

# Respect Responsibility Courage Persistence



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## STANSBURY PRIMARY SCHOOL

NEWSLETTER 15

22/09/17

TERM 3 WEEK 9 2017

### DATES TO REMEMBER

<u>Date</u>	<u>Event</u>
Wednesday 27 <sup>th</sup> September	Vet Visit R-7
Thursday 28 <sup>th</sup> September	Welcome Minlaton Kindy Children
Friday 29 <sup>th</sup> September	Interchurch Tuck Day
Friday 29 <sup>th</sup> September	Seahorses Assembly 1:45, End of term 2:10
Monday 16 <sup>th</sup> October	First day of Term 4
Monday 13 <sup>th</sup> November	Governing Council
Tuesday 21 <sup>st</sup> November	NRM Day Warooka
Monday 11 <sup>th</sup> December	Governing Council
Wednesday 13 <sup>th</sup> December	Active Ed, Presentation Night, Disco
Thursday 14 <sup>th</sup> December	Active Ed.
Friday 15 <sup>th</sup> December	End of term 2:10

### ATTACHMENTS

*Australian Curriculum, General Capabilities –  
Critical and Creative Thinking.*

*Kindy transition visits.  
Sharks Class Cooking*

*WHS: Please be reminded that it is illegal to smoke within 10 meters of the school perimeter. Breaches of this state law incur a fine. In addition, it is not appropriate to have alcohol at the school at pick up or on the site at any time. Please be respectful of our students and the good reputation of our school.*

### FROM THE PRINCIPAL

Dear Families,

The sun is shining and the holidays are coming. Track pants are being replaced by summer shorts as the weather warms up. Last week we hosted an NRM visit with senior students walking along the Back Beach identifying bird life. Students devised plays, quizzes and board games to teach each other about the mallee fowl, one of the endangered species found at Innes National Park. Next term students will visit Warooka.

For the last three days of term, we welcome Sarah Haycock on Work Experience from Yorketown. As Term 4 begins, we will be welcoming UniSA student Chloe Whittaker who is on placement in the Seahorses class for the first four weeks of term. Chloe has been visiting our school this week in preparation for her placement.

There is a buzz of activity around the school at the moment with the damaged matting under the play equipment being repaired this week and the new router installed to enable NBN connectivity. The new handrail and fence for the central steps are due to be installed in the school holidays so we are looking forward to returning from the break with these scheduled works completed.

This week Year 7 students from throughout the Southern Yorke Partnership attended an excursion to Adelaide where they had a tour of Adelaide Oval before going to Bounce, an opportunity to be with other Year 7 students who are transitioning to high school next year. Details of the transition program into Reception at Stansbury Primary are included with this newsletter. Students are excited about the new friends who will become part of our school family in 2018.

Joyce Dinan  
Principal

# Sharks Cooking



*Cooking creamy chicken pasta, using the broccoli and spinach from our garden. Friday week 7*



*Harvesting*



*Whisking eggs*



*Oven ready*



*Enjoying that Decky?*



*Quiche Yum!!  
Friday week 8*



## Reception Transition Program 2017

# STANSBURY PRIMARY SCHOOL



Thursday 2nd November—Transition visit 8:45-11:05.

Thursday 9th November—Transition visit 8:45-11:05

Thursday 16th November—Transition visit 8:45-1:30

Thursday 23rd November—Transition visit 8:45-3:10

During the first visit (2/11/17) parents are invited to stay and have a tour of the school, meet with the Principal, Office Staff, the Pastoral Care Worker and Teachers as parents also transition to our school.



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**Principal : Joyce Dinan**

# Australian Curriculum general capabilities

## Information for parents and carers

LITERACY

NUMERACY

INFORMATION &  
COMMUNICATION  
TECHNOLOGY (ICT)  
CAPABILITY

CRITICAL AND  
CREATIVE  
THINKING

PERSONAL &  
SOCIAL  
CAPABILITY

ETHICAL  
UNDERSTANDING

INTERCULTURAL  
UNDERSTANDING

## Critical and creative thinking

The Australian Curriculum general capabilities are designed to develop the knowledge, skills, behaviours and dispositions that help children and young people live and learn successfully now and in the future. The capabilities are developed through the learning areas from reception to year 10.

Critical and creative thinking is essential for students to become successful learners. This general capability has 4 main parts:

- posing questions, gathering, organising and processing information and ideas
- imagining possibilities, suggesting alternatives, seeking solutions and putting ideas into action
- talking about and giving reasons for their thinking and applying knowledge in new situations
- applying logic and reasoning, drawing conclusions and designing a course of action, and evaluating procedures and results.

During their primary and high school years, students develop critical and creative thinking as they imagine possibilities, consider alternatives, and create innovative solutions. They apply logic and reasoning to develop a course of action, and weigh up the consequences.

For example, in design and technology, year 9 and 10 students analyse social, ethical and sustainability factors that have an impact on their designed solutions, including the production processes involved.

Another example is in the learning area of humanities and social sciences, where students consider social, environmental, economic and community issues and make plans for personal or group action. For example in geography, year 7 students think critically and creatively to propose actions to create future water security.

In mathematics, students learn that there is more than one way to approach mathematical problems, and develop and use a range of different strategies for problem solving. Students pose questions, and organise and summarise data sets. They interpret their results and draw conclusions based on the evidence. For example, in year 5 students may collect and analyse data about traffic around their school which might inform the local council about the need for a school crossing.

You can help your child develop critical and creative thinking by:

- encouraging them to explore, come up with questions and find out how things work
- asking them to think of different ways to solve problems
- providing choices of activities that involve planning and decision making
- asking them to describe their thinking and give reasons for it
- showing them it is OK to make mistakes
- sharing your mistakes and what you learnt from them
- valuing their ideas and efforts.

Find more information at [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)



Government of South Australia

Department for Education and  
Child Development