them to fear and avoid truly challenging themselves to learn new skills. Students also often notice that their homework and in-class work often gets evaluated for correctness with a grade, rather than being used to provide substantive skill-related feedback they can learn from, which conveys the message that school is a place to perform. Finally, they also often notice that most teachers, parents, and other adults spend almost all of their time in the Performance Zone, which they then emulate. If we want children to become lifelong learners, we have to model being learners ourselves.

In the [growth mindset](#) workshops and writings I lead with colleagues, we sometimes unintentionally give the impression that people should spend all of their time in the Learning Zone. However, the Performance Zone has a place in our lives, work, and schools. It is what allows us to get things done to the best of our ability. When the stakes are high, such as when we're building a bridge or operating a surgery, we want to be in our Performance Zone so that we can accomplish those tasks as correctly as possible. But being in the Performance Zone all of the time hinders not only our growth, but ironically, over the long term, also our performance. The more time we spend in the Learning Zone, the more we improve.

Whether it is in our schools, homes, or workplaces, we can encourage more time in the Learning Zone by acknowledging the value of each zone and reflecting on when we want to focus on improvement vs. performance. We thereby gain clarity on what we mean by success, how we can best pursue it, and what we need from one another to realize it.