No way. The hundred is there

The child is made of one hundred
The child has
A hundred languages
A hundred hands
A hundred thoughts
A hundred ways of thinking
Of playing, of speaking.
A hundred. Always a hundred
Ways of listening
Of marvelling, of loving
A hundred joys
For singing and understanding
A hundred worlds
To discover
A hundred worlds
To invent
A hundred worlds
To dream.
The child has
A hundred languages
(And a hundred hundred hundred more)
But they steal ninety-nine.
The school and the culture
Separate the head from the body.
They tell the child:
To think without hands
To do without head
To listen and not to speak
To understand without joy
To love and marvel
Only at Easter and Christmas.
They tell the child:
To discover the world already there
And of the hundred
They steal ninety-nine
They tell the child:
That work and play
Reality and fantasy
Science and imagination
Sky and earth
Reason and dream
Are things
That do not belong together.
And thus they tell the child
That the hundred is not there.
The child says:
No way. The hundred is there.

~Loris Malaguzzi~
This term our class has welcomed Miss Maddy McArthur, a final year student teacher. Together with Maddy we have been learning about Ancient Egypt. Students have compared life in Ancient Egypt to Australian present day life. They have learnt of myths and legends of Egyptian culture. Students presented their name using hieroglyphics and presented themselves as a pharaoh.

Examples of our work.

Deidre Le Maistre

Over the next two years, junior primary teachers in the Disability Unit will be involved in a 2 year project, facilitated by the Early Childhood Association of South Australia (EChO). This will involve researching the Reggio Emilia approach to education and then exploring how these principles could be transferred into our unique setting at Christie Downs.

The Reggio Emilia approach to education derives its name from its place of origin—the city of Reggio Emilia in Italy. Some of the guiding principles are as follows:

- **The Image of the Child**—viewing each child as capable and competent and working with their strengths
- **Environment as the Third Teacher**—classrooms in Reggio Emilia are calming, beautiful and welcoming spaces. We are lucky to have moved into new buildings which have been specifically designed with these principles at the forefront of design. We will continue to change and add to these spaces on our journey.
- **100 languages of Children**—A core idea in this approach is that children possess a hundred languages and that they are given opportunities to express themselves and learn through varied experiences.

One of the first steps we have taken as a result of our research is to work towards being more inclusive in our learning programmes. We have started successfully working alongside the junior primary mainstream classes each Thursday for ‘discovery’ sessions. Have a look at the pictures of our students learning alongside one another.

Gemma Vowles, Nancy Barclay, Paula Pittaway and Nikki Onley
**TERM 2**

<table>
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<tr>
<th>WEEK 1</th>
<th>30/4</th>
<th>1/5</th>
<th>2/5</th>
<th>3/5</th>
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<td>WEEK 2</td>
<td>7/5</td>
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<td>9/5</td>
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<td>14/5</td>
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<td>30/5</td>
<td>31/5</td>
<td>1/6</td>
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<td>20/6</td>
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<td>26/6</td>
<td>27/6</td>
<td>28/6</td>
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<td>WEEK 10</td>
<td>2/7</td>
<td>3/7</td>
<td>4/7</td>
<td>5/7</td>
<td>6/7</td>
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**ATTENDANCE MATTERS**

The first step to success is ATTENDANCE! Please support your child in coming to school everyday. If you are experiencing any difficulties, please contact Jo Swift for some strategies or just a chat.

We have breakfast club open 3 days a week—everyone is welcome.

Education is the key to success.

<table>
<thead>
<tr>
<th>When your child misses just</th>
<th>that equals...</th>
<th>which is...</th>
<th>and therefore, from Kindy to Year 2, that is...</th>
<th>This means that the best your child can achieve is...</th>
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</thead>
<tbody>
<tr>
<td>3 days each fortnight</td>
<td>20 days per year</td>
<td>4 weeks per year</td>
<td>Nearly 1.5 years of school</td>
<td>Equal to finishing Year 11</td>
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<tr>
<td>1 day a week</td>
<td>40 days per year</td>
<td>8 weeks per year</td>
<td>Over 2 years of school</td>
<td>Equal to finishing Year 10</td>
</tr>
<tr>
<td>2 days a week</td>
<td>80 days per year</td>
<td>16 weeks per year</td>
<td>Over 5 years of learning</td>
<td>Equal to finishing Year 7</td>
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<td>3 days a week</td>
<td>120 days per year</td>
<td>24 weeks per year</td>
<td>Nearly 8 years of learning</td>
<td>Equal to finishing Year 8</td>
</tr>
<tr>
<td>10 minutes a day</td>
<td>50 minutes of learning each week</td>
<td>1 hour and 40 minutes of learning each week</td>
<td>Nearly ½ years of school</td>
<td>Nearly ½ a year of school</td>
</tr>
<tr>
<td>20 minutes a day</td>
<td>1 hour and 40 minutes of learning each week</td>
<td>1½ hour a day</td>
<td>Nearly 2½ years of school</td>
<td>Nearly a year of school</td>
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<tr>
<td>¾ hour a day</td>
<td>¾ of a day of learning each week</td>
<td>4 weeks a year</td>
<td>Nearly 1½ years of learning</td>
<td>Nearly 1½ years of learning</td>
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<tr>
<td>1 hour each day</td>
<td>1 whole day of learning each week</td>
<td>8 weeks per year</td>
<td>Nearly a term a year</td>
<td>Over 2½ years of learning</td>
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</tbody>
</table>

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**SEA URCHIN 5**

This term Sea Urchin 5 had fun going on a journey through time and learning about different cultures in the past, starting with the stone age. The last two weeks the children had fun exploring Ancient Egypt including a trip to the Adelaide Museum and making pyramids with marshmallows and dry spaghetti.

Nicole Guy-Rees, Ruth Fauser.
Money has been our Maths focus in Sea Eagle 5 this term. The students have been learning to recognise coins and notes as well as count and order small collections of Australian coins and notes according to their value (ACMNA034 & ACMNA017).

To support the students learning we have set up our Sea Eagle 5 Shop where students can 'purchase' goods for example, apple juice, Milo, soap. Shampoo and conditioner and use play money which looks just like Australian coins and notes. Each item is individually priced and students have been either scanning or typing in the cost.

Sascha Boothey

We are proud to offer all students access to an onsite dental check-up at no out of pocket expense through Dental Outreach’s ‘Grow-up Smiling’ program.

Affectionately known as ‘GuS’, the independently run schools dental program is one of the largest and most successful children’s dental programs in South Australia.

Check-ups are scheduled to be performed at the school by selected local Dentists/Oral Health Therapists; each of whom have relevant professional training, clearances and equipment required to perform high quality dental services in a school setting.

Important dates/deadlines for the program are listed below:

- Information pack sent home with students - Term 2, week 8
- Deadline to complete & return forms to your child’s teacher – Term 2, week 10
  - CDBS Bulk billing patient consent form; and
  - Patient consent forms
    - New Students: if student did not participate last year, please complete and return Patient Information Pack & Important Information forms.

- Initial dental check-ups (to be performed at school) – Parents welcome to attend - Appt time to be arrange with the Gus dental team – Term 3 weeks 5 and 6
- Follow-up treatment for relevant students (to be performed at school)
  (Please note: Dental Outreach will be contacting parents/guardians to obtain verbal consent prior to any follow-up treatment being undertaken)

Dental Outreach has won significant recognition since its inception, including being named the first recipient of the 2013 Wrigley’s Australian Dental Association Foundation PRINCIPLES IN ACTION Community Service Award for its voluntary work for regional and remote communities throughout South Australia, and is proud to offer its services to your school.

Creative Parenting through Journaling and Scrapbooking facilitated by Zak Muhammad

Utilising Strengths Cards, poetry and activities in a fun, supportive and creative environment. Let’s share and develop our parenting journey within the Christie Downs Primary School community.

It’s totally free and everything is provided. Just come along and enjoy.

When: Term 3, Thursdays, starting week 2
Where: Christie Downs Primary School
What time: Thursday Mornings
On Thursday the 29th March, Christie Downs Primary School held its annual Sports day carnival. Students arrived in the morning full of excitement and showed this through representing the house teams Dyson, Perry, Brodie and Hunt by dressing in their team colours. The day was filled with lots of competitive, good natured fun through the track and field events that students had been practicing in their Physical Education lessons as well as an obstacle course, ten pin bowling and Wheelie Net.

Students were also treated to icy poles at recess and a fundraiser sausage sizzle was provided at lunch. The final part of the day was an Easter Egg Hunt which was a great way to finish off a successful, fun day.

This year a new award known as the Spirit Cup was to be awarded to the house that displayed the most spirit through demonstrating the three School Values ‘Respect, Responsibility and Teamwork.’ All students showed excellent spirit through sportsmanship, cheering on others, being kind, helping staff with jobs, picking up rubbish and displaying leadership qualities.

Although all houses demonstrated the school values there was one team who prevailed with Hunt showing that extra Spirit on the day.

The final results for the 2018 Christie Downs Athletics shield were Hunt in fourth place on 188 points, Dyson in third place on 235 points, Brodie in second place on 236 points and in First Place was Perry with 342 points. Congratulations to Perry!

A huge thankyou to everybody who helped organise the day as well as helping out on the day, it wouldn’t be able to run so smoothly without your help and it was greatly appreciated. Well done to all students who participated in events and gave their all. Thankyou also to all the all the parents, carers and friends who were able to come down and help, as well cheer on the students, it really shows the positive community spirit at Christie Downs Primary School.

Welcome to Sea Eagle One!
The students of Sea Eagle 1 have had a good start to the year and have been engaging well with Discovery and Technology. This semester, our year 5/6 class has worked with the creative arts to develop visual puppets and dramatic performances, based on our science and humanities goals. In Discovery students have been given creative license develop pieces of work and help steer their own learning. In Technology students have worked with different recycled materials to build arcades. They have analyzed product safety features, learned the best ways to join materials together and have made their own design plans. This is what some of our class had to say about their discoveries this year so far.

Daniel Goode SE1, Classroom teacher

In Discovery, we learnt an axolotl can adapt to the land and become a salamander. During this process it adapts to the environment it lives in. We also learnt, not to be afraid to speak in front of people and how to work as a team, take turns and listen to each other.

Jayden, Decklen, Tara, Alex, David and

In Technology we made arcade machines out of cardboard, plastic and other recycled materials. We experimented with joining them together. We also painted them, made buttons, a coin slot and a scoreboard.

Thomas, Jason, Chris and Jayden