

# Southern Cross Early Childhood School



Newsletter 10 | Monday 27 June 2022

Respect | Resilience | Kindness | Creativity

## DATES TO REMEMBER

**Monday 27 June – Friday 1 July**  
**Family-Educator Meetings**

**Wednesday 29 June**  
**Staff Planning Day**

**Friday 1 July**  
**Last day of Term 2**

**Monday 18 July**  
**Term 3 starts**

Dear families and friends

We made it! Week 10 of term 2! Thanks again to our entire community for being so supportive and understanding, especially around staff absence and keeping your children at home when they have not been well.

## Reports

We hope that you all received and have read the school reports which were sent home last week. I would like to thank our staff for the amazing efforts they put into preparing the reports for our children and their families. The Education Directorate had given schools the option of not including a comment to reduce workload for teachers during this challenging time. Our staff have worked so hard to ensure all families received a comment to provide detailed information about the learning that has happened in semester 1.

## Family-Educator Meetings

We value the opportunity to meet with each family to collaborate and work in partnership with you to support your child's learning. This is an opportunity for our families to discuss their child's report in more detail. If you haven't had the chance to book in for one of these, please use the Google Form that Nicole emailed to everyone last week. Alternatively, email your child's teacher to make a time. Our leadership team will be around and popping into these meetings when we can. If for any reason you are unable to make your meeting, please email your child's teacher or Nicole as soon as you can. This is much appreciated.

## Affiliated Schools

Southern Cross Early Childhood School is a 2022 Affiliated School. This means that we are partnering with UC in several different ways. In term 1 we hosted a university tutorial here at Southern Cross and we are again, for a second year, involved in the Teachers as Researchers initiative. We are also one of six schools to be a part of the Physical Education through Physical Literacy (PEPL) initiative. Sophie Newton is specialist from UC who comes to deliver exemplary physical education sessions for our year 1/2 classes. Our teachers learn from Sophie and incorporate their new knowledge into other PE sessions across the week. Please see our school Facebook page where information about this initiative has been shared today. More information has been shared below.



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Southern Cross Early Childhood School acknowledges that our children learn on Ngunnawal Land.

## P&C

I wanted to thank the P&C for the amazing Pie Drive they ran in week 8. A special thank you to Sweet Bones Café and to Hudsons Catering for partnering with our P&C for the Drive. I know a lot of us ate very well last week! It is lovely to be able to support our community in this way.

I would like to wish everyone a safe and happy holiday break. Stay warm and well and we will see you all on Monday 18 July for Term 3.

Warm regards

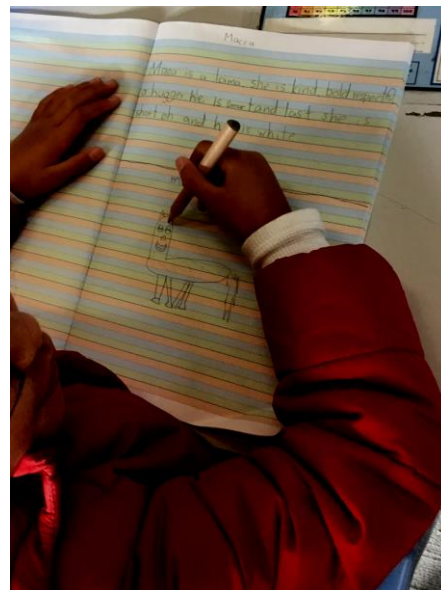
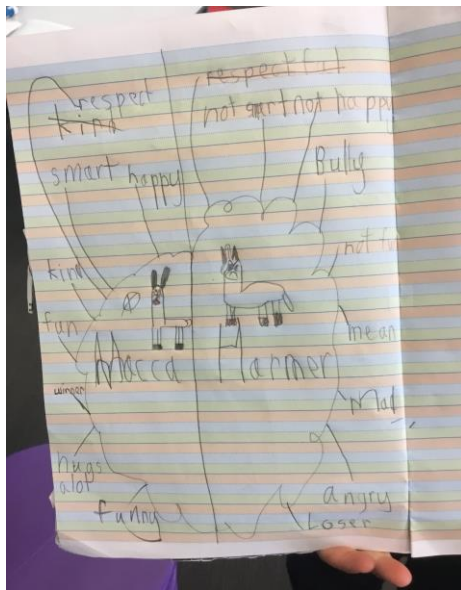
Kelly

## From Southern Cross

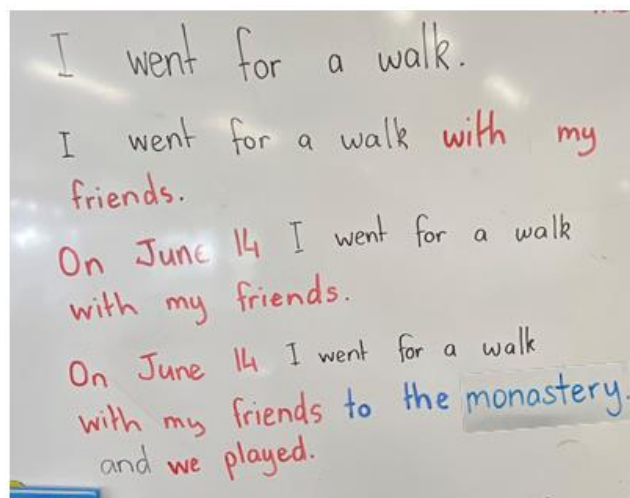
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### Writer's Workshop – Year 1/2

In Writer's Workshop, Wirria have been learning how to describe characters. We read Macca the Alpaca by Matt Cosgrove and described Macca and Harmer. Here are some of Wirria's thoughts about how to describe the characters during Writer's Workshop.



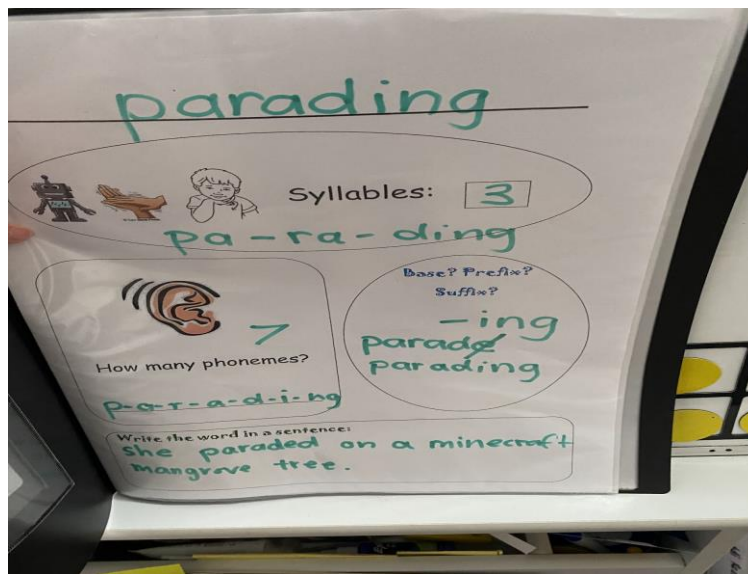
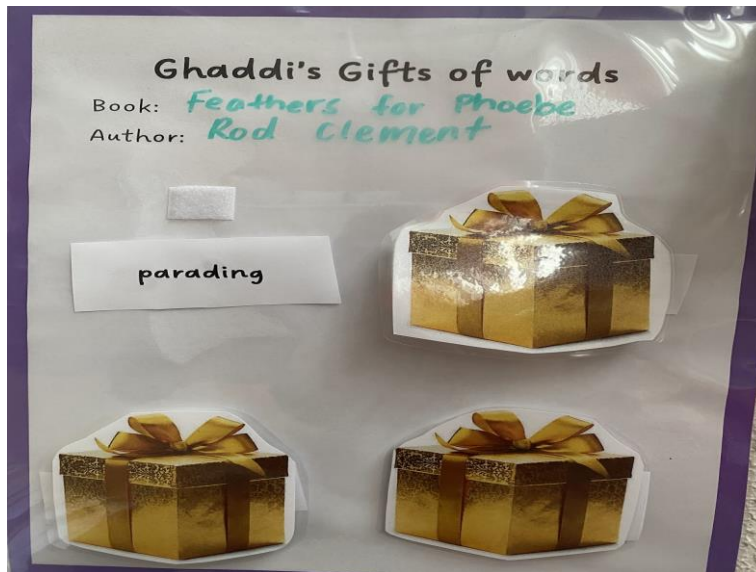
Gudamang has been learning about how they can make a sentence more interesting by adding detail, like where, when, who else was there and what you did there. We had a go at expanding this sentence together to make it more interesting by adding more and more detail.



Ghaddi have been exploring the language that authors give us in their stories. These 'gifts' help us to expand our vocabulary so that we can create more interest within our own writing.

When students discover these words, we explore them more deeply by looking at ways to manipulate the word. In particular, Ghaddi have worked hard to increase their knowledge of syllables and suffixes.

These skills support us to make a link between our reading and writing.



Dyirrigurat has been looking at different parts in words during our Reader's and Writer's Workshop time. We have been practising the chunking strategy, which has helped us to identify lots of interesting parts in words.



## University of Canberra Physical Education Program at Southern Cross - Years 1/2



From balancing on stilts to bouncing balls on domes or beams, students of Southern Cross Early Childhood School have been learning the Fundamental Movement Skills (FMS) of gymnastics this term. FMS are the basic movement skills students should develop in early childhood, giving them the confidence to participate in team sports as they get older.

*“Students come through to my class in Year 5 and they can’t even throw and catch a ball and they get embarrassed because they haven’t developed those basic movement skills they should have in lower primary” - Year 5 teacher*

The aim is to upskill classroom teachers to deliver ‘quality Physical Education (PE)’ by observing the Specialist Health and Physical Education Teacher and recent graduate from

the University of Canberra. Sophie wears GoPro technology strapped to her chest to film the lessons that the Year 1/2 classroom teachers can view and learn from, re-enacting the lessons in their own class time.

*“I have been teaching for 20 years and it has just given me another way to view and look at the basic fundamental skills” – Year 2 classroom teacher*



Even better, the lessons are student directed, where students have ownership over their own learning and improve their vocabulary by using terms such as static, dynamic, locomotion and spatial awareness. The goal this term is for students to reach ‘mastery’ of 12 gymnastics skills. To do this, students set up the activities, work at their own pace, choose which skills they would like to work on and the duration, being free to practice different skills at any point in the lesson.

*“The level of engagement has changed because they have ownership over what they want to do” – Year 2 classroom teacher*

Importantly, students self-assess their level of mastery according to skill criteria presented through videos, images and words by using different coloured stamps to match their achievement level, marking their progress on personalised charts that will be sent to their classroom teacher.

At Southern Cross, I have noticed a positive shift in students’ physical capabilities and attitudes towards PE. From students setting up the activities with their families at home, to balancing on a beam with one foot while bouncing a tennis

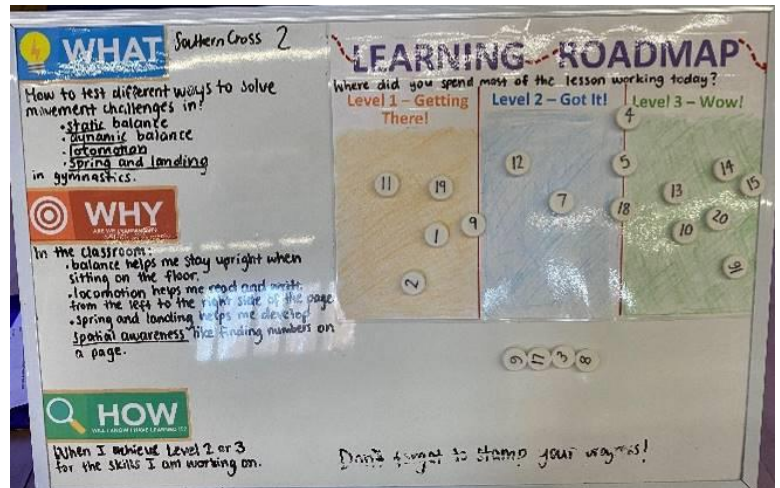


ball multiple times using their non-dominant hand, blind folded, AND a beanbag on their head! Here are some comments from students:

*"Mastery means getting really good at something, but it takes lots of time to get there"*

*"The activities were just right for me because in a few different activities, I found little problems with my body, and I started learning which leg I could kick with best and I also managed to learn that I can also use my left hand or my left leg"*

*"...it's like combining sports with activities and going to the harder ones, where you get to know that activity and you start to remember how to do things and find out what else you can do"*



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## Southern Cross P&C

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It's week 10 already and school holidays are just around the corner!

### Pie Drive

Thank you to everyone who purchased goodies from our Pie Drive fundraiser and to Hudson's Catering and Sweet Bones Café for participating once again. Please continue to support these two wonderful local businesses.

We have already been enjoying cookies and Cinnabons and are looking forward to some easy and delicious meals with family and friends over the school holidays!

Together we raised \$558 to support the SCECS P&C and Anglicare.

### Treehouse and preschool playdates

A big thank you to everyone who joined us for the treehouse playdate last Thursday and preschool playdate at Tester Park yesterday, and a huge thank you Frances Stewart for organising!

Many families commented that it was so nice to be able to all catch up, see old friends, and meet new friends.

The P&C is hoping to re-engage with SCECS families after a difficult few years so keep an eye out for more playdates next term. If you have any feedback or other suggestions for getting to know our school community, please send us an email ([scecsbandc@gmail.com](mailto:scecsbandc@gmail.com))!

## Save the date Monday 1 August, 7pm – First P&C meeting for Term 3

Each term the P&C holds two meetings, one in week 3 of term and another in week 8 of term. The first meeting for Term 3 will be on **Monday 1 August at 7pm in the school staff room**. If you would like to come along, or have anything you would like to discuss, please email the P&C Secretary [scecs pandc.secretary@gmail.com](mailto:scecs pandc.secretary@gmail.com).

We hope everyone has a safe and happy holiday period.

See you in Term 3!

Patty and Katherine  
Co-Presidents, SCECS P&C

# Community Information

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## ACT Nutrition Support Service

### Creating good relationships with food for children

Having a healthy relationship with food means enjoying a wide variety of foods without feeling any guilt or intimidation around certain foods. How we perceive food as adults stems from our childhood experiences with food. The more positive our experiences around food as a child, the more likely we are to have a healthy relationship with food as an adult.

Children start forming their relationships with food from birth and are influenced by their families and carers.

### Tips to help children have a healthy relationship with food

- Offer children a wide variety of age-appropriate foods.
- Remember that there is more to food than just taste!
  - children also rely on smell to determine if food is appealing
  - children use visual cues to decide if a food tastes good or not, including the reactions of others to that food.
  - previous positive experiences with healthy food such as in stories and songs or art and craft can create positive perceptions of those foods even if they have not been tried before.
- Eat with children – show them how to eat a wide variety of foods. Children are looking to adults for cues on how to eat and this assists with the development of table manners too.
- Avoid using words like ‘good’ or ‘bad’ when discussing food. Choose words like ‘everyday’ or ‘sometimes’ instead.
- Avoid any focus on weight – children can learn quickly that excess weight is undesirable or unattractive from parent’s comments. This can lead to poor body image as an older child, teenager and adult. Use words like ‘strong’ and ‘healthy’ to describe bodies.



- Expect some fussy eating from children – it can take up to 15 - 20 tastes of a new food for it to become accepted.
- Allow children to have some input on meal choices and involve them in the preparation of the meal. Small children can help set the table and older children can assist with chopping and peeling vegetables.
- Keep calm and aim for relaxed mealtimes.



<https://www.actnss.org/home/nutrition-info-hub/creating-good-relationships-with-food-for-children/>

## GET INTO WOODWORK THESE SCHOOL HOLIDAYS

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