



Issue No 6

19th May 2021

# Smithton Primary School

RESPECT ❖ ENCOURAGE ❖ ASPIRE ❖ LEARN

DEPARTMENT OF  
EDUCATION  
*learners first*



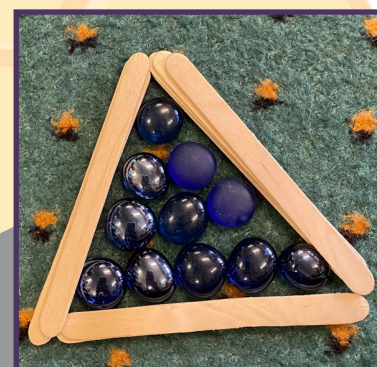
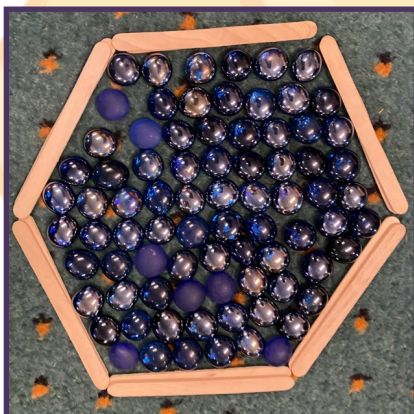
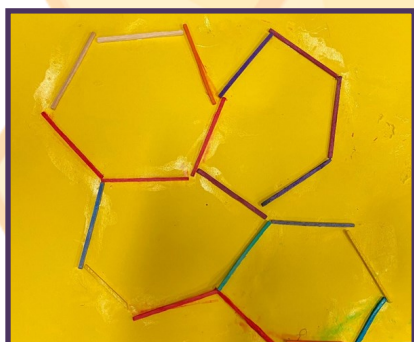
## Prep/1 Ryan

In Prep/1 Ryan we have been exploring beehives. We discovered beehive walls are made from hexagon shapes. We created hexagons and discovered they tessellate together, but we couldn't decide why they would use them. We decided to make some shapes and test out why bees might use hexagons in their beehives using the same amount of paddle pop sticks.

We made a square, a triangle and a hexagon and predicted how many gems would fit inside each shape and then measured them.

*Inside the square we fit 25 gems. Inside the triangle we fit 11 gems. Inside the hexagon we fit 80 gems.*

At the end of this experiment, we found that bees use hexagons because they are the strongest shape, they hold the most space and they tessellate together.



*Keep on going, we're half way there!!*

Here we are in the middle of Term 2! With plenty going on, we wish to thank our families for working with us to bring about the best outcomes for our students.

#### Assembly, 9:00am Friday 28th of May

We will be having a whole school (P-6) sharing assembly occurring next Friday. Another great opportunity for students to share some of what they have been doing in class. All welcome!

#### Engagement Hub Purpose

I often have questions from parents and community members about our Engagement Hub, or more specifically about our RTC and I thought it might be a good opportunity to explain what these are and how they work in our school. Our Engagement Hub is a place where students can go when they are not in the Green Zone. Remembering that in our school we use the Zones of Regulation (Blue, Green, Yellow & Red zones). There are good reasons for our students to find themselves in any of these four emotional zones. It is really important that we don't label students 'naughty' if they are not in the Green Zone. Green is the best zone for learning to occur in. Our Engagement Hub is set up so that any student at any time of the day can use this space to help them to apply strategies that will help them get into the Green Zone when they are not in that zone. Some common strategies used by our students include:

Audio – talking with a trusted adult, listening to music or wearing noise reducing earmuffs.

Exercise – a walk in fresh air, using our rowing machine, boxing or running.

Motion – sitting in our indoor swing seat, using the outdoor swing or balance boards.

Compression – wrapping in a blanket or in our Occupational Therapist recommended compression canoe.

Quiet and Space – finding a space to sit quietly away from others.

Concentration – using a fidget toy, playdough or other sensory item while they are listening.

Some of these strategies **can be done in the classroom**, while others require space away from people or specialised equipment (found in the Engagement Hub). The Engagement Hub is a combination of four spaces that each provide their own set of strategies to help a student return to the Green Zone (to help them regulate their emotions). Mr Tuxworth and Mr Williams are the two staff who are mostly in this space. Their job is to support students in this process. To get to the Engagement Hub, a student must first recognise that they are emotionally not ok (emotionally dysregulated) and need to apply a strategy. They may use a strategy in the classroom, but if that isn't possible, then they ask for a blue card. They then walk the blue card down to the Engagement Hub where the staff there will help them to apply strategies that they know help them.

Sometimes a student may not be in the Green Zone because they have done the wrong thing in the classroom or in the playground. In this instance they are sent to the Engagement Hub by a staff member where they will sit in the RTC (Responsible Thinking Classroom) section. The staff will talk them through the poor choices they have made and help them realise how to 'clean up the mess they have made.' This is using an approach called 'Restorative Practices.' Once there has been a chance to put things right (which varies in how long it takes), the student can return to learning. Sometimes if the issue is large, we choose to send the student home, suspend or isolate them somewhere in the school for the rest of the day.

#### Reporting and Parent/Teacher interviews

In Week 10, families will receive their Mid-Year Reports. At SPS, the way that we do this is that families book a time to come into our school to receive the report and speak with the student's teacher as a part of a Parent/Teacher interview. The interviews will occur on the 21<sup>st</sup>, 22<sup>nd</sup> and 24<sup>th</sup> June. Letters will be sent home shortly. This is a brilliant opportunity in the middle of the year (end of Term 2) to look at what is going well and what the future focus of the student will be for Term 3 and 4. Just a reminder though, if parents want to meet with their child's teacher, they can do this at any time by making a booking to see them after school or through a phone call. Communication between school and home is vital for all of our students to experience ongoing success with their learning.

#### A message specifically about the Principal

Over the next 6 weeks, I will be teaching one of the Year 5/6 classes in our school fulltime. Although this is not ideal, the decision has been made to ensure that the class has a level of consistency for this period of time. I would like the rest of the school community to know that for this period of time, I may not be as visible in the school as I would like to be. If you do need to speak with me, I want you to know that I really do want you to have access to myself, but it will need to be after school hours more often than not. Someone from the Leadership Team (Miss Hine, Michelle and Meredith) will be able to attend to urgent matters and you can always call the office and leave a message too. I always like to be honest, transparent and open about what is going on, so if anyone has any questions about this please feel free to ask.

Thank you for your ongoing support!

Josh Smith  
(Principal)



# 5/6 Walter

In 5/6 Walter the students have been engaging with new mathematical ideas and challenges to help them warm up their thinking. The students engaged with a mathematical problem we learnt during our teacher personal development day. The problem involved shape, multiplication and problem solving. The students had to work as a team to solve the problem, show their working out and give different explanations of how they worked out their answer. Students had to present their findings to the class and reflect on their understanding of the task. After that was completed, the challenge was ramped up, and the students had to use all their problem-solving skills to complete the next question. Full credit to all the students who gave it their best and did not give up.



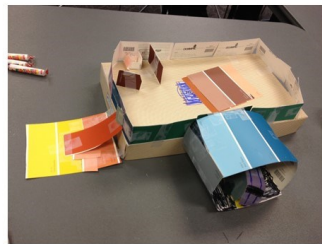
## STEAM

(Science, Technology, Engineering, Art and Maths)

Do you have any empty shoe boxes that you no longer need? The specialist class STEAM is wanting to use them to make some projects.

Please send them along to school to give to Mrs Charles or drop them into the office.

*Thank you*



## Lego Needed

Do you have any Lego lying around that you no longer require?

The STEAM specialist class is looking for donations of Lego to help run activities within the class.

If you are able to donate any Lego please drop it into the school office.

*Thank you for  
your support*



SPS Cross Country is on next Wednesday the 26th May. We ask that students bring a spare pair of sandshoes for the day.

Footy boots will not be allowed.





# Smithton Primary School

*We Care and Share*



## Early Years at Smithton Primary

Our Birth - 5 year old children enjoyed making Sand Playdough!

Remember if you are looking for something to do Launch into Learning Programs run Tuesday, Thursday and Friday mornings at 9am. We would love to see you.



### Tuesday

#### 'Mother Goose'

Age: Birth – 5 year olds  
9am-10am

A fun and interactive time to develop oral language and pre-literacy skills through songs, rhymes, stories and movement.

*With Miss Maddie Hine*

### Thursday

#### BeeActive

Age: Birth – 5 year olds  
9am – 10:30am

Families and children playing and working together to develop their gross motor skills.  
*With Miss Isobel Latimer in the Kinder Koala Room.*

### Friday

#### Launchpad

Age: Birth – 5 year olds  
9am – 10:30am

Families and children playing and interacting together – This is also a great opportunity for children and families to familiarise themselves with school routines.

*With Miss Hayley Koehler in the Kinder Koala Room.*



## Walk Safely to School Day

Last Friday was Walk Safely to School day. Schools across Australia participate in this event to highlight the importance of walking safely to school and near our roads. It was a very chilly morning and there was a very big chance of rain, but Mr Smith said 'Let's go!' So, eight teachers, about 50 students, a few parents and Pokey our Story Dog walked to school from three different locations.

We only got a little bit wet and everyone enjoyed the opportunity to walk and talk together to reach school safely.

Thank you to Mrs Moles for greeting us with a big smile and a hello when we arrived at the crossing.



# Dates To Remember

## MAY

<b>Every Tuesday</b> - 9:00am to 10:30am	Mother Goose – <i>Birth to 5 years</i>
<b>Every Thursday</b> - 9:00am to 10:30am	BeeActive - Age Birth to 5 years
<b>Every Friday</b> - 9:00am to 10:30am	Launchpad – <i>Birth to 5 years</i>
<b>Thursday 20th</b> - 6pm	School Association
<b>Wednesday 26th</b>	SPS Cross Country
<b>Friday 28th</b> - 9:00am	School Assembly

## JUNE

<b>Every Tuesday</b> - 9:00am to 10:30am	Mother Goose – <i>Birth to 5 years</i>
<b>Every Thursday</b> - 9:00am to 10:30am	BeeActive - Age Birth to 5 years
<b>Every Friday</b> - 9:00am to 10:30am	Launchpad – <i>Birth to 5 years</i>
<b>Tuesday 1st</b>	School Photos
<b>Thursday 10th</b>	CHSSSA Cross Country (Edith Creek)
<b>Monday 14th</b>	Public Holiday - Queen's Birthday
<b>Tuesday 22nd</b>	All school Cross Country (Launceston)
<b>Wednesday 30th</b> - 9:00am	School Assembly

SMITHTON PRIMARY SCHOOL


## SCHOOL PHOTO DAY

TUESDAY 1ST JUNE


There are spare envelopes at the office for additional parents/carers.  
Family photo envelopes can also be collected from the office for parents who wish to purchase family photos.

Please return envelopes to the school even if your child is not having photos taken.

Payment is to be made prior to the day.




## Cross Country Sausage Sizzle



Parents & Friends are cooking sausages at lunch time at the Cross Country next Wednesday.

Come and grab a sausage \$2 each



## Sleep Series: Sleep and Screen Time

Technology use is on the increase with online social interactions and screen time replacing real world interactions. For this reason, it is often difficult to get children and adolescents off their devices. This late-night technology use is contributing to later sleep times and reduced quality of sleep.

Body clocks are sensitive to the blue light that backlit devices like phones and tablets emit. This light tricks our body clocks into thinking it is still daytime and this reduces the amount of melatonin, our sleep hormone that is released near bedtime. So, device use near bedtime can make it harder to get to sleep for both adults and children.

Using devices to play games or communicate with friends increases mental stimulation, making it difficult to wind down around bedtime or to get back to sleep when sleep is interrupted during the night. Negative online social interactions can also contribute to feelings of anxiety and worry which can make it harder to sleep.

### **How can I encourage safe, healthy technology use to improve my child's sleep & wellbeing?**

Putting in place some guidelines surrounding technology use at bedtime. Children and adolescents need help with regulating their behaviour and understanding the harmful effects of disturbed sleep.

Remove screens and technology from the bedroom. The bedroom should ideally be preserved for sleeping only so that it is perceived by the brain as a calm place - this helps children and young people to switch off and feel sleepy.

Establish a nightly 'wind down' routine with your child or adolescent. As part of this wind down routine, create a calm environment and replace device usage in the hour before bed with a relaxing routine or reading. This can help to reduce stress and anxiety, making it easier to feel sleepy.

Limit exposure to bright light. Children and adolescents body clocks are sensitive to light, in particular blue light, reducing the amount of 'sleep hormones' that are released around bedtime. Lower the brightness on devices in the evening hours and use applications that block out blue light on phones and tablets if your child is going to be using a device.

Model good behaviours. Children and adolescents learn by observing the behaviour of others (parents, siblings)

If you would like more information on sleep please go to [www.sleepfoundation.org.au](http://www.sleepfoundation.org.au)



# HEAD LICE (NITS)

IN TASMANIAN GOVERNMENT SCHOOLS

DEPARTMENT OF  
EDUCATION  
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## Did you know?

**As parents or carers, you have the primary responsibility for detecting and treating head lice.**

If your child has head lice, you must treat your child with a recommended treatment. Your child may return to school after treatment has begun.

## What are head lice?

- Head lice have been around for thousands of years. Anyone can get head lice. It doesn't mean you are dirty or have dirty hair, head lice don't care whether hair is clean or dirty.
- Head lice are small, wingless, blood sucking insects. Their colour varies from whitish-brown to reddish-brown. Head lice only survive on humans. If isolated from the head they die very quickly (usually within 24 hours).
- People get head lice from direct head to head contact with another person who has head lice. Head lice do not have wings or jumping legs so they cannot fly or jump from head to head. They can only crawl.

## Where to start

To help prevent the spread of head lice, we ask that you:

- Notify your child's school as soon as you detect head lice or nits in your child's hair
- Take advice as to the best treatment for your child and family and follow the pharmacist's instruction.

## What your school will do

- The school will notify you if there is reason to believe your child has head lice.
- The school will notify parents if there are known cases of head lice in a particular class and ask parents to check their children's hair.
- The school will not administer treatment to your child.

## Tips

- The lice themselves are hard to spot, but look out for brown or grey insects about the size of a match head that lurk at the roots of your child's hair.
- A nit will not easily come off the hair but dandruff will.
- Teach your child not to share brushes, combs, hats, swimming caps or hair bands.
- Braid long hair, or tie it back while your child is at school.

## Where can I get more information?

- A pharmacist or doctor.
- Talk to your child's teacher or principal.
- Visit the Department of Education website: [www.education.tas.gov.au](http://www.education.tas.gov.au)
- Visit the Department of Health and Human Services website: [www.dhhs.tas.gov.au](http://www.dhhs.tas.gov.au)

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State of Tasmania (Department of Education)

Department of Education



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