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Clare Connection

From the Principal's Desk.....

As the days roll into our last few days of Term 1 weary little learners are still striving and still smiling. As our strategic direction 2, Nurturing & Engaging Learning Culture, in our School Plan states:

To actively support all students in achieving their potential and developing a love of learning in a high expectations environment, we seek to know and deeply understand our learners' identities, dispositions, values, attitudes and skills so that we may respond with nurturing learning environments to support their development as caring, creative thinkers and communicators.

At Clare PS this is one of our essential goals and I hope this newsletter gives you a glimpse into how we achieve this. Developing our mindsets continues to be a focus. We love seeing children actually smile at a new skill gained, or take a risk, and announce, 'it's my growth mindset!'. How do you rate?

Changing Our Mindset		
Carol Dweck, world-renowned Stanford University psychologist, talks about the power of our mindset or our beliefs (especially around challenge). We can either have a Fixed Mindset where we let failure (or even success) define who we are, or a Growth Mindset where we see setbacks as opportunities to grow and improve ourselves. Just like how we learned how to walk... there are many stumbles along the way, but to reach our potential and live the life we desire, it takes practice and perseverance. We always have a choice about which view we adopt for ourselves... and it's never too late to change. What's your view?		
<i>It's up to you!</i>	FIXED MINDSET Belief that my intelligence, personality and character are carved in stone; my potential is determined at birth.	GROWTH MINDSET Belief that my intelligence, personality and character can be developed! A person's true potential is unknown (and unknowable).
DESIRE	Look smart in every situation and prove myself over and over again. Never fail!!!	Stretch myself, take risks and learn. Bring on the challenges!
EVALUATION OF SITUATIONS	Will I succeed or fail? Will I look smart or dumb?	Will this allow me to grow? Will this help me overcome some of my challenges?
DEALING WITH SETBACKS	"I'm a failure" (identity) "I'm an idiot"	"I failed" (action) "I'll try harder next time"
CHALLENGES	Avoid challenges, get defensive or give up easily.	Embrace challenges, persist in the face of setbacks.
EFFORT	Why bother? It's not going to change anything.	Growth and learning require effort.
CRITICISM	Ignore constructive criticism.	Learn from criticism. How can I improve?
SUCCESS OF OTHERS	Feel threatened by the success of others. If you succeed, then I fail.	Finds lessons & inspiration in other people's success.
RESULT ...	Plateau early, achieve less than my full potential.	Reach ever-higher levels of achievement.

Wishing everyone a fabulous break and a Happy Easter. Stay safe.

Keep Smiling!

Kathy Bourke
Teaching Principal

Clare Public School PBL



All Settings

**Safe**

Hands, feet and objects to yourself
Be in the right place at the right time
Use equipment appropriately
Move sensibly around the school

Respectful**Care for others**

Care for your own and other people's property
Listen well, speak politely
Care for the school environment
Be honest

Responsible**Try your best at all times**

"Have a go" and participate
Be a team member
Be organised
Think, 'I Can Do It'



Classroom Buzz

Kindergarten Happenings this week.

Hannah and Addy have been sorting shapes, rolling the dice and matching how many dots with the counters and making their names with play dough.



How can my teacher or classmates help me?

What do I need to do to learn?

Am I being challenged?

How can I show my learning?



Where do I go to next?

★ I am a Visible Learner ★

I am challenged by the success criteria.

I seek feedback.

I understand the learning intention.

I use a range of learning strategies.

I can teach myself.

I know when to ask for help.



★ I am a Visible Learner ★

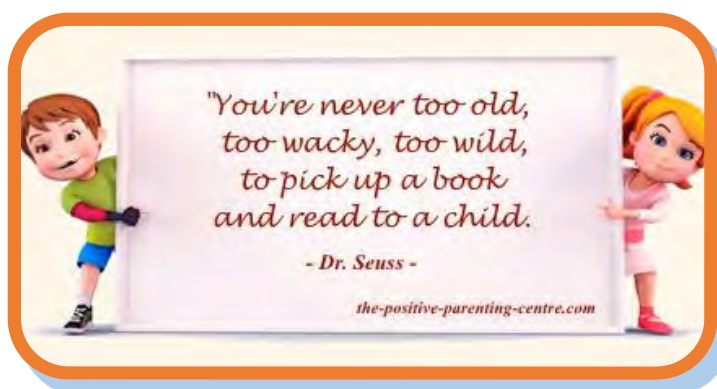
Kite Flying



STEM lesson with Mr Selby-Kite making and flying!

The students enjoyed utilising the oh so often windy days at Clare Public School, making kites and then flying them with Mr Selby they had lots of fun doing this.

WE ALL BELONG



How We Learn

HOW2Learn big rocks

CHALLENGING BELIEFS
ABOUT INTELLIGENCE AND
LEARNING

GIVING STUDENTS THE
LANGUAGE AND
DISPOSITIONS OF
SUCCESSFUL
LEARNERS

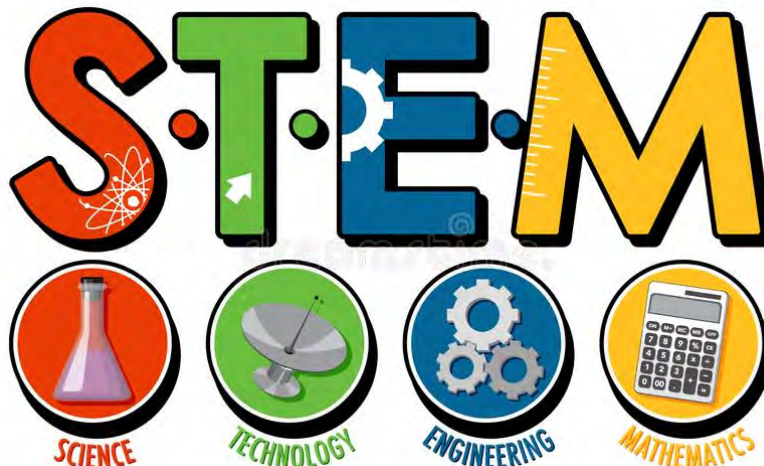
DEVELOPING
TEACHER PRACTICES
THAT FOCUS ON
STUDENT LEARNING

Fostering and continuously nurturing a culture of a growth mindset embedded in relationships continues to be one of our biggest goals as we support our learners to love learning and to be successful learners. In our learning space you can visibly see and hear that we have a culture of a growth mindset. The freedom to make mistakes, question one another, and clear up any misconceptions in a safe environment promotes deeper student learning as our children become unguarded and open to risk taking to explore all areas of learning.



Who Can Build the Strongest Tower?

- Design and build a paper tower based on specific criteria.
- Iteratively test and modify the tower to improve its performance.

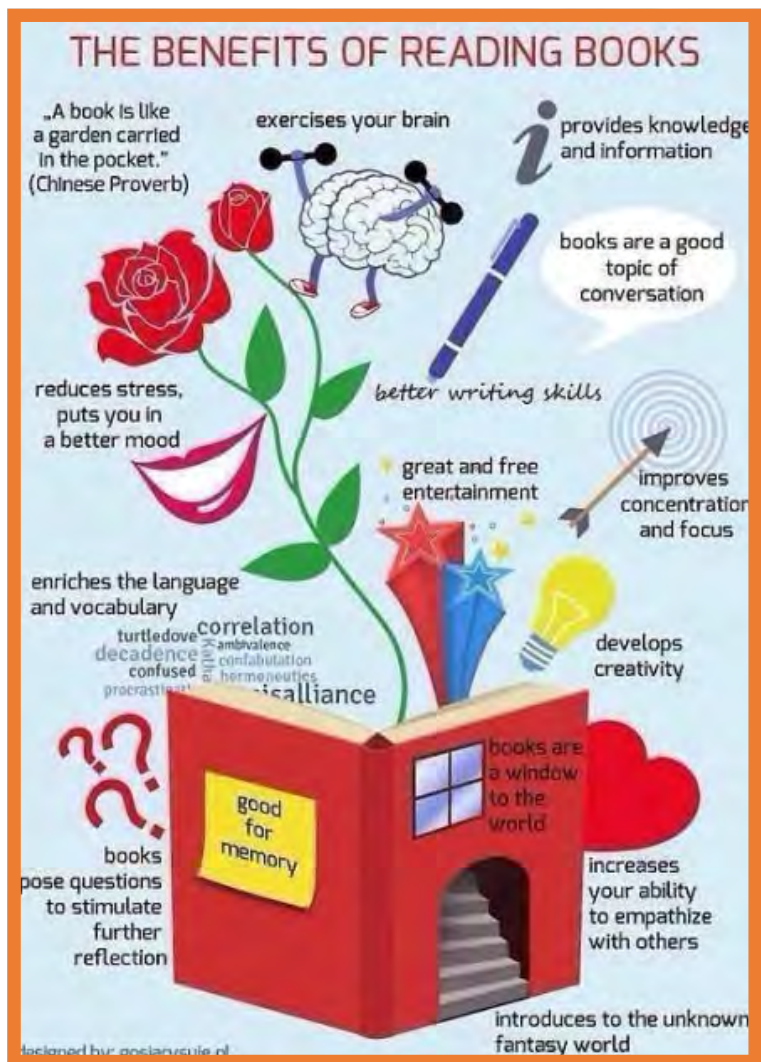


Our Flying Padre'



Once again the Flying Padre's visit was enjoyed by all. Thank you David for sharing your time with us.





Our Learning Mantra



My 11 Rules for Engaging Students' Brains
An Unscientific List From a Regular Teacher

Make sure students know that **brains can grow**, and change and get smarter.

Make sure students feel safe and valued... then **make it fun!** (Laughter releases endorphins. This is a good thing.)

Have students **make predictions**. (Our brains love this. Especially when we're right.)

Make it **visual**. (Visual Cortex)

Get students **moving**. (Motor Cortex)

Get students **talking**. (Wernicke's Area)

Get students **listening** to you and to each other. (Broca's Area)

Help students **make connections** between what they are learning and what they already know. (Grow those dendrites!)

Do something **new**. (Brains love novelty.)

Play **music**. (Studies show that brains focus better right when music is turned off. Use it for transitions!)

Repetition. Brains need repetition to remember. (Hippocampus) Repetition. Really. Repetition. Repetition.

COMMUNITY NEWS:

BALRANALD ICPA BRANCH

Please Save
the Date

Hatfield Happening

26th May 2022

10.30-3pm

Hatfield Hall

Penarie Balranald Rd

a bus will be transporting attendees
to and from Balranald on the day

Nutrition Snippet

PEAR AND YOGHURT CAKE



Ingredients

1 egg
125gm margarine
½ cup raw sugar
¾ cup natural Greek yoghurt
1 tbsp vanilla essence
½ cup reduced-fat milk
1 cup self-raising flour
½ cup wholemeal self-raising flour
½ cup desiccated coconut
1 400g tin pear slices in natural juice, drained

Method

Preheat the oven to 180°C. Grease and line a 20cm x 20cm square baking tin.

Place the first six ingredients into the bowl of a food processor, blender or stand mixer and mix until combined. Add the flours and coconut and mix until just combined. Dice half of the pear slices, add to the batter and mix through.

Spoon into the baking tin. Arrange the remaining pear slices on top to decorate. Bake for 25 minutes until golden and cake bounces back when touched. Allow to cool and then slice.

For more recipes visit:

healthylunchbox.com.au



Cancer Council
Healthy Lunch Box

NSW Department of Education

Why attendance matters

When your child misses school they miss important opportunities to:



Learn



Make friends



Build skills through fun

Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just...

they miss weeks per year

and years over their school life

1 day per fortnight = 4 weeks = Over 1 year missed

1 day per week = 8 weeks = Over 2.5 years missed

education.nsw.gov.au



ANZAC Day
Lest We Forget



8 April 2022	Rostered Day Off/ last day term 1
26 April 2022	Staff Development Day Start of Term 2
27 April 2022	Students return to school
6 May 2022	Rostered Day Off
10-19 May 2022	NAPLAN
20 May 2022	Rostered Day Off
23-27 May 2022	Swimming Scheme Mildura (all Students)
3 June 2022	Rostered Day Off
11-13 June 2022	Queens Birthday long weekend
17 June 2022	Rostered Day Off
30 June 2022	Last Day Term 2 for Clare PS
18 July 2022	Staff Development Day start of Term 3
19 July 2022	Students return

How can you stop coronaviruses spreading?

<p>If you need to cough or sneeze</p> <p>Catch it with a tissue</p> <p>Bin it</p> <p>Kill it by washing your hands with soap & water or hand sanitiser</p>	<p>You should wash hands with soap & water or hand sanitiser</p> <p>After breaks & sport activities</p> <p>Before cooking & eating</p> <p>SCHOOL ETC.</p> <p>On arrival at any childcare or educational setting</p> <p>After using the toilet</p> <p>Before leaving home</p>	
<p>✓ Try not to touch your eyes, nose, and mouth with unwashed hands</p>	<p>✓ Do not share items that come into contact with your mouth such as cups & bottles</p>	<p>✓ If unwell do not share items such as bedding, dishes, pencils & towels</p>