

# KADINA MEMORIAL SCHOOL



learning for our future

 Opportunity Respect  
Excellence

Government of South Australia  
Department for Education

## Kadina Memorial School NEWSLETTER

Term 1, Issue 5: Thursday 26 March 2020

## STUDENT CONTACT DETAILS

Please ensure your child's contact details are up to date at school by completing the tear-off slip at the back of today's newsletter.

Does your child have their own named water bottle at school?

Canteen lunch orders by Qkr only from Monday 30 March 2020

7-12 Parent/ Teacher interviews by phone

## Message from the Principal

COVID-19 continues to be at the forefront of our mind this week as we remain unsure about the future and what it might look like. There are challenging times ahead, but the Leadership team of the Kadina Memorial School is working hard to ensure the safety of every child at the school but also to make sure that their ability to learn is not diminished.

Despite all that is going on, our teaching staff continue to take care and pride in educating the next generation of leaders. They have tried their best to keep similar routines, so that the youngest students can continue to come and feel safe within the environment. To ensure this, there have had to be some changes and I thank the wider community for understanding these and continue to ask for your support with important matters such as keeping children home who are ill. Over the coming weeks we will also be upskilling the secondary sector in ways in which they can keep up with their education were the school to close. We will be using Daymap as a key way to transfer information between school and home and Microsoft Teams to deliver learning through video streaming and online discussions.

For the primary there will be a variety of learning prepared, with the department already having set up and supplied many ideas for schools to use.

A Department website has been established to assist families with information and resources: <https://www.education.sa.gov.au/our-learning-sa>

### Community Poppy Project

In times of uncertainty it is important we share some heartening news.

Residents at the Kadina's aged care home Estia have been busy contributing to the school's Community Poppy Project.

A beautiful wreath, designed by senior arts teacher Jacq Barry, has incorporated their knitted and crocheted poppies which will be displayed at Estia for ANZAC Day.

This is one small way Kadina Memorial School remains connected to our wider community.



Above, Mrs Barry with Estia's wreath at our Memorial Archway honouring the district's former armed services personnel.

We encourage families to knit/ crochet more poppies over the coming months which will become part of a long-term project.

For more information visit the school website: <https://www.kms.sa.edu.au/poppy-project/>



**Kadina Memorial School**  
*Learning for our future*

## *Principal's Report*

### **Thank you to local business**

I emailed a few businesses seeking help particularly with a shortfall of individual water bottles for every student.

The response has been overwhelming and has made a significant difference to promoting personal health and hygiene.

We are genuinely appreciative to those who answered our call for help, including (and apologies if I've missed anyone at the time of printing):

National Australia Bank  
Rabobank  
BankSA  
SportsPower Kadina  
ANZ



### **Year 7-12 Phone Interviews**

Year 7-12 Parent / Teacher interviews are currently scheduled from this Monday, 30 March to Friday 3 April.

In-line with SA Health social distancing recommendations to reduce COVID-19 risks, we are offering a phone interview rather than a face to face meeting. Therefore, if you have booked a time, teachers will try to contact you directly before the end of term. We will attempt to use the time you have indicated in your booking but please be aware that due to limited number of school phones this may not be possible.

Parents/caregivers should have received a 'traffic light' report indicating their child's progress midway through this term. If your child received a red or yellow result please make a phone interview booking a priority.

We strongly encourage a term one meeting as this allows students, parents and teachers to work on strategies to meet individual educational needs for the remainder of the semester.

Please book online at:

[www.schoolinterviews.com.au](http://www.schoolinterviews.com.au)  
**code dgcb6**

Please note bookings will close on Monday 30 March. After this time parents/ caregivers can contact their child's teacher by email, phone, diary, Class Dojo and Daymap: <https://portal.kms.sa.edu.au/DaymapConnect>

### **Health and Hygiene**

A number of measures have been put in place to maximise personal health and hygiene at school, including extra handwashing stations with soap, additional hours dedicated to cleaning and buses cleaned after every use.

Teachers and students have also had lengthy and informative discussions about how to wash hands appropriately, with the Happy Birthday song heard echoing from the boys' toilets.

Science teacher Georgia Wells substituted glitter for germs demonstrating to early years students how important it is to wash hands thoroughly. Students were amazed to see the glitter was 'stuck' under their finger nails and in the nooks and crannies of their hands. Students in C1 undertook a similar experiment using paint. These activities have been an important visual learning exercise in understanding personal hygiene.



### **Bullying No Way Day**

Last Friday R-12 students participated in a national day of action against bullying. This involved class discussions, group work, watching a student led video presentation, and a whole sub school display.



Finally, please stay in touch. We are heading into uncharted territory and we will do our utmost to keep you informed with your child's health and education a priority.

Kindest regards,  
Alistair Williams  
Principal



## **How to talk to children about Novel Coronavirus**

It's easy to feel overwhelmed by everything you're hearing about coronavirus disease 2019 (COVID-19) right now. It's also understandable if your children are feeling anxious, too. Children might find it difficult to understand what they are seeing online or on TV – or hearing from other people – so they can be particularly vulnerable to feelings of anxiety, stress and sadness. But having an open, supportive discussion with your children can help them understand, cope and even make a positive contribution for others

### **1. Ask open questions and listen**

Start by inviting your child to talk about the issue. Find out how much they already know and follow their lead. If they are particularly young and haven't already heard about the outbreak, you may not need to raise the issue – just take the chance to remind them about good hygiene practices without introducing new fears.

Make sure you are in a safe environment and allow your child to talk freely. Drawing, stories and other activities may help to open up a discussion. Importantly, don't minimize or avoid their concerns. Be sure to acknowledge their feelings and assure them that it's natural to feel scared about these things. Demonstrate that you're listening by giving them your full attention, and make sure they understand that they can talk to you and their teachers whenever they like.

### **2. Be honest: explain the truth in a child-friendly way**

Children have a right to truthful information about what's going on in the world, but adults also have a responsibility to keep them safe from distress. Use age-appropriate language, watch their reactions, and be sensitive to their level of anxiety. If you can't answer their questions, don't guess. Use it as an opportunity to explore the answers together. Websites of international organisations like UNICEF and the World Health Organisation are great sources of information.

### **3. Show them how to protect themselves and their friends**

One of the best ways to keep children safe from coronavirus and other diseases is to simply encourage regular handwashing. It doesn't need to be a scary conversation. Sing along with The Wiggles to make learning fun. You can also show children how to cover a cough or a sneeze with their elbow, explain that it's best not to get too close to people who have those symptoms, and ask them to tell you if they start to feel like they have a fever, cough or if they are having difficulty breathing to trust the experts.

### **4. Offer reassurance**

When we're seeing lots of troubling images on TV or online, it can sometimes feel like the crisis is all around us. Children may not distinguish between images on screen and their own personal reality, and they may believe they're in imminent danger. You can help your children cope with the stress by making opportunities for them to play and relax, when possible. Keep regular routines and schedules as much as possible, especially before they go to sleep, or help create new ones in a new environment. If you are experiencing an outbreak in your area, remind your children that they are not likely to catch the disease that most people who do have coronavirus don't get very sick, and that lots of adults are working hard to keep your family safe. If your child does feel unwell, explain that they have to stay at home/at the hospital because it is safer for them and their friends. Reassure them that you know it is hard (maybe scary or even boring) at times, but that following the rules will help keep everyone safe.

### **5. Check if they are experiencing or spreading stigma**

The outbreak of coronavirus has brought with it numerous reports of racial discrimination around the world, so it's important to check that your children are neither experiencing nor contributing to bullying. Explain that coronavirus has nothing to do with what someone looks like, where they are from or what language they speak. Remind your children that everyone deserves to be safe at school. Bullying is always wrong and we should each do our part to spread kindness and support each other

### **6. Look for the helpers**

It's important for children to know that people are helping each other with acts of kindness and generosity. Share stories of health workers, scientists and young people, among others, who are working to stop the outbreak and keep the community safe. It can be a big comfort to know that compassionate people are taking action.

### **7. Look after yourself**

You'll be able to help your kids better if you're coping, too. Children will pick up on your own response to the news, so it helps them to know you're calm and in control.

If you're feeling anxious or upset, take time for yourself and reach out to other family, friends and trusted people in your community. Make some time to do things that help you relax and recuperate.

### **8. Close conversations with care**

It's important to know that we're not leaving children in a state of distress. As your conversation wraps up, try to gauge their anxiety level by watching their body language, considering whether they're using their usual tone of voice and watching their breathing. Remind your children that they can have other difficult conversations with you at any time. Remind them that you care, you're listening and that you're available whenever they're feeling worried.

SOURCE: Unicef <https://www.unicef.org/blog/news-and-insights/march-2020/how-to-talk-to-your-children-about-coronavirus> alternatively, visit the school website to see the article in its entirety.

# SAASTA Newsletter

South Australian Aboriginal Secondary Training Academy (SAASTA) provides Aboriginal high school students with a unique sporting and educational program. Our academies work with school leaders and local communities across South Australia.

The SAASTA program provides students the skills, opportunities and confidence to dream, believe and achieve in the areas of sport, education, employment, healthy living and connection with their culture.

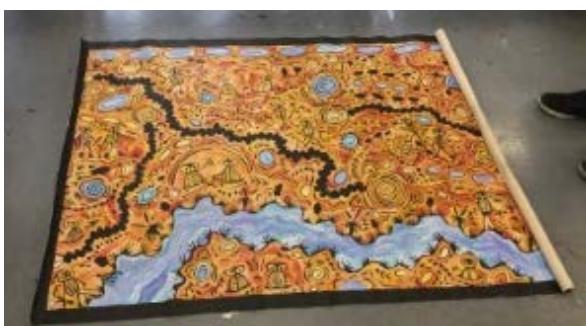
This year students have been researching Indigenous arts and creating art for their first assignment. Students have learnt a lot and have a better understanding of the different forms of art, discovering the many famous Indigenous artists and had an opportunity to meet local Artist Cedric Varcoe.



Cedric Varcoe (pictured left) was born in Adelaide in 1984 with a strong family connection to Raukkan and Point Pearce.

His language groups and tribes are Ngarrindjeri and Narangga.

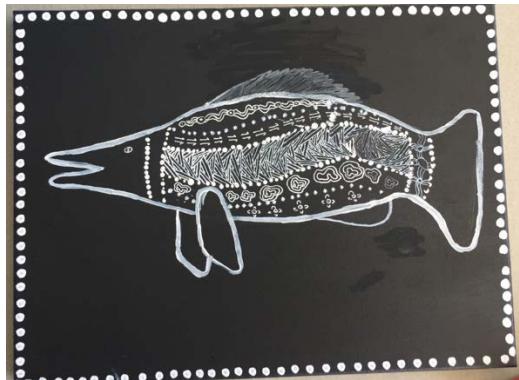
Cedric Varcoe is a contemporary artist, painting the creation stories of his Ngarrindjeri lands and waters, from the lower River Murray and the Lower Lakes to the Coorong on the South Coast to Kangaroo Island.



Students enjoyed meeting and hearing Cedric's pathway so far and the stories behind his art, with weaving and sculpture pieces too.

The SAASTA team was inspired and thought outside the box with their art work which ranged from the canvas to weaving, clothes, boomerangs, and to the body.





Students will select one of the pieces of art for a guernsey design to be worn at the Power Cup scheduled later this year.

In addition, their artwork may be exhibited, with some having an opportunity to sell their pieces as part of the artist experience.

All students enjoyed the art assignment and they had a great time learning. We thank Cedric Varcoe for his time and insight into indigenous art.

**Nigel Raymond**  
**Aboriginal Community Education Officer**



## R-6 Corner: So Many Things to Count!

Learning to count is often a child's first step into mathematics and indicates that they are exploring the association of words, numerals and quantities. In the Junior Primary students are given opportunities to practise using and developing these counting skills in a variety of meaningful situations.



Above, counting activities in Mrs. Mengersen's class.

When children first begin to count, they learn important mathematical ideas:

- One-to-one correspondence (one number for one object)
- Stable order (we count 1, 2, 3, 4, ... not 1, 2, 7, 5, ...)
- Cardinality (the last number counted tells us how many)

### Helpful Tip

When children are learning to count, they like to touch, point to and move objects as they say the number aloud – so encourage them to!

- Have your child count toys, kitchen utensils, items of clothing as they come out of the dryer, collections (such as stickers, buttons or rocks) and any other items your child shows interest in counting
- Mix it up! Have your child count a set of objects but start at different places in the set (for example, start counting in the middle of the set rather than at the beginning). This helps to develop the idea that the counting of objects can begin with any object in a set and the total will still be the same
- Have your child skip count (counting by twos, fives or tens) to count larger groups of items quickly. Use objects such as blocks, pasta pieces, toothpicks or buttons
- Encourage your child to count forward and backwards from a particular number.

### How Many?

As children count, they learn to connect quantities (such as five buttons) with their number names (such as the word five) and symbols (such as 5).

- Develop your child's awareness of the symbols used to represent numbers by making it a game. Look for number symbols in your home and neighbourhood: on the television remote, microwave, telephone keypad, in flyers and media, signs and team sweaters

- Play a number version of I Spy. For example, "I spy something that has the number five on it," or "I spy something in this room that there are three of."
- Ask for your child's help to count items in your home. "I wonder how many chairs we have around the table? In this room? In the house?" Count windows, light switches, lamps or beds. You might record "how many" by using a combination of numbers and pictures.

**Brooke Polkinghorne, R-2 Numeracy Leader**

## Unit News

Over the past few weeks of our Transport theme we have looked closely at land and sea transport, and there has been lots of fantastic learning in all curriculum areas about these topics.

In Science, the focus has been on the types of water transport, with an emphasis on what floats and sinks in water. The students were able to make predictions about what items would sink or float, and then test their predictions. They had lots of fun making a sailing boat out of a variety of materials, following the process as above and documenting their findings.

STEM lessons have seen students be very creative in their designing and use of materials. They made a CD hovercraft, an elastic band paddleboat and a balloon powered boat. It's amazing what can be made out of recycled items.

Art lessons have also been very engaging and the display of the students' work in the Senior classroom on the Transport theme is fantastic.

It has been great to see lots of hands-on learning and the children positively engaged in the activities outlined above.

**Sandy Mumford, Unit Coordinator**



## Canteen News

Canteen will change its juice and milk drinks to long life products at this time.

There will be a slight price difference which will be reflected on Qkr. Lunch orders will be via Qkr only from Monday 30 March. For more information please visit the school's facebook page. Thank you for your support. **Vicki Hartleib, Canteen Manager**

# SPLASH OF GREEN

## (KMS Fundraising Day)

**WHEN :** FRIDAY Friday 27<sup>th</sup> March (Week 9)

**WHO :** All R-12 students

**THEME :** Wear a 'SPLASH of GREEN'  
(Additional clothing item to the KMS uniform  
such as beanie, cap, socks, ribbons, bows, face  
paint, scarf, shoelaces, sneakers)

**COST :** Gold Coin Donation (fundraiser to green  
Kadina Memorial School)



# 2020 Student Contact Details

## 2020 STUDENT CONTACT DETAILS

(Please complete form if your details have changed & return to Caregroup teacher ASAP)

STUDENT NAME(S): \_\_\_\_\_

PARENT/ CAREGIVER EMAIL(S): \_\_\_\_\_  
(Preferred emails to contact regarding home learning)

PARENT 1 MOBILE NUMBER: \_\_\_\_\_ PARENT 2 MOBILE NUMBER: \_\_\_\_\_

PARENT 1 MAILING ADDRESS: \_\_\_\_\_

PARENT 2 MAILING ADDRESS: \_\_\_\_\_

EMERGENCY CONTACT NAME: \_\_\_\_\_ MOBILE: \_\_\_\_\_

## Calendar

Please note, all events have been cancelled or postponed. The Decision Making Committee has been temporarily suspended with all school activities considered by Leadership.

TERM 1 2020	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 10	30 March	31 March	1 April  Dr Justin Coulson, Resilient Families workshop - NY Partnership (POSTPONED - TBA)	2 April  Festival of Music Choir Assessment, yr 5 & 6 choir (Modified)	3 April
Week 11	6 April White card – yr 11 B&C students	7 April	8 April	9 April Early Dismissal 2:10pm NEWSLETTER	10 April EASTER GOOD FRIDAY
Term 2 Week 1	27 April	28 April	29 April	30 April	1 May
Week 2	4 May	5 May  Year 10 Meningococcal Vaccine	6 May	7 May  NEWSLETTER	8 May

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[www.kms.sa.edu.au](http://www.kms.sa.edu.au)

To inform KMS that your child/children are absent or late with reason:

1. Phone: 8821 0100
2. Text: 0437 010 328 with name and class
3. E-mail: [dl.0778.frontoffice@schools.sa.edu.au](mailto:dl.0778.frontoffice@schools.sa.edu.au), or
4. Write and sign a note in your child/ren's diary.

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