Welcome back to Term 3! Semester two is underway with students all enthused and ready for further learning 😊

We have begun with a clear intention to reflect on ourselves as learners ... recognising how we learn, what the process is and how we know if we have succeeded. For us it is not about the end product alone, rather it is being in tune with the process and skills in order to be able to transfer our learning to new experiences.

It is important to extend our learning by stepping out of the ‘comfort zone’ - where it is too easy, little learning is achieved and boredom quickly sets in. We don’t want to be ‘in over our heads’ in the ‘alarm zone’ either ... however, our tasks need to be challenging, interesting and scary to optimise growth - the ‘discomfort zone’. (Vygotsky, 1978).

We have shared much conversation around the ‘Learning Pit’ (James Nottingham) ‘Before I know more I will know less?!’

When we are learning something new, we can all experience the feeling that it is too - challenging, overwhelming, complex ... our students can recognise the binge eating and coffee spikes in their teachers ;-) There may be tears, refusal, lots of toilet trips- even giving up. By using the Learning Pit we can understand these feelings as a normal part of learning, for young and old, which is extremely useful to develop a ‘growth mindset’ in learners, in all aspects of life. It helps us to focus on the process and develop confidence to persevere to achieve.

Our Staff Development Day was spent in conjunction with staff at Yenda PS to further understanding the principles of HOW2Learn (higher order ways to learn) which included the above-mentioned. We also focused on developing our understanding of growth and fixed mindsets and the impact they have on us in our professional learning and practice, as well as our personal lives.

We, staff and students, will be regularly reflecting on our learning in relation to the Learning Pit, and in relation to our learning intentions throughout the term— with the ultimate goal that this ‘best-practice’ will become habitual for our students.

Research shows that our intelligence is not stagnant - our mind-set opens us to grow and learn. We challenge you to join us in our journey 😊

Karen

**THOUGHT FOR THE WEEK**

WE CAN COMPLAIN
BECAUSE ROSE BUSHES HAVE THORNS,
OR
REJOICE, OR
ROSE BUSHES HAVE ROSES.

- Abraham Lincoln
Sports News
The Small Schools Athletics Carnival will be held next Friday 24th July at Westend Oval.

Upcoming Sports-
Zone Athletics Carnival, Friday 7th August.
Riverina Athletics Carnival, Monday 31st August.

What’s on next week? Week 2

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Kid’s Corner
The bird got a splinter on his foot. The galah helped the dove get the splinter out. The colour came out. All the birds were colourful. The crow was still black. By Max

We read a story called ‘How the echidna got his spikes’, it was an Aboriginal dreamtime story. Then I made and painted an echidna and I called him Benny. By Charlie

OUR REFLECTIONS THROUGHOUT THE WEEK....

Teaching Discus and Shot Put
Teaching the ‘littlies’ was hard because they didn’t understand what I was trying to say. Things that I do automatically were hard for them to do. Next time I will go step by step and give little tips along the way. I hope they learnt something...and become better and better with practice. By Harry

Electrical Circuits
In science we learnt about electricity. We had clips, batteries, light bulbs and other amazing bits and bobs. A lot of the batteries were uncharged – we got lucky! The difficult part was figuring what went where. I will aim to know where the clips go, check the light bulb is able to light up and the wires aren’t tangled. It is important to have your equipment organised so the experiment works. In the end I liked the lesson – we lit a light bulb, spun a fan and almost lit up Leo’s Lego brick! By Sam
We added up the number of activities we did over the holidays. We all used different strategies to add multiple numbers. We had to try to use the most efficient way. **By Bailey**

On Thursday we did art. I drew a sea serpent. It was hard to draw because we had to use soft pastels with the thick edge, so it was hard to go over the lines to define it. When I did it softly it was easier. **By Leo**

In art we were looking at patterns. We chose a face of someone from a magazine, drew a mop of hair and put patterns in them. You have to be so careful to keep the pattern big so we can use crayon on it later. This part was tricky. Next, we add colours after we’ve done a black out line. I’ve only done a bit of my black. It is going to look very detailed. Only 3-6 were doing this activity. **By Claire**

On Thursday we did art and craft. We drew a snake pattern. It was easy because I like to draw. We were learning that the aboriginals drew pictures to tell stories. I like their animal artwork. I learnt new patterning skills. **By Greer**

Today we did music. It was hard with all the commotion going on. I was playing the maracas, it was killing my ears! Milly was singing, ‘I wish I was a punk rocker’; Claire, Millie, Emily and Greer sang in the background; Harry played the bongo drums, and the others did body percussion. It was pretty fun! At the moment we are all deep in the learning pit – but I’m sure we will put it together in time for Central Plaza performance. Grandma always says – practice makes perfect! **By Luke**

On Friday Kelly came to teach music – I love it! When I hear music - I just ‘gotta’ dance! Claire, Greer, Emily and I are singing – it is fun! Mrs Conlan plays the guitar and we sing with her. We play instruments, we clap, we stomp! I love singing – it is really good fun. **By Millie R**

Today we did singing with my mum. Milly B got to sing, ‘I wish I was a Punk Rocker’ and Claire, Millie R, Greer and I had to be the back ground. We had to play the ‘You tube’ video clip twice and then we had to do it on our own. The part I didn’t like was sitting on the floor because it was uncomfortable. The best part was we got to sing! I love singing. **By Emily**

We worked on turning a boring sentence into an exciting one. The sentences were ‘The dog ran to the end of the chain. The man opened the door’. I found this really hard because you had to use ‘Show don’t tell’ and try not to give away the ending quickly.

I was proud of my end product; I would like to do more to expand my vocab skills. **The man sprang to his feet. He bolted to the door. His eyes lit up brighter than a spotlight – face filled with joy. He grabbed the handle. His feet couldn’t stop dancing. He yanked the door open, not knowing what to expect, itching to see if it was really them?!**