Another term is flying by!

This year we are continuing our journey in Developing the Expert Learner and one particular area we are focusing on, is a GROWTH MINDSET. This is an idea that is beginning to gain a lot of favour in educational settings as it is one tool that helps educators explore the knowledge of students achievement and ways in which such achievement might be improved. It is equally applicable to teacher performance and supports teachers in their own professional development.

According to Carol Dweck, a Stanford University Psychologist and leader in this research, a FIXED verse GROWTH mindset has significant implications upon our understanding of success and failure. If a person has a fixed mindset they believe their basic abilities, their intelligence, their talents are just fixed traits. They have a certain amount and that’s that. They don’t think they can get any better at things they find difficult or challenging and so comments like “I can’t do Maths” will never change.

In a GROWTH mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don’t necessarily think everyone’s the same or anyone can be Einstein but they believe that everyone can get smarter if they work at it.

One important factor in this work is how students relate to FEEDBACK. When we give praise to students for how clever they are and to build self-esteem, we may actually be encouraging them to develop a fixed mindset — which may in turn limit their learning potential. On the other hand, if we give critical feedback for the hard work and process they’ve engaged in, then this helps to develop a GROWTH potential.

You may recall that we have been developing our provision of critical feedback for some years now and that students receive feedback from their teachers, often in question form, which then supports further improvement and assists them to recognise and understand their own learning potential. This feedback is supported by the provision of a success criteria and an understanding of the learning purpose.

Two projects that we are involved in that support this theory of GROWTH mindset are the Numeracy Project and Student Learning Rounds.

Lea Billerwell and Liz Raman are the lead focus teachers in the Numeracy Project and they will be sharing their new skills, knowledge and learning opportunities they have been developing at professional development days at our Pupil Free Day on Friday 10th June. This project is focussing on ‘stretch’ thinking and how we can support students with how to think, not what to think!

The other project is Student Learning Rounds which is a Tfel Pilot initiative facilitated by Sarah Millar (TfEl Project Co-ordinator). Emily Roberts and Courtney Jones have been supporting 5 students, Lea D’Sylva, Ingrid Astenstorfer, Shonti Rigney, Tahlia Gilchrist and Jayden Rea to learn how to be student observers. Their focus has also been around “stretch thinking” and they will be going in to classes next week to observe teachers! Please have a look at their comments further into this newsletter.

We are very excited about the new learning both teachers and students are embarking on as it connects and compliments the previous and current learning so well.

GROWTH MINDSET VS FIXED MINDSET
Which one are you?
Spanish News from Señorita Katie

The year 1/2 classes have connected with some other students learning Spanish from Pembroke School. They have been ultra excited to write to and read the letters they have received from their “lápiz amigos” (pencil friends). They are learning how to read and write about themselves, their names, ages and likes. We will also be learning to talk about our families and pets using verbs TENER (to have) and GUSTAR (to like). It’s great seeing the enthusiasm and excitement for the students.

Incorporating movement in the Spanish room is fun for learning. I took some ideas to the Spanish teacher of South Australia (STASA) conference at Flinders University and had the teachers learning some of the Spanish animal yoga poses we do in class.

The middle years are continuing geography studies of the Spanish speaking world and made a great performance in assembly of the song “Los Paises Hispanos” which is a fun tune singing the names of the Spanish speaking countries around the “mundo”. They have been learning the capital cities, practicing their pronunciation and spelling of these names, making connections between English and Spanish and playing team games to encourage helping and learning from each other.

The upper year levels are building their conversation skills in preparation for the upcoming excursion next term to “meet and greet” year 6 students at Pembroke School where they will have a chance to talk about themselves and meet others using their language and communication skills.

Many students from these classes entered the STASA “Citizens of the world” drawing competition and we had 2 runner up winners from our school, ¡Felicidades! 😊

Student learning rounds

Recently we have been learning about stretch thinking at Student Learning Rounds at Sheidow Park Primary. We attended with numerous other schools. One of the things we found challenging was the Maths salute. The Maths salute was a task that we had to do with our arms and hands. If you want to try the Maths salute for yourself, check out this video on YouTube: The National Maths Salute. We also had to write interesting facts about ourselves on a piece of paper, scrunch it up and throw it around the room in all directions at other people. Then after a minute of throwing them around, we had to open the closest piece of paper and find the person that matched the facts. After that we watched a video about fast thinking and slow thinking.

I found it interesting when we had to fold and cut the paper exactly like the model shown (it was easy for me). It was also frustrating because nobody else could get it right quickly – Ingrid

I liked the video where it showed us what happened when you were stretch thinking because it looked like the inside of an electric cable – Lee

I found it interesting when we watched the video of what happens when you stretch think because the synapsis firing looked like intense fireworks – Tahlia

I found it interesting when we had to play the game where we chose out of 4 animals and give a reason why we chose them. I liked it because all the questions were weird – Shonti

PE News from Mr Doug

We have had a busy start to this term. Over the past 5 weeks all year levels and the IEL classes have been learning how to play volleyball. The volleyball lessons have been made possible by funding from the Sporting Schools program. Next week we commence a 5 week block of gymnastics.

On Monday evenings we have students playing basketball for the school and on Wednesday evenings there are students playing netball for the school. In health lessons this term the students have been learning about nutrition and also how advertising may influence how people eat.

“You don’t have to be great to start, but you have to start to be great.” (Zig Zagler)

Doug Nairn (PE Teacher)
Debra Smith  
PASTORAL CARE WORKER AT DARLINGTON SCHOOL

Just a few of the services Debra can provide:
- Seasons For Growth program
- Individual student programs eg “What’s The Buzz”
- Recruiting and organizing volunteers
- Counseling for students, families and staff
- Support for families or individuals in times of crisis
- Food hampers / emergency food
- Support at special school events
- Fundraising initiatives
- Home visits
- Informal chats
- Religious education
- Strong connections within the community
- Referrals to support agencies

Debra also has a BA in Counselling, Grief and Loss

Debra provides a chaplaincy service to Darlington school on behalf of the local combined Christian community to provide additional support as needed.

Debra works closely with the leadership team and other wellbeing staff at Darlington to provide pastoral care and practical support to students, families and staff as requested.

Debra also works across the whole school supporting and encouraging school community.

Debra has been working within the Darlington Community for 14+ years and has developed many connections and strong relationships.

She is a very approachable, respectful and caring person who always shows compassion and understanding.

Students can access Debra by asking their teacher to make an appointment, seeing her at breakfast club or putting a note in her “letterbox” on the front office counter. Adults can call, email or see Debra in person at Darlington to make an appointment.

Debra’s regular days at Darlington are:

Tuesday and Thursday

Contact Details:
Phone: 82963318  
Email: debra.smith163@schools.sa.edu.au

Debra runs the school Breakfast Club on Tuesday and Thursday mornings!  
School Hall 8:15

Debra recently had her biennial CPW review and this includes information fed back by staff, students and parents/caregivers in the form of surveys. Some of their words used to describe Debra are: Supportive, caring, kind, friendly, amazing, respectful, helpful, active listener, enthusiastic!
Children's crossings

These are part-time crossings which operate during school hours, as well as other times such as school excursions and lunch times. They are highlighted by red flags with the words children crossing on them.

When the flags are displayed you must slow down and stop before the stop line if a pedestrian is on or entering the crossing. You must not proceed until all pedestrians have left the crossing.

You must not stop

- Within 20 metres before and 10 metres after a bus stop (see image).
- On or within 20 metres before and 10 metres after a children's crossing or pedestrian crossing (see image).
- Within 10 metres before and three metres after a marked foot crossing.


No stopping/no standing

These signs mean that in the area in the direction of the arrow you must not stop your vehicle at any point on the road or kerb, unless there is a medical or other emergency.

Sometimes a no stopping area is indicated by a solid yellow edge line. Hours of operation may apply to some signs. This means restrictions

No Stopping—To 'stop' a vehicle means to stop and remain stationary for even a short period of time. You must not stop or park your vehicle in any area where a 'No Stopping' sign or a continuous yellow edge line applies, even to pick up or set down passengers or goods.

No Parking—You must not park your vehicle in an area where a 'No Parking' sign applies, unless:

- you are dropping off or picking up passengers or goods
- you do not leave the vehicle unattended - that is, move more than three metres away and
- you complete the dropping off or picking up as soon as possible - in any case, within two minutes.

Please note: a No Standing sign has the same meaning as a No Stopping sign.

25km/h Speed Limits

- Between school crossing (koala crossing) signs that state when lights flashing.
- Between School Zone signs that state when children present. This applies when a child is in the zone, including outside of school hours, and whenever a child is on the road, footpath, median strip, or even on a bicycle.
- A 'child' means a person less than 18 years of age, and includes a student of any age wearing a school uniform.
- A School Zone is also marked with zig zag lines on the road where practicable, to show that you are approaching a School Zone.

School Fees are due for payment.

Please see Jo Schultz in the finance office to arrange payment & school card forms.

ANY UNPAID ACCOUNTS ARE BEING FORWARDED DIRECTLY TO THE DECD DEBT COLLECTOR.

Darlington Primary School

July 2016 Vacation Care Program

9-11 WHITE CRESCENT, SEACOMBE GARDENS, 5047.
Ph: 8298 7915 Mob: 0481278857

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<thead>
<tr>
<th>Monday 11th July</th>
<th>Tuesday 12th April</th>
<th>Wednesday 13th July</th>
<th>Thursday 14th July</th>
<th>Friday 15th July</th>
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<tbody>
<tr>
<td>Craft Fun: Sand Art</td>
<td>Sun Catchers</td>
<td>EXCURSION Explore the City</td>
<td>Lolly Creations</td>
<td>Craft Day Be creative with various materials</td>
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<td>Wednesday 20th July</td>
<td>Thursday 21st July</td>
<td>Friday 22nd July</td>
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<td>Plaster Molds</td>
<td>EXCURSION Movies &amp; Park</td>
<td>Lazy Daisy Day &amp; Special Lunch</td>
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<td>Laygo</td>
<td>BYO Lunch, Snacks, Drinks &amp; Walking Shoes</td>
<td>Bring 'G' Rated Movies</td>
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OUR SUN PROTECTION POLICY REQUIRES THAT A BROAD-BRIMMED OR LEGIONNAIRES HAT BE WORN OUTSIDE FROM SEPTEMBER 1ST THROUGH TO THE END OF TERM 1 EACH YEAR.

Please ensure your child is appropriately dressed- expect them to get dirty on any programmed day!

**PLEASE BRING A PIECE OF FRUIT TO SHARE EACH DAY**

Please see staff if you do not have a Customer Reference Number (CRN) lodged with us.

To enrol your child/ren please complete the medical and contact details AND THE BOOKING/CONSENT FORM.

To process a booking ALL PAYMENTS MUST BE UP TO DATE and a $50 deposit per family is required.

Payments must be made fortnightly and finalised by the last day of the programme

ALL BOOKED DAYS WILL BE CHARGED!