



WILLUNGA PRIMARY SCHOOL

CONNECT | ASPIRE | RESPECT | EMPOWER

NEWSLETTER | TERM 2 WEEK 6.

JUNE 5, 2024



*Bush Tucker Garden
Opening Ceremony
page 5 »*

"Together we thrive"

Key Dates

King's Birthday Public Holiday
Mon 10 June

Zoo Excursion 25A, 25B & 25D
Thur 13 June

RAA StreetSmart Whole School
11 & 18 June

Kidzbiz (Year 5/6)
18 & 25 June
2 July

AFL MAX Excursion
Mon 24 June

Reports Home
Wed 3 July

Social Media and Age Restrictions

By Melanie Jones
Principal

In our digital era, social media platforms like Instagram, TikTok, Snapchat, and Facebook are central to the lives of many young people. These platforms offer opportunities for connection, creativity, and self-expression. However, they also present challenges that can affect mental and emotional well-being.

The eSafety Commissioner, Australia's national independent regulator for online safety, provides critical guidance on managing these

challenges and underscores the importance of adhering to age restrictions on social media.

Social media can offer several benefits:

- **Connection and community:** it allows young people to maintain relationships with friends and family, fostering a sense of belonging.
- **Access to information and resources:** platforms provide access to educational content, news, and resources that support academic and personal growth.
- **Creative expression:** social media offers outlets for young people to express themselves through various forms of art, enhancing their creativity.



Government of South Australia
Department for Education

From the Principal's Desk



The Impact of Social Media on Young People and the Importance of Age Restrictions (cont.)

Challenges and Concerns

The eSafety Commissioner highlights several key concerns associated with social media use:

- **Mental health:** excessive social media use can lead to anxiety, depression, and feelings of loneliness. The pressure to present a perfect image and constant comparison with peers can result in low self-esteem and body image issues.
- **Cyberbullying:** the anonymity and distance of the internet can lead to cyberbullying, which can have severe emotional consequences for young people.
- **Sleep disruption:** using social media before bedtime can disrupt sleep patterns. The blue light emitted by screens can interfere with melatonin production, affecting sleep quality and overall health.
- **Privacy risks:** Sharing personal information online can expose young people to privacy risks, as they may not fully understand the long-term implications of oversharing or how to protect their digital footprint.

Importance of Age Restrictions

Most social media platforms have age restrictions designed to protect young users. These restrictions are critical for several reasons:

- **Developmental appropriateness:** Younger children may not have the emotional or cognitive maturity to navigate the complexities of social media, such as managing negative interactions or understanding privacy settings.
- **Exposure to inappropriate content:** Age restrictions help shield younger users from content that may be inappropriate or harmful, including violence, explicit material, and misinformation.
- **Data privacy:** younger users are more vulnerable to data privacy issues. Age restrictions help limit the exposure of personal data to potential misuse.

The eSafety Commissioner emphasises the importance of adhering to the following age restrictions:

Facebook and Instagram: Minimum age requirement of 13

TikTok: Minimum age requirement of 13, with additional privacy protections for users under 18

Snapchat: Minimum age requirement of 13

YouTube: Minimum age requirement of 13 for a personal account; YouTube Kids is available for younger children with parental supervision

To ensure safe social media use among our young people, the eSafety Commissioner provides several recommendations:

- **Open communication:** have open discussions about social media use, encourage your child to share their online experiences and any negative encounters.
- **Set boundaries:** establish healthy screen time limits to ensure social media does not interfere with essential activities like sleep, study, and exercise.
- **Critical thinking:** teach young people to critically evaluate online content and understand the difference between online personas and reality to reduce the pressure of comparison.
- **Promote positive use:** encourage the use of social media for positive purposes, such as learning new skills, connecting with supportive communities, and engaging in meaningful conversations.
- **Digital literacy education:** incorporating digital literacy into the school curriculum equips students with skills needed to navigate the online world safely and responsibly. The eSafety Commissioner offers resources and programs that support this education.

Social media can be a powerful tool for connection and creativity when used responsibly. By understanding its potential impacts and adhering to age restrictions, young people can enjoy the benefits of social media while safeguarding their well-being. The eSafety Commissioner's guidelines and resources are here to help young users navigate the digital landscape safely.

For further resources and support, please visit the eSafety Commissioner's website <https://www.esafety.gov.au/>

From the Principal's Desk (cont.)

FACEBOOK
Age Requirement: 13 YEARS AND OLDER; Messenger, a part of Facebook, follows the same age requirement as Facebook, set at 13 years.

REDDIT
Age Requirement: 13 years and older

KIDS MESSENGER
Age Requirement: 6 years and older
Note: Kids Messenger, a safer messaging app designed for children, allows kids aged 6 and above to safely communicate with approved contacts.

TIKTOK
Age Requirement: 13 years and older

WE CHAT
Age Requirement: 16 years and older

YOUTUBE
Age Requirement: 13 years and older (to create an account), 18 years and older for some features
Note: YouTube's terms of service state users must be at least 13 years old to create an account

SNAPCHAT
Age Requirement: 13 years and older

INSTAGRAM
Age Requirement: 13 years and older

Please ensure you are monitoring your children online. To help keep your children safe legal age restrictions are in place for many social media platforms set at 13+ minimum age. If you would like more information this can be found on the eSafety Commissioner website: <https://www.esafety.gov.au/parents/issues-and-advice/are-they-old-enough>

Principal's Quote of The Week

Never stop learning because life never stops teaching.

–Kirill Korshikov

School Calendar

<https://willungaps.sa.edu.au/calendar/>

Rhythmic Rumlbers

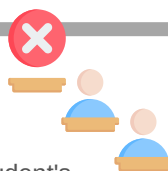
Congratulations to Bodey Jackson who has been successful in gaining a position in the Festival of Music Rhythmic Rumlbers based at Gilles Street Primary School. The Rhythmic Rumlbers rehearse weekly in preparation for the opening act at the Festival of Music concert series. We look forward to following Bodey's journey and wish him well.



Volunteer's Morning Tea

On Wednesday 22nd May, we held a morning tea to say THANK YOU to our wonderful volunteers. Volunteers received a small gift as a gesture to show how much we value each and every one of them. The fantastic support these volunteers offer to our school is much appreciated and we are very grateful.

School Attendance



Regular school attendance is the cornerstone of a student's academic success and personal development. Each day in the classroom offers opportunities for learning, collaboration, and growth. Consistent attendance ensures students not only grasp fundamental concepts but also build upon them progressively. Beyond academics, daily attendance fosters social connections and interpersonal skills, nurturing a sense of belonging within the school community. Every day absent represents a missed opportunity for growth and learning. However, if your child is feeling unwell, we kindly ask that you keep them home to rest and recover. Not only does this allow time to recover, it also helps prevent the spread of illness to peers and teachers.

Building attendance habits:

- Arriving early or on time can boost your child's confidence and get them in the right frame of mind for learning and achievement.
- Arriving late or leaving early can lead to gaps in learning or missed social activities.
- Learning is a progressive activity. Each day's lessons build on the previous day's lessons.
- School is often the first place a child learns why being on time is important.
- Being punctual and having good attendance helps develop other good habits at school and later in life at work.

Student Wellbeing

Managing Emotions + Behaviours

by Julie Dunn, Deputy Principal

Parenting is a journey filled with joy, challenges, and growth. One of the critical aspects of parenting is helping our kids manage their emotions and behaviours. Two techniques that can be immensely helpful are "Name It to Tame It" and "Connect to Redirect." These methods, rooted in neuroscience and psychology, are tools to support your child's emotional development and foster positive behaviour.

Understanding "Name It to Tame It"

"Name It to Tame It" is a phrase coined by Dr. Daniel Siegel and Tina Payne Bryson in their book, "The Whole-Brain Child." This technique is based on the idea that when children are overwhelmed by emotions, helping them label their feelings can reduce the intensity of those emotions.

Here's how it works:

1. **Recognise:** when your child is upset, first recognise that they are experiencing strong emotions. This might manifest as crying, yelling, or sulking.
2. **Validate:** acknowledge their feelings without judgment. Say something like, "I see you're very upset right now."
3. **Label:** help your child put their feelings into words. You might say, "It seems like you're feeling really angry because your toy broke." This engages the child's prefrontal cortex, helping them process and regulate their emotions more effectively.

By naming the emotion, kids begin to understand and articulate their feelings, which can reduce emotional intensity. This not only calms them down but aids in emotional literacy, helping kids to handle future emotional challenges better.

Implementing "Connect to Redirect"

"Connect to Redirect" is another valuable technique discussed by Siegel and Bryson. It involves connecting with your child emotionally before attempting to correct their behaviour. This approach ensures the child feels understood and supported, making them more receptive to guidance.

Here's how to apply this method:

- **Connect:** when your child is misbehaving, first connect with them emotionally. Get down to their eye level, use a gentle tone, and acknowledge their feelings. Eg, "I see you're frustrated because it's time to stop playing and go to bed."
- **Empathise:** this might involve saying, "I know it can be hard to stop doing something fun."
- **Redirect:** once connection is established, gently guide. Offer alternatives or suggest a positive action. For instance, "How about we read a favourite story before bed? That way, you can still have some fun time."



Combining "Name It to Tame It" with "Connect to Redirect"

These techniques can be used together to create a powerful parenting strategy. Here's a scenario illustrating their combined use:

Imagine your child is throwing a tantrum because they can't have a biscuit before dinner. Here's how you can apply both techniques:

1. **Connect:** kneel down to your child's level and make eye contact. Say, "I see you're really upset right now."
2. **Name It:** continue with, "It sounds like you're feeling angry because you really wanted that cookie."
3. **Empathise:** acknowledge their feelings by saying, "I understand. Biscuits are yummy, and it's hard to wait."
4. **Redirect:** offer an alternative, "How about we draw a picture of a biscuit, and after dinner, you can have one?"

By naming the emotion, you help your child understand and manage their feelings. By connecting and showing empathy, you create a supportive environment that makes your child more willing to listen to your guidance.

Benefits of These Techniques

- Emotional intelligence: children learn to identify and articulate their emotions, which is a crucial skill for emotional intelligence.
- Stronger parent-child bond: these techniques foster a deeper connection between you and your child, building trust and mutual respect.
- Better behaviour management: children who feel understood and supported are more likely to respond positively to guidance and correction.
- Reduced emotional outbursts: by helping children manage their emotions, these techniques can reduce the frequency and intensity of emotional outbursts.

"Name It to Tame It" and "Connect to Redirect" are invaluable tools for parents seeking to nurture their children's emotional and behavioural development. By combining these approaches, parents can create a supportive, empathetic, and effective parenting style that promotes emotional intelligence and positive behaviour in their children.

Remember, the goal is not just to correct behaviour but to build a foundation of understanding and connection that will benefit your child for a lifetime.

Bush Tucker Garden Opening

Reconciliation Week – Now more than ever

Reconciliation Week began with a powerful and moving Smoking Ceremony to open our beautiful new Bush Tucker Garden. The traditional ceremony served as a way to pay respect to the land, ancestors, and the community.

The aroma of Saltbush filled the air as Corey from the Living Kurna Cultural Centre, shared his culture with us. The First Nations students from our school participated in the ceremony. Emmie, our eldest First Nations student and Sienna, one of our youngest First Nations students, cut the ribbons to the entry ways to the garden and it was declared officially open.

This garden is a living classroom, filled with native plants that have been used by Indigenous peoples for thousands of years for food, medicine, and tools. This beautiful space will give students an opportunity to learn about the various plants, their uses, and the sustainable practices associated with bush tucker. The garden serves as an educational resource for now and into the future.

Across the week, students from all year levels had the opportunity to engage in a hands-on cooking activity, making and tasting delicious bush tucker cookies, specifically wattle seed biscuits. Each class participated in creating a framed art piece that included a personalised Acknowledgement of Country. This creative exercise not only allowed students to express their artistic talents but also deepened their understanding of the importance of acknowledging and respecting the Traditional Custodians of the land. The artworks are now proudly displayed in each classroom and we will be sharing these at future assemblies.

Throughout the week, students immersed themselves in First Nations culture by reading books authored by Indigenous writers and playing traditional games. These activities provided valuable insights into the stories, wisdom, and playful spirit of First Nations communities, fostering a deeper appreciation and respect for their cultural heritage.

Reconciliation Week reminds us all of the importance of understanding, respecting, and valuing the cultures and histories of First Nations peoples. As we move forward, we remain committed to taking meaningful actions towards Reconciliation, ensuring that these values are woven into the fabric of our school culture. Thank you to everyone who participated and contributed to making this week a memorable and impactful one as we continue to walk together on this journey towards a more inclusive and united community, “Now more than ever.”



Pastoral Care Worker News



BY SUE CAMAC

Well done to our the students who entered our 1st Sustainability Fashion Show. I am grateful to **Adelaide Fashion Designer Kalila from Kalila & NaMOI** who not only judged the event but also went into great detail as to why she chose the designs she did. Here's a photo of our winners.



Lego Masters has begun!

Years 3-6 battle of the classes. The winning classes will be awarded a tub of Lego for their class and a prize for each team member.

How to wish a good day to your child

One of our wonderful SSO's, Wendy, gave me a printout from BIG LIFE JOURNAL with 50 powerful ways to wish a good day to your child.

Here are the first 6

1. I love you!
2. You can do hard things!
3. Take care polar bear.
4. Be kind. Be helpful. Be YOU!
5. Make good choices!
6. Be a good friend!

Receptions – High School Cooking

Last week, the reception classes continued our collaboration with Willunga High School child studies students. The high school students came down and walked us back to their school for an afternoon of cooking. We made healthy recipes and had lots of fun chopping, grating, stirring and baking with our grown-up partners! We made pizzas, muffins, veggie wraps and other yummy foods. We had the best day and some of us are pretty good chefs.



BUILDING ATTENDANCE HABITS

How to help your child build a habit of going to preschool or school every day.



regular evening and bedtime routine and enough sleep



limit the use of electronic devices in the evenings



help your child be organised in the morning to get them to school on time



arrange alternative transport in case something unexpected happens



take family vacations during school holidays



make appointments outside of school hours or in school holidays



talk positively about school



show interest in what your child is learning, their progress and their friends



regularly communicate with your child's teacher

Year 5/6 Wirraway Camp

On the 27th of May, 2A and 2B attended a 3-day camp at Wirraway Homestead, in Strathalbyn! The bus ride to camp was noisy with lots of excited energy. Everyone was eager to get to camp and have fun with their friends. Arriving at Wirraway, children were excited and quickly out of their seats.

We exited the bus and went to the activity shed, which was quite interesting as it looked like an old western barn. There were many activities in the shed, such as ping pong, 8 ball, and even a piano! But the one that caught our attention was the giant projector with a PowerPoint saying 'Welcome to Wirraway' and a nice staff member called Mim, welcoming us.

Everyone got introduced to their dorms and with high energy, 2A and 2B started the great race for the top bunk. The ensuite bathrooms and showers were really nice. After moving into the dorms, people were split into the activity groups. The activities that we completed throughout camp were the Horse Program, Wirraway Games, Sheep Herding, Bushwalk, Archery, and Low Ropes.

After our activities for the day, it was time for bed. On the first night, sleep was not the highest thing on our agenda and waking up the next morning was not fun. Most people were really tired!

The Horse Program was one of the most popular activities at camp. The horse riding was fun, we got to trot which was probably the best part, in the majority of peoples' opinion. After all the delicious meals of the day and the exhausting activities, we went to play spotlight in the dark.

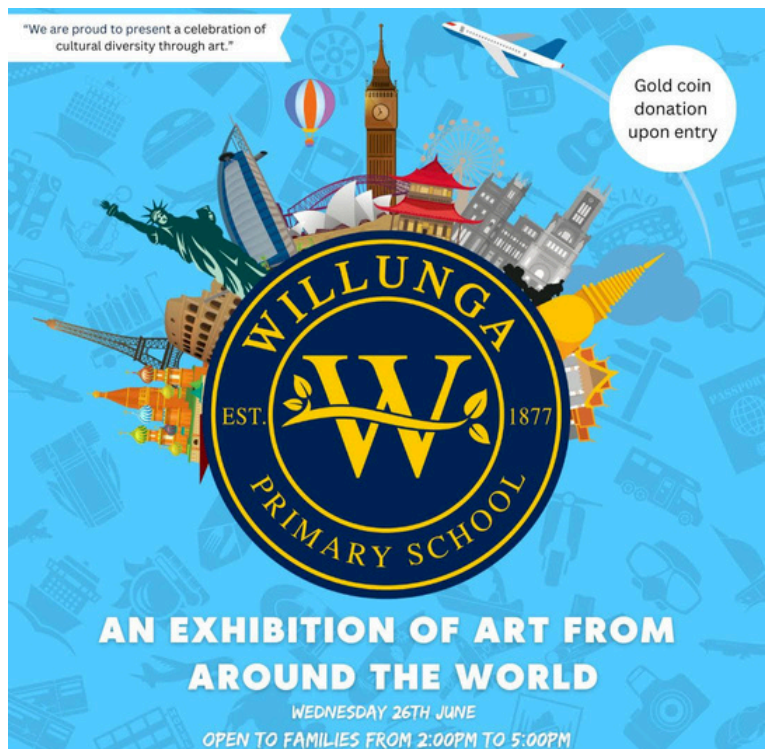
Everyone fell straight to sleep on the second night and got at least 9 hours of peaceful sleep. The next morning we were woken at 7am because we had to pack all our things in our bags and put them out by 7:30! That was for sure busy. But all the panic went away when we found out we were having pancakes for breakfast!

On the last few activities, it was a little sad. But it all had to come to an end. After lunch we all headed onto the bus and said our goodbyes to the camp staff, and then went home. We made it home safe and sound.



YEAR 2 – 23C

Over Term 2 in Year 2 Geography, we have been looking at where continents are located in relation to Australia. Each week, we have visited a new continent, where the students have then created a piece of Art to represent that continent. We began our travels to Asia, where the students created beautiful Cherry Blossom Trees. In Week 2, we visited Africa and the students' painted sunsets with African animal silhouettes. We then visited South America, where the students created their very own rainforest diorama. This week we are visiting Antarctica, where the students will be making paper penguins. Throughout this unit, students have each shown their creativity, and ability to apply their new knowledge learnt into creating beautiful Art piec hav



SAPSASA FOOTBALL 2024

Girls Football - By Piper



As we stepped out of the lukewarm bus, we could feel the cold chill of Murray Bridge creeping down our spines. We immediately put on our jackets. We then started to get ready to play our first game of football. The grass was wet and slippery as it rained the night before, but it didn't interfere with the game. Even though we were playing at Murray Bridge, we were actually playing Border Town. The Umpire blew the whistle, and the game began! Amira and Lola kicked our 2 goals and 1 point. It was a great game and we worked together handballing across the field. We lost 130-13 but there wasn't a hint of disappointment on the way back to school. Instead, we felt proud of ourselves, and we always will be.

Boys Football - By Luca



On Wednesday morning, everyone met Ms Jeffery and got ready for our first game against Encounter Bay. Luca and Bodey were chosen to be captains. We lost the toss! Daniel won the hit out and Luca kicked the first goal. Overall Willunga won the first game by a whopping 96 points. Second game for Willunga was against Port Noarlunga. Angus S took a specky and everyone got around Angus. Another thrashing as we marched on as a team together to win two in a row. Now we are getting ready for Border Town, who are the reigning Premiers.

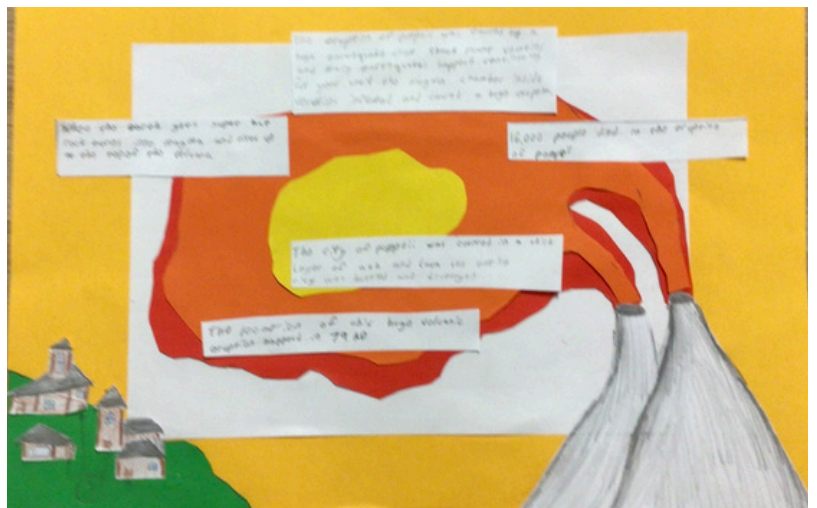
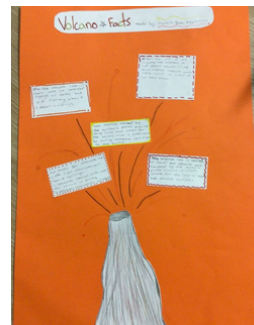
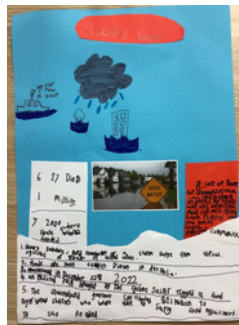
Year 5/6 Science

Across Term 2, the Year 5/6 classes have been learning about natural disasters.

Students have researched how natural disasters occur, what impact they have on the Earth's surface as well as the short- and long-term effects on communities.

These classes have been working in groups to create a poster of the research they have found. Students are starting to create dioramas of these natural disasters showing the impact they have on a community.

We are hoping to share these with families and other classes by the end of the term.



JAM Band Performance

In Week 4, Willunga Primary students were fortunate to have a visit from the 'JAM band' (Just add music). This was a highly engaging performance with a blend of comedy, theatre and a 7-piece band using a variety of live instruments which included keyboards, guitars, drums, percussion, clarinet, saxophone and more. What made the performance truly special was the involvement of our own students. Dressed in vibrant costumes and armed with props, students selected from all year levels were able to join in with the show. All students were buzzing with excitement. The catching covers by the 'JAM band' had everyone grooving and dancing along. Some highlights included Ms Lally as a superhero and Mrs Graham as part of the magic show. Many students enjoyed the Year 6 students racing through the aisles in a thrilling Mario Kart showdown, each dressed in their unique character costumes. A special thanks to Ms Dunn and Ms Jeffery who helped backstage with costumes and props.

