



# Koolunga Primary School



PO Box 34, Koolunga SA, 5464  
Phone: 08 88466052  
Fax: 08 88466025  
Email: dl.0212\_info@schools.sa.edu.au

Principal: Ronnie Alderman  
Ronnie.Alderman979@schools.sa.edu.au  
Term 4 Week 4 8 November 2024

## Attendance:

If students are absent from School ...please text or ring the school with an explanation.

This action supports our Attendance Policy.

Thankyou.

## KPS Reminders:

**Next Friday @ 3pm**  
**Parent / Student Book sharing**

**REMINDERS**  
**PLEASE RETURN ASAP:**

- 2025 Stationery (labelled)
- Raffle books
- Donations for raffle

## Dear Parents,

**Welcome to the end of Week 4.**

### **KPS Staffing 2025**

KPS is thrilled to announce the reappointments of Marissa, Daisy and Lisa and also welcome back Wayne Lee to grounds and woodwork in '25.

Each person brings knowledge, unique and diverse skills to their role and contributes greatly to an outstanding staff and student culture.

Together we look forward to providing an engaging and successful school year in 2025.

We are also equally pleased that Paul Gibson will be joining us every Friday for Terms 1-4.

The growth and music progress that the site and students have made has been a credit to everyone.

### **Gov Council Mtg Summary**

On Monday 28/10 at 7pm the Governing Council meeting discussed the following;

- Fundraising success
- School Fees
- Budget balances and forecasts
- Achievement standards – all students from years 3-6 exceeded their benchmarks in PAT R and PAT M
- Community news
- Institute hire and Lease Agreement
- The prospect of a community bus
- Christmas concert
- Playgroup
- Grounds
- SRC



**Government of South Australia**  
Department for Education

**Respect ~ Responsibility ~ Honesty ~ Teamwork ~ Care**

## Congratulation\$ Koolunga PS Playgroup

KPS Staff are delighted to announce and partner once again with FRRR (Foundation for Rural, Regional and Renewal) following a recent staff funding submission.

The submission to strengthen community services, provide social opportunities to alleviate isolation and increase our Playgroup capacity was well received and KPS Playgroup was awarded a **\$7000 funding grant**.

The funding submission reflects our new Public Education strategy of wellbeing, identity and belonging.

This will ensure that school and community services and connections continue and remain strong for many years to come.



### Parent opportunity for Feedback

The new Public Education Strategy for Education has been a feature of all leaders and staff thinking and planning for 2024 and beyond.

In short Koolunga PS has generated some excellent feedback among Department Leaders and personnel.

In doing so, the Chief Executive of Education, Martin Westwell, will be visiting Koolunga PS on **Wednesday November 20<sup>th</sup>** to see for himself.

He will spend time in class talking to students, staff and myself.

He has asked to received feedback regarding:

Successes, challenges and aspirations for our students and the site.

As parents, if you would like to feed in and email me your thoughts/feedback/suggestions, I will be happy to share them with him.

## What is the New Public Strategy for Education anyway?

In summary, the purpose for a Public Education Charter in South Australia is for every child and young person to learn and thrive. This is the heart of our Education Strategy.

After extensive consultation with multiple voices the Public Education Strategy for Education is divided into 4 domains or Areas of Impact to compliment the South Australian curriculum.

The Areas of Impact are defined as:

- **Wellbeing**

- **Effective Learners**

- **Learner Agency**

- **Excellence and Equity**

**Wellbeing** comprises the key characteristics of Belonging and Safety, Resilience and Persistence and Cognitive Engagement.

**Effective Learners** comprises the key characteristics of Curiosity, Creativity, Meaning Making, Strategic Awareness and Meta Cognition and Self-Regulation.

**Learner Agency** comprises the key characteristics of Voice to Agency, Partners in Learning and Discernment and Judgement.

**Excellence and Equity** comprises the key characteristics of Knowledge, Skills and Capabilities, Aboriginal Learners, Inclusion and Breaking the link between Background and Excellence.

All of KPS Staff are currently working through the areas of impact with a view to create a strategic template for actions in 2025 and beyond.

Once completed, this will be endorsed by the ED [Susan Copeland] and then shared with GC and our wider parent community.

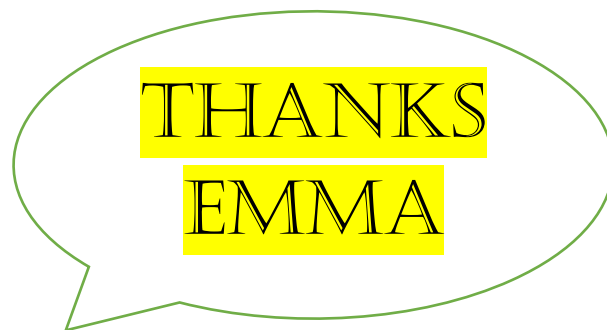
### Thanks

Thanks to all parents and friends that have and continue turning on taps and watering the garden.

The garden and myself appreciate the time, kindness and care to make KPS grounds look inviting.



# Koolunga's Kitchen



# Improving Family Wellbeing and Communication

## Why Repeating Yourself Doesn't Work

"Put on your shoes." "Your shoes." "Put on your shoes!" "I SAID PUT ON YOUR SHOES!"

It's a familiar scene - repeated one way or another most days in most homes. That slow simmer of frustration when a simple request seems to vanish into the ether, met with the selective deafness that only a child can truly master.

It's easy to assume they're deliberately ignoring us, their minds mysteriously attuned to the siren call of "ice cream" or "treats" while remaining impervious to any mention of footwear, schoolbags, lunchboxes, or the wet towel on the carpet.

But before we write them off as defiant or inattentive, let's consider a different perspective. What if the communication breakdown isn't entirely their fault?

What if we, as parents, are inadvertently contributing to the disconnect?

Most of us see communication as a simple process:

1. We say it. We keep it short and simple so it's easy to understand.
2. They hear it. (And then they act).

But communication, especially with children, is far more nuanced.

Imagine this: your request to "put on your shoes" is just the opening move. Your child then needs to decode your message, understand what you're asking, and provide feedback – a nod, a verbal response, or the actual act of moving towards those elusive shoes.

And we, in turn, need to be attuned to their feedback, ensuring our message has landed as intended. Perhaps the bigger issue is this: just because we did send the message and it was received, there are no guarantees that our child will act.

Timing matters. What they're doing, how they're feeling, and what their agenda is are all factors that impact whether they act, regardless of how loud and clear the message was.

If your child is "not listening" it's time to shift strategy and engage in a more mindful, collaborative approach to communication.



**Here's how to transform those frustrating moments into opportunities for connection:**

### **Make sure you have their attention before you start speaking**

This might (but doesn't have to) involve:

- A personalised invitation: Say their name gently but firmly, signalling that you're about to say something important.
- Pressing pause: Give them a moment to disengage from their current activity and shift their focus to you. Eye contact is the signal you need to know they're connected to you.
- A gentle touch: A light hand (or tap) on the shoulder can be a powerful way to draw their attention without startling them.

## **2. Speak Their Language**

Remember, you're communicating with a child. Adjust your language and delivery accordingly:

- One thing at a time: avoid overwhelming them with a barrage of instructions. Focus on one specific request at a time.
- Keep it concise: Use clear, simple language, and keep your sentences short.
- Make it fun: Inject some playfulness into the request. Can they put their shoes on "super-fast" or with "extra-sneaky ninja moves"?
- Engage their thinking: Instead of simply giving directives, ask questions like, "What do you need to do before we leave?"

## **3. Confirm Understanding**

Don't just assume they've understood. Take a moment to confirm:

- Playback time: Ask them to repeat back what you've asked them to do.
- Timeline check: Ask, "When will you put your shoes on?" or "What are you going to do first?"

## **4. Read the Nonverbal Cues**

Pay attention to their body language and facial expressions.

Are they confused? Overwhelmed? Resistant? Adjust your approach accordingly.

## **5. Validate Their Feelings**

If they're struggling to comply, acknowledge their feelings. "Don't you just wish you could play/read all day? I know it's hard to stop playing right now, but we need to leave soon."

## **6. Practice Patience**

Remember, children are still developing their self-regulation skills. Be patient, understanding, and offer gentle reminders **when** needed.

## 7. Create a Culture of Respectful Communication

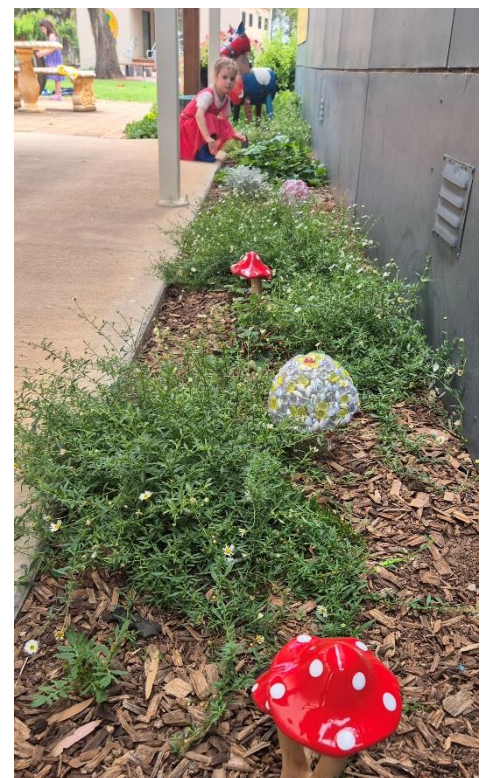
Encourage open and honest communication in your **family**. Create a safe space for everyone to express their thoughts and feelings. Children are imitators. **They** need you to be a model of appropriate communication.

## 8. Remember the Power of Connection

Sometimes, the most effective way to get through to a child is to connect with them on an emotional level. Take a moment to engage with them, offer a hug, or simply acknowledge their feelings.

## 9. Do it with Them

When all else fails (or sometimes well before anything fails), be involved together. Solidarity and companionship are often the secrets to making things work. Even with the most effective communication strategies, there will be days when your child's selective hearing seems to reach world-class levels. But by shifting our approach from one of frustration and repetition to one of connection and collaboration, we can transform those frustrating moments into opportunities for growth, understanding, and deeper connection with our children.





## Parent Survey Opportunity

You are invited to participate in a survey to assist the Department for Education to better understand the demand for Out of School Hours Care (OSHC) services across South Australia.

As part of the response to the recommendations of the Royal Commission into Early Childhood and Care, the Department is undertaking work to improve access to OSHC.

Presently, our school does not have an OSHC service, and the Department is seeking your feedback to better understand the demand across the state.

You can access the survey via the link or scan the QR code below. The survey is open until **Friday 22 November 2024**.

<https://survey.education.sa.gov.au/n/1WnS5O3>



The survey takes less than 5 minutes and is completely anonymous - your answers will never identify you or your child.

**Please note that completing this survey does not mean an OSHC service will be established.**

For more information, or if you have any questions about the survey, please do not hesitate to contact the Department's OSHC Reform Team via email:

[education.OSHCReform@sa.gov.au](mailto:education.OSHCReform@sa.gov.au).

**FYI – On behalf of Koolunga I have relayed my concerns regarding:**

The absence of choice

The time / distances that our parents and Mid North parents have to drive to access facilities.

And most importantly, that families often choose to bypass local schools affecting enrolment numbers to access another site or facility with OSHC facilities.

Please spend a minute or two and feed into this survey collection, thankyou.



## Gladstone High School Yr 6 to 7 Transition

On the 6th of November Wednesday I went to Gladstone High School for a transition visit.

I met Daisy at the front office at the start of the day and then went to order my lunch at the canteen. I ordered a chicken schnitzel burger and a peach iced tea.

At the start of the day we were given a year 6 transition booklet with activities to do.

The first class I had was Home Economics, we made wheat-bix balls with coconut sprinkles and chocolate sprinkles and there were seven groups of three.

At recess and lunch I hung out with Jackson and Josh Thomas and after Home-Ec we had Art with Mr K or Mr Kenewell.

My two friends that I had were Josh Thomas and Mason Jones.

By Harry Smart



### CHRISTMAS CONCERT DECEMBER 3RD @ 7PM

~STUDENT ARRIVAL: 6:40  
(IN SCHOOL UNIFORM)

~GOLD COIN DONATION AT THE DOOR

~RAFFLE TICKETS AVAILABLE

### COSTUME *Info*

SEND IN COSTUME BITS  
AND PIECES TO MRS F OR  
MISS LLOYD

#### ARRIVAL

SCHOOL UNIFORM - NO  
SCHOOL DRESSES

#### 4-6 BOYS DANCE

BLUE SCHOOL SHIRTS AND  
SHORTS

#### 4-6 GIRLS DANCE

TOPS (SORTED BY SARAH)  
AND DENIM SHORTS

#### R-3 DANCE

GREEN T-SHIRT, BLUE OR  
BLACK SHORTS

#### CHRISTMAS SONGS

EITHER:  
CLOTHES FROM DANCE ...OR  
CHRISTMAS T-SHIRT

Respect - Responsibility - Honesty - Teamwork - Care



# SRC Values winners:

SRC would like to congratulate the following students for their excellent display of school values:

**Respect:** Juno - for always treating everyone equally

**Honesty:** Tristan - for always giving the whole story clearly and factually

**Teamwork:** Max - for following the rules

**Responsibility:** Harrison - for focusing on his work in class and being on task

**Care:** Blaike - for improving getting his morning jobs done by himself



Congrats to our latest group of amazing students.

Thankyou

By SRC Harry, Harrison, Hanna and Elsie

**COMIC BOOKS**

Yearbook... by order only!  
Please send order and  
payment by Mon Dec 2nd

**\$20**

KOOLUNGA  
PRIMARY  
-2024-

Respect - Responsibility - Honesty - Teamwork - Care

## First Aid

On the 31<sup>st</sup> of October we did First Aid training with Annie. We learnt how to do CPR on a baby and adult dummy.

First, the JP went in the library where Annie had set up.

After it was the uppers turn to go in the library to learn about First Aid. We went inside and met Annie and learned about DRSABCD and that means **D**anger, **R**esponse, **S**end for help, **A**irways, **B**reathing, **C**PR, **D**efibrillator and we got to practice this with a partner, but we didn't do actual CPR.

Next Annie taught us how to do CPR on an Adult dummy and an infant Dummy(baby) when you are doing CPR on an infant you only use two fingers. On the Dummy we learnt how to use the defibrillator in case of an emergency.

Then we had a partner, and we would practice DRSABCD and trying to wake them up and then we would roll them into the recovery position (you can save someone's life doing the recovery position on someone unconscious). When the lesson was finished, we helped Annie pack up and move her stuff to her car. She gave us bags which had a magnet for your fridge, pencils, a ruler, and a book about safety.

Overall, we learned a lot about safety and first aid. Thankyou Annie and we hope she can come again, it was lots of fun.

By UP girls

## The Recovery Position – By year 2-3 students

1. Look for danger
2. Go over to the person and say – are you okay, can you hear me?
3. Clap above their face twice
4. Tap their shoulders with the back of your hands
5. Squeeze their shoulders
6. Put your thumb on their chin and open their mouth to check if there is any thing I the way
7. Put your hand on their tummy to see if it is going up and down
8. Put the arm furthest away out
9. Put the other arm on their shoulder
10. Put the knee closest to you up to the sky
11. Roll them over
12. Uncross their feet
13. Gently tilt their head up





# Amazing Drumming Monkeys

In term 4 Friday 1<sup>st</sup> November Xavier and his daughter came to school to perform for the playgroup but the school kids also joined in. All the children were very excited!

First, they set up the stage on the grass, it looked awesome. When it was time for the show to start all the kids sat down on the mats and yelled out "WE ARE READY MONKEYS! Bongo and Kiko came out from behind the curtains. They started to drum and sing, Bongo played a drum that was like a bongo.

After that their friend Persie the Penguin came out and said he wanted to bungee jump into the pond from 6 meters high and get a plastic bottle that someone left there. He gave the bottle to Bongo when he finally got it and Bongo put it in the correct bin. They sang about animals that Kiko said when she was a DJ and we jumped up and danced around like crazy animals.

Next up a little yellow turtle (it was a toy) tried to bungee jump into the pond that Persie cleaned and on the first try he missed and Kiko and Bongo asked a brave adult to come and put him back on the platform, the brave adult was Miss Lloyd. She put it up and they tried like 9 more times and it still missed and every time the monkeys would say "Oh Miss Lloyd!" It was so funny and then finally the turtle made it in.

After, the adults handed us little bongos and we had to copy what bongo did on his drum and they said we did great. We got to ask the monkeys questions about them. Some adults took a photo of us at the end with the monkeys and we said bye. Thankyou monkeys for coming and Sarah Mulholland for organising it, we hope they can come again soon.

By UP Girls.







# SCIENCE

## NATURAL DISASTERS



In room 2 Science the students have been learning about the Earth, effects of natural disasters on the Earth and people's impact on our Earth. The challenge was to make an Earthquake proof bridge combining prior knowledge and to withstand a series of tests. These are the end results before the testing. Which bridge do you think will be Earthquake proof?



CHALLENGE

CREATE AN  
EARTHQUAKE PROOF  
BRIDGE





# WOODWORK



Respect - Responsibility - Honesty - Teamwork - Care



# Koolunga PS Term 4 2024

<u>Week</u>	Monday Date	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thurs</u>	<u>Fri</u>
<b>1</b>	Oct 14 <sup>th</sup>			SCHOOL PHOTOS		Every odd wk Mobile Library  Sat 19 <sup>th</sup> Oct KPS Fundraiser @ Mundoora Club
<b>2</b>	Oct 21 <sup>st</sup>					Every even wk Newsletter
<b>3</b>	Oct 28 <sup>th</sup>	Governing Council			St John's First Aid - Students	
<b>4</b>	Nov 4 <sup>th</sup>					
<b>5</b>	Nov 11 <sup>th</sup>					
<b>6</b>	Nov 18 <sup>th</sup>					
<b>7</b>	Nov 25 <sup>th</sup>					Blyth Cinema Road trip
<b>8</b>	Dec 2 <sup>nd</sup>	Governing Council	KPS CHRISTMAS CONCERT @ 7PM		Year 6 Transition to HS	Year 6 Transition to HS
<b>9</b>	Dec 9 <sup>th</sup>					Last Day T4 2.20pm Dismissal

# YEARBOOK!!!

Time to get those orders in!

We are pumping along well in our Yearbook production so far and we'd love you to share in our celebration of 2024.

If you'd like a copy (or two... or three!!) please return the order form below to the front office by the start of week 8 (December 2<sup>nd</sup>) which will be the start of printing week.

Anyone who isn't sure what the yearbook is all about please don't hesitate to pop in and have a look at past publications as an example.

Cheers,

SJ and the UP publishers



---

## 2024 Yearbook Order

I would like to purchase \_\_\_\_\_ yearbook(s) at **\$20 each**.

I enclose correct money totalling: \_\_\_\_\_

I have sent money via EFT totalling: \_\_\_\_\_

Name:

Signed:

\_\_\_\_\_

\_\_\_\_\_

Please return order forms by **Monday Dec 2nd**

Thanks for your support.

SJ

**Respect - Responsibility - Honesty - Teamwork - Care**