Many of our clever students and parents demonstrated what a trip to the Salvos, a bit of cardboard, or a bucket on the head can do!!

Next Monday, the 5th September, is a School Closure Day. This means that no students or staff will be on site. This is the day we close so that students may attend the Royal Adelaide Show. The following day, Tuesday the 6th September, is a Pupil Free Day. Students do not attend school. Office staff will be on site from 8.30-4pm with remaining staff attending Professional Development in Gawler. The focus of the day is Mindsets and Numeracy and in the afternoon we will work with Gawler Primary and Williamstown Primary School staff.

The Next Governing Council meeting will be held on Tuesday 20th September. We will be discussing the Homework and Uniform Survey feedback from families, so if there is anything else you think we need to know please email the school on dl.0444.info@schools.sa.edu.au.

The staff car park is still being used by parents/caregivers. The staff car park can only be used by parents if they are coming to the school between 9am and 3pm to drop off or pick up children early or to meet with staff. As previously mentioned in other newsletters the staff car park is too busy with buses and walking traffic and it is not ok for the safety of our walking parents, students, bus students and staff to be put at risk. We have a duty of care so if you are asked by staff to leave the car park please do so graciously.

The Book Week Parade last Friday was a huge success. Thank you to the many parents and caregivers who came to the gym as well as the parade in the township to support the students. I am always impressed by the number of students who dress up from Reception to Year 7, as well as the effort all staff put into their costumes to participate with the students. It was great to see many students dressing to the theme of 'Australia-my story' and equally as great to see the recycled and homemade costumes. Students don’t need to spend a fortune on fancy costumes.

“IT’s ironic, how we often forget the things worth remembering, but remember the things worth forgetting.”

Lynda Fitzpatrick-Brown
Principal
It's wonderful to see so many classes discussing and displaying their ‘Character Strengths’.

Room 2: KINDNESS
Room 2 write nice and thoughtful things about their peers and put them in the net. At the end of each term they read out loud as a group the positive things that have been said.

Room 5 and 6: PERSISTENCE, GRATITUDE and TEAM WORK
In Room 5 the students use their ‘Thank-Tank’ to show GRATITUDE to other students in their class by putting the name of a peer who was helpful or kind to them.
Room 6 used TEAM WORK to make a beautiful display of the book ‘The Rainbow Fish’.

At Café 65, students from both rooms have the opportunity to make toast for breakfast (even if they've already had brekkie, it helps to fuel their bodies and minds and gets them ready for learning).
Congratulations Room 5 and 6 (and their teachers Mr Claridge and Ms Dickinson) for their brilliant idea that incorporates independence and PERSISTENCE (students need to butter their own toast)!

Wellbeing corner by Ms Zoe Evans
Interview with
Ms Ellis

Interviewers
Emilee – Room 22
Tommy – Room 7

| What is your favourite colour? | Green |
| What is your favourite food? | Chocolate |
| What is your favourite sport? | Footy (Crows) |
| What is your favourite movie? | Love Actually |
| What is your favourite music genre? | Classic Rock |
| What is your favourite TV shows? | Big Bang Theory |

How long have you worked at Two Wells Primary School?
3.5 years

Do you have any pets? What are they?
Two dogs (Wookie and Beau). 1 cat (Aslan). Two Starfish (Mandy and Mike)

Why did you become a Teacher/SSO?
I like helping children and seeing them learn.

What makes Two Wells Primary a great place to work?
Smiling children, great teachers, and great help.

What is the last book you read?
One Shot – Jack Richer

If you could go anywhere in the world, where would it be and why?
Rome, to see ancient artefacts.

If you could be anyone else for the day, who would it be and why?
Mr Green. To see everyone happy when I fixed things.

THANK YOU MS ELLIS
Choir for 2016

On the 23rd August Two Wells Choir kids went to Magic Millions at the Morphettville Race Course. Soon there will be a performance at the Festival Theatre on the 13th September. We will also be singing for our school at the assembly in Week 9.

The students that are going to the Festival Theatre are:

**Alto**
- Belle-Cherie
- Heidi
- Tayla
- Trey
- Nikko
- Olivia
- Lara
- Daniel

**Soprano**
- Amity
- Angie
- Lauren
- Ashlee
- Despina
- Tayla
- Sarah
- Alyssia

---

**TWO WELLS SOFTBALL CLUB**

Two Wells Softball Club wants you!!!
Open to ages from 5 years and up
Training Day Sunday, 11th September 9:30am
Both held at the Two Wells Football Oval
For more information call Sally Green on 0400 943 249
How children see television

When children watch television, they don’t see and experience the same things grown-ups do. And when you understand the differences, it can help you make the most of TV time for your children.

**Babies and toddlers**

In general, babies and toddlers:

- are attracted to light, movement and activity on TV, but can’t work out what these things mean
- might recognise familiar TV characters or voices after a while
- can’t understand simple plots
- might copy what they see on TV – for example, clapping – but are more likely to do so if you clap with them.

**It takes babies a lot of effort to watch TV.** This can make them very tired. If they’re not yet old enough to turn their heads away for a rest, some babies might even get distressed.

Toddler also get tired from the effort of watching TV. But they can walk away when they want to, and many will!

Very young children have no understanding of **advertisements**. But they can be attracted to the bright colours and happy jingles. They can also learn to recognise simple and colourful logos – the start of ‘brand loyalty’.

It’s recommended that children under two years watch little or no TV. For more information, read our article on television for babies and toddlers.

**Preschoolers**

In general, preschoolers:

- focus on the visual aspects of TV, but don’t always follow the story
- enjoy cartoons and understand that they are made for kids – although some cartoons are made for older children or adults
- don’t always get the difference between fantasy and reality, depending on how fantasy is presented
- don’t understand flashbacks or dreams
- don’t understand digital enhancement, such as photoshopping, and think what they see is real – for example, they believe Superman can fly
- don’t understand what advertising is trying to do.

**Scary visual images**

Preschoolers are vulnerable to scary visual images. Images of monsters, nasty animals or horrible faces can stay in their minds for a long time. This can happen no matter what the character’s motivations, or what else is going on in the story.

Preschoolers can also be scared when a normal-looking character transforms into an evil one.
**Wellbeing corner by Ms Zoe Evans**

**TV violence and sexual imagery**
Preschoolers are likely to imitate what they see, even if they don’t fully understand what is happening. This can be a problem if they’re watching something violent.

Sexualised actions and dance moves – for example, in music videos – can be an issue, especially for young girls who want to copy them. From about five years, children are starting to listen less to children’s music and more to contemporary music.

**Advertising**
Some preschoolers recognise ads because they have more colourful images, faster movement and upbeat music than TV programs. But many think that the ad is somehow part of the program they’re watching.

If preschoolers see a lot of advertising, they learn to recognise brand names and logos. They might even learn to associate them with excitement and happiness. They’re vulnerable to advertising because they don’t understand what advertising is trying to do.

It’s recommended that children aged 2-5 years should have no more than an hour a day of screen time. For more information, read our article on [television and preschoolers](#).

**School-age children**
In general, school-age children can follow simple plots and understand how events in a story are related to each other. But they still prefer to take things at face value, rather than questioning what they see on TV.

They’re vulnerable to media images because they use characters they see on TV as role models and might copy characters’ behaviour and attitudes.

**Scary visual images**
School-age children depend less on visual images for meaning than younger children do. Scary images can still upset them, though.

Watching the TV news can be especially frightening. This is not only because of the images, but because school-age children know the events they see on the news are ‘real’. News reports about crime can upset them, and they might be especially worried about or afraid of death.

**TV violence and sexual imagery**
TV violence can have more negative effects on this age group than on younger children.

Many TV programs and movies made for school-age children send the message that it’s OK for heroes to use violence, as long as it’s for a good cause. School-age children can misinterpret this message and think that violence is a way to get what you want. Exposure to violence can make children less sensitive to violence and can cause aggressive behaviour.

The sexual imagery often shown in music videos can affect how boys and girls see themselves and their sexual development as they enter the school years and adolescence.

**Advertising**
TV advertisers often target school-age children. Food and toy advertising can sometimes lead to children feeling unhappy about who they are and what they have. These messages can be very damaging for children’s self-image, and might lead to worries about how they look.

Not all advertising is obvious. Some advertising is part of programs, so children aren’t always aware that they are being advertised to. Music videos can also work as an advertisement for that artist, and children might want to copy the artist. For example, they might want to drink the same drinks or wear the same clothes.

It’s recommended that children over five years should have no more than two hours a day of screen time. For more information, read our article on [television and school-age children](#).