Congratulations to our students who competed at Zone Athletics today.

Next Thursday we have Year 2 and 3 participating in the Small Schools Public Speaking Competition via video conference. They are currently working on their 2 minute speech at school. Subjects vary from their favourite pet, the benefits of rural living and the meaning of the 'International Year of Soils'. Already there has been a lot of lively discussion, research and writing on these topics.

On Friday we will be immersed in maths activities in Weethalle with approximately 100 other students. It will be a great day to hone our working mathematically and problem solving skills with others. A sausage sizzle will be available for lunch.

In COGS this term students are studying transport. Parents if you have any small cardboard boxes or cardboard cylinders (e.g. from gladwrap)please send into school for future craft activities. If students have any books, models etc about transport they are welcome to bring them to school to display and/or share. Please nothing too precious or valuable.

Have a nice weekend
Helen😊

Encouraging the Growth Mindset through powerful language
The way we speak to students and the attitudes we hold about learning can influence how students engage in their learning and their self-perception.

- Try using language that gives students the best chance of developing and maintain growth mindset
  - If you have to try, you must be learning!
  - Challenge is good for you.
  - I can see you are trying very hard.
  - You succeeded because you worked hard, got help when you needed it and kept going.

- Draw attention to top performers such as Usain Bolt or Michael Jordan (or use anyone to whom kids relate) and speak about their successes as being just as much about determination, practice, focus, passion as it is to do with lucky genetics. They were not always that good!

- Praise the action and not the child. Praising students for things that they do have control over (effort, focus, determination, and practice) will empower them to learn and grow. For example;
  - Great running, fabulous reading, great problem solving, clever thinking
  - NOT
  - Great runner, brilliant reader, you are a natural problem solver, clever child

- Make your praise credible by adding important detail
  - Fabulous reading. I noticed that you were paying attention to punctuation to help you reading sound more fluent.
  - Clever thinking! I liked the questions you were asking yourself – that really helped, didn’t it?

- Don’t compare students, compare progress
  - I noticed how much you have improved over time- your progress has been fabulous NOT You received a better mark; you topped the class this time.

“If we want young people who turn out to be robust and confident learners, we have to talk to them in terms of the growth mindset.” Carol Dweck
THOUGHT FOR THE WEEK

What’s on next week? Week 5

| Monday 10th August |  |
| Tuesday 11th August |  |
| Wednesday 12th August | Canteen Library |
| Thursday 13th August | Year 2 & 3 Public Speaking. |
| Friday 14th August | P6 Maths Day @ Weethalle PS |

Upcoming Sport –
Touch Gala Day – Friday 14th August
Riverina Athletics – Monday 31st August

P&C NEWS - Next meeting: Monday 31st August @ 7pm. All parents and community members are welcome to attend. All agenda items to Kirsty Rowston, one week prior to each meeting.

Message from Mrs Calabria

Attached to today’s newsletter is a permission note for student’s to enter their self-portraits in the Young Archie Competition at the Griffith Regional Art Gallery.

All entries will be on display at the gallery from Monday 17th August to Friday 25th September. Students will visit the gallery on Tuesday 18th August after visiting the library for book week.

Please sign the permission note if you wish your child/ren to enter. Students will enter all other details at school next week.

Thank you
Roxanne

Sports Report

Harry and Leah competed at the Zone Athletics carnival today. Leah broke the Zone Long Jump record with an impressive 4.18m. Harry came 2nd in discus, so they are both off to the Riverina carnival on Monday 31st August. Awesome Effort!!!

Results of track events will be in next week’s newsletter.
K-2 have started the term by investigating ‘Push and Pull’ Forces. They have investigated how different forces are all around us and how gravity pulls items such as balls back down to the earth. This week they started investigating and testing different slopes and ramps. They are trying to use skills of observation, questioning and making fair investigations.

By Charlie

I liked learning about ramps. I learnt to tell if a test is fair. My next step is to test different slopes like bumpy ones. By Millie R

I liked testing the different heights of the ramps. I learnt how to use a ruler to measure how far things go. We repeated the test to see if our results were the same. They were nearly the same on the graph. My next step is testing different cars and different surfaces. By Emily

Today as part of the COGS unit we started our unit on transport and discussed how much we rely on transport every day. By Luke

We need transport so we can ...

| Transport helps us to get to places. |
| It also helps with farming. |
| We rely on machinery to plant crop. |
| It makes it easier to cover long distances. |
| Police cars help us when things go wrong. |
| Ambulances help people that are hurt. |
| Fire trucks help us in fires. |

Transport helps us to get to work and school. We can visit new places and go on adventures.
Year 3 and 5 have been writing using ‘Show Don’t Tell,’ they were asked to build on two boring sentences and make them exciting to write a story. The sentences were ‘The storm was building at sea’ and ‘The boat was caught in the storm,’ below are snippets of their stories.

Dark clouds filled the sky. Then suddenly, rain pelted down on the shaking windows. The little wooden boat, see-sawed on the waves, up and down, up and down. Maddie’s tummy twisted into a knot, she became dizzier by the second. Maddie desperately looks out the window for land, but all she can see is the vast, never ending deep blue sea. By Milly B

Everyone bolts up the stairs as the lower deck starts to fill with water. Maddie races to the control room to tell the Captain. The deck hands sprint down the stairs to stop the water, they swim to the window and push and pull until finally they get the window back in. The Captain orders everyone to get a bucket, fill it up and carry it back up the stairs and tip it over the edge. Hour after hour, day after day they tip and pour water over the edge. By Harry

The waves were big, deadly and strong! Bob was shaking as the boat was tipped from side to side. The waves crashed onto the deck. By Greer

The boys mind was rushing. No memory, no mast and the windows were cracking under pressure, he was doomed! When all hope seemed lost the boat rose from the darkness and he felt the welcome rays of daylight. Suddenly he heard footsteps he peeked out the cracked window to find out what it was. By Sam

The boy was just holding onto the railing, he was using all his energy not to let go. Wave after wave crashed on top of him. The waves sounded like a jack hammer. Finally there was a break in the waves, he made a run for it. By Leo

Mum, can we go on a cruise for the holidays? Yes! Let’s pack, great idea we will leave tomorrow. The ship was jumping like a kangaroo – crack! On No the window smashed, they ran to the door it was jammed. Help! Security help! The water starts to rise to their hips. By Bailey

The lightning struck the sea and warned the girl that something was going to happen. The waves were getting bigger. The girl got more and more terrified. It got scarier and darker by the minute. By Claire

Remember to keep collecting Earn and Learn stickers. They can be sent into the school or placed in the box at Woolworths in Griffith. Last year we purchased valuable resources for Science and Maths.