



[Click here for Calendar](#)

Gymnastics
Monday 24th June
Monday 1st July

Assembly
Wednesday 26th June

Life Education
Incursion 1st July

End Term 2
Friday 5th July 2pm

Term 3 Welcome Back
Monday 22nd July



Greetings all,

I hope you are all keeping warm and dry.

Possible industrial action - You may be aware of the proposed industrial action that may occur on Monday 1st July. We will not know the outcome of the state wide ballot until Tuesday 25th June when the Australian Education Union (AEU) announces the result of the ballot. If the decision is for members to stop work for a full day I will send more information to all families on Wednesday 25th June. I would urge you to start to consider options for the safe care of your child or children for the day.

Scientific Bubble Show – was enjoyed by all on 7th June. I have inserted a photo of me in a bubble. All students and staff enjoyed the scientific show and being inside our own bubble.

Written Reports – Teachers are currently working hard on writing individual student reports. They are due to be sent home on Wednesday 3rd July. We have updated the report format a little to more accurately reflect our current work. As per the Department for Education requirements we will be reporting on all subject areas.

Crossing update – You would have noticed that the crossing is looking quite different with the new lights and poles. Adelaide Hills Council has completed all of the work that they can and are just waiting for the lights to be turned on. This part of the work is out of their hands and we will all need to be patient. Once the lights are on they will be able to remove the old red and white poles and paint some new lines that will convert our current Emu crossing into a Koala Crossing. They are not able to do this until the lights are working.

Attendance – We have included some information in this newsletter to remind everyone of the importance of being at school on time and regular attendance. We do not expect students to come to school if they are unwell. It is greatly appreciated if appointments can be made for out of school hours. If you have any concerns or issues please contact us as we are happy to assist in any way we can. We are more than happy to work in partnership with parents to support all students to attend school and engage with their learning.

Jill Gurner
Principal



Learning about Minibeasts in Room 1



Reading about bugs!



Science with bugs!



Writing about bugs!



Maths with bugs!



Technology with bugs!



Feedback and Complaints Procedure

At Kersbrook Primary School we aim to provide the very best care and education for our students. However, on occasions, we also need to address concerns and complaints. If you have a concern please tell us. We appreciate feedback and try to action and resolve any issues in a timely manner.

Please feel free to arrange a time to discuss any issues with the teacher in a meeting or on the phone. Alternatively, you may wish to contact the Principal to secure a time to meet or discuss any concerns. We aim to address or resolve your concerns as quickly as possible. The following information is from the Department for Education.

It is helpful to us if you: clearly identify the issues; possibly have suggestions to best resolve the issue; focus on facts and discuss your complaint with people directly involved to limit damage caused by rumours. If you feel the school has not addressed your concerns, you can further your complaint with the Department for Education.

Below is a copy of our policy. For further information, have a look at the footer (Feedback and Complaints) on our website: www.kersbrookps.sa.edu.au

Parent Complaint Policy

We all expect quality and expert care and teaching for your child in order that they achieve their potential. Working together will give us the best chance of solving a problem that may arise during your child's years in primary school.

We also recognise that at times things may go wrong. If you have a concern or a complaint, we want you to let us know. It's important to learn from mistakes or misunderstanding so that we can improve your child's experience and learning, and also improve processes where possible.

Step 1: Talk to staff at the school first

The teacher or staff member involved should always be your first point of contact. Make a time to talk to them to discuss your concerns, either in person or over the phone. You may want to put your concerns in a letter or email.

If your concern is about a staff member, then you may wish to contact the Principal. The Principal will work with you and the staff member to resolve the issue.

Most complaints are resolved quickly, often within days. The Principal will aim to resolve your complaint within four weeks, although complex and contentious matters may take longer. If this is the case we will advise you.

Please ask at the front office for a copy of our *Parent Guide to Raising a Complaint* brochure. Steps guiding how complaints should be made are explained in the brochure.

Step 2: Central resolution

If you are not satisfied that your complaint has been resolved at the local level, you may choose to seek support from our complaints resolution services:

Education Complaint Unit

Phone: 1800 677 435

Email: DECD.EducationComplaint@sa.gov.au

Step 3: Other ways to resolve your issue

If we can't resolve your issue through the previous steps, you may choose to seek independent advice and review by an external agency. The external contact point is:

SA Ombudsman

Toll free: 1800 182 150

Phone: 8226 8699

Email: ombudsman@ombudsman.sa.gov.au

Scientific Bubble Show



What a great way to end the week with the Scientific Bubble Show on Friday afternoon of 7th June. We had a lot of fun and learned about surface tension, why bubbles stick together and lots more.

We were all invited to stand in a bubble and it was so much fun even Mrs Judd and Ms Gurner (front page) had a turn.

Thank you to our Library Volunteers



On Tuesdays and Thursdays you might come across Anne Crook or Val Thompson who are our valuable Library Volunteers. Anne and Val come to us with a wealth of experience in schools with students and with our library Bookmark program. Anne and Val spend a morning each week working in the library cataloguing and managing our books and resources.

We are all very proud of our library and our volunteers. Anne and Val both ensure the library is well managed, and that our school community find it both a nice amenable space

and the resources organised and easy to find. We celebrated their valuable work with a Certificate from the Premier and morning tea with staff to say a big thank you!

Attendance Matters

If you want your child to be successful at school

Attendance really does matter!

Just a little bit late doesn't seem like much BUT ...

Just missing 10 minutes per day...	That equals...	Which is...	And over 13 years of schooling that's...
10 minutes per day	50 minutes per week	Nearly 1.5 weeks per year	Nearly half a year
20 minutes per day	1 hour 40 minutes per week	Over 2.5 weeks per year	Nearly one year
Half hour per day	Half a day per week	4 weeks per year	Nearly 1 and a half years
1 hour per day	1 day per week	8 weeks per year	Nearly 2 years

Did you know your child's best learning time is in the morning
at the start of the school day?

That's when every minute counts the most!

If your child misses...	That equals...	Which is...	And over 13 years of schooling that's...
1 day per fortnight	20 days per year	4 weeks per year	Nearly 1.5 years
1 day per week	40 days per year	8 weeks per year	Over 2.5 years
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Over 8 years

Not Every Act of Meanness is Bullying

by Michael Hawton | Sep 10, 2018 | Adolescent, Children

One of our jobs is to help children and young people to interpret events proportionally. However, in recent times, I have seen a shift involving the wrong application of words like *trauma*, *depression* and *bullying*. When these very meaningful words are misused, their misuse can result in unwanted consequences. What might be the ‘unkind’ behaviour of another may, in fact, not be ‘bullying’. In this article we discuss the differences between unkindness and bullying – and how defining the two correctly can teach kids resilience and how to cope with conflict.

Anyone who spends a great deal of time with children or simply remembers their own childhood or schoolyard days, would know that children can be downright mean. An experiment by Debra Pepler at York University brought together children from years 1 to 6 who were identified by their teachers as particularly aggressive or particularly non-aggressive. What the study found was that the aggressive children were mean to others on average every two minutes and more revealingly, the non-aggressive children also displayed mean behaviour but on average every three minutes.

Conflict is unfortunately a part of life that we all deal with, no matter what age.

Bullying is however, way more than that and can have serious and sometimes tragic consequences. Yet the term ‘bullying’ seems to be readily bandied around these days for all forms of ‘mean behaviour’.

According to ‘Bullying No Way’, the National Australian definition of bullying is:

“an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert)... Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying”.

The key terms in the definition of bullying is ‘misuse of power’ and ‘repeated’. The key terms in the definition of what is not bullying is ‘between equals’ and while conflicts or mean and hurtful behaviour may upset a child tremendously, by labelling the mean behaviour ‘bullying’ we may be disempowering children.

It is important for children to understand the difference between someone being insensitive or mean and what constitutes bullying behaviour because being able to successfully resolve and navigate these situations is a huge step in their emotional growth and maturity. If the situation is deemed to be simply mean or hurtful behaviour it is important not to over-play this through misleading terminology (ie bullying) and offer ways for the child to address and resolve this themselves.

Teacher and writer Braden Bell spoke in his article for the Washington Post about his own personal experience when hearing about one of his children experiencing negative and disparaging remarks from a co-worker. His initial fury led him to a biased judgement, defining the perpetrator as a bully but when he eventually calmed down, he realised it did not fit the definition (it was offensive behaviour but not bullying) and so he talked with his wife and then child to find a viable coping solution, which worked out in the end. A way parents can assist with this is by first acknowledging the mean behaviour, for eg ‘that was mean/rude/unkind of her/him’ and then, as Bell suggests, prompting the child to seek some form of resolution or solution by asking “‘What are your choices?’” And, as a follow-up, “‘What are the likely outcomes of those choices?’”. This may not be easy because of heightened emotions and the initial responses may not be great.

Parents who react too defensively for their child at every negative encounter with their child’s peers may be doing more harm than good. In later years the child may not have the necessary tools to independently handle conflict and may feel ‘victimised’ in situations that don’t go their way, potentially causing social engagement and relationship difficulties in later life.

Further in her article in Psychology Today, Eileen Kennedy-Moore, wrote:

... calling every act of meanness bullying sends an unhealthy message: It says to kids, ‘You’re fragile. You can’t handle it if anyone is even slightly unkind to you.’ As these children grow older, they demonstrate less resilience, sometimes publicly. The kids got more easily and deeply upset about perceived offenses, including situations that were unpleasant, but weren’t really bullying. Beyond stunting their emotional maturity, their heightened reactions had negative social consequences, as peers responded by disengaging from them.

By defining the behaviour correctly we are encouraging our kids to assess and respond in a way that with long term practice, creates resiliency and emotional maturity.

Further reading: Eileen Kennedy-Moore Phd, Psychology Today: *Is it Bullying... Or Ordinary Meanness?*

Braden Bell, The Washington Post: *Not all unkindness is bullying: Here’s why we need to teach kids to differentiate.*

Bullying No Way! Australian website for schools bullyingnoway.gov.au/