



# Tunable Falls Community School

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2 June 2020, Term 2, Newsletter 7

Next Issue Due 16 June 2020

## From the Committee:

How lovely it's been to catch up with many families after our recent slowdown time nestled in our bubbles. The connectedness of our school community is reflected in the long lingering school pick-ups where parents converse, share parenting stories, recipes, plant selection for our gardens and generally just chit-chatting. Thank you to all the Mums and little Charlie who stayed at pick-up time on Friday to spread the six square cubic metres of soft-fall around the spider-web. Not only does it help to make our play area safe but it ended up being an enjoyable shared activity.

Tunable Falls Community School (TFCS) would like to welcome some new students and families who have joined us this term. A warm welcome to Julz and Rob with their son Kai who has joined the Gooarnj class, and his sister Willow has joined the Buribi class. A big welcome to Maleika joining the Guruman class, Maleika joins her little brother Azariah here at school who is currently in the Buribi class.

As Winter is now upon us, so too is our Winter Solstice lantern parade. The lantern kits have arrived and I'm sure the children will be busy constructing and decorating them over the coming weeks. A date is yet to be confirmed due to the current social-distancing restrictions, we will keep you in the loop.

The health and welfare of our school community is of the utmost importance to the teachers and the committee. We would like to encourage families to communicate with either a committee member or teacher if you feel your family or child's needs are not being met with in the school. We respect your right to privacy, ensuring confidentiality is upheld with anything communicated. This past year has seen our school and wider community move through some major stresses, the need to support one another has never been more highlighted.

As stated in the previous newsletter our school will be completing our five yearly School Registration process this month. We would like our school to shine in all its glory, so if you have some free time please come on down and lend a hand. If you were unable to complete any roster days last term yet have some time available now, you could complete days now and these will be taken off last terms accounts. Being able to hang out at school with all the kids is one of the most special things that TFCS has to offer, not really available in any other school. Seeing and hearing what these wacky, wonderful kids get up to here is definitely entertaining and precious.

Blessings, Cushla

### School Calendar

- **Term 2 Ends**  
Friday 26<sup>th</sup> June
- **Term 3 Begins**  
Tuesday 21<sup>st</sup> July

### AGM:

Friday 19<sup>th</sup> June, 9.30 am,  
in the Art class

### Winter Solstice:

Details to be confirmed  
closer to the time.

### Reminders:

*We are a Nude Food School.* Please avoid using plastic wraps or packaged items in school lunches.

**Drink Bottles:** Please pack a drink bottle as cups and bubblers are not recommended atm.

Contact a Committee Member if you have any questions or feedback.

### Committee Meeting:

Friday 5 June, 9:30am

### Parent Meeting:

Postponed until further notice

### Parent Workdays:

Families are not required to attend work levy days for this term, but it would be great if you can still drop in to help with the garden.



## BURIBI (Kindy class)

Hello Lovely Parents,  
How quickly time is flying by, it is already Winter!



Gypsy and Willow wearing their gorgeous crowns.

We have been busy climbing up the spider web, jumping through hoops and sliding down slides to call out our golden sight words! Students have hula-hooped numbers and fished for answers to simple sums. We have lots of new exciting games and have been practicing taking turns, helping each other out and being patient.

Everyone is enjoying dress up's while developing characters to act out scenarios in which they solve problems creatively through teamwork.

Our group is adjusting to some daily routines that help to consolidate and further develop our knowledge of letters, numbers, Days of the week, the names of the Months, seasons and interesting vocabulary. We have been focusing on the letters S, T, A, P, M, C and R, thus growing our bank of words.

We are still enjoying our storybooks; Possum Magic, Stone Age Boy and many others that help us identify emotions, differences and things which are real or imaginative.

Please continue reading at home, send the reader folder to school when you want to swap readers over for new ones. When reading together, remember to notice the sight words when they pop up. If you wish to have some homework for your child to do, let me know, I can send independent work home as well as things you can do together.

As it gets colder please remember to provide **warm clothes**, shoes, socks and spare clothes, (even though they often insist they aren't cold).

Please also send your little ones with **plenty of food** for those growing minds and bodies- especially on these colder days.

If you require any support with the above, please do not hesitate to contact myself, a lovely Committee Member or René in the Office.

Much Love, Fiona



Azariah and Romulus sorting colour squares



## GOOARNJ (Middle class)

Hi Families,

The last week has been a big week, with lots of excitement with the whole class being back together. The kids are settling back into learning as a class, and the routines of sitting apart, and washing their hands regularly.

This week we have looked at and discussed the differences and similarities between story/narrative writing and information writing, and the kids have learnt about contractions. The kids have also been very happy and motivated to write their own books, which they will continue over the next fortnight.



Writing our story books



Max writing his story book

In maths we have explored the links between addition and subtraction, with a whole class focus on backwards counting (please keep this up at home).

We have explored colour in art and created an eye-catching display of Kandinsky inspired collage trees.



Our colourful Kandinsky trees

While in our Living Things unit we have looked at the health of the pond outside the classroom and made a plan to bring health and life to it. The kids will begin to implement their plan next week, with the aim to create a healthy ecosystem that attracts other native fauna.

Over the next fortnight in maths we will be learning about 3D shapes and multiplication and division. While in English we will be beginning to plan and write animal information reports, learn what a noun is, and continue our regular reading, language and spelling practice.

Health and happiness, Ishta



## Guruman (Upper class)

As a writing task, Guruman have been creating a story in parts, with each student given the opportunity to write a sentence to make the story. Here is the result.

### A Collectively Composed Story by Guruman

One fine morning, in the magical town of Spellsville, Wendy the Westside witch quietly left her small cottage to begin her daily walk through the Enchanted Wood's to gather her yearly supply of wandweed and hexflower.

As she was walking, she saw a girl crouched on the ground. Then she walked over to her. But the girl was dead. She died from eating too much cream. She was fat and covered in cream.

The idea was running through her mind, "What demon would eat so much cream?!" There was no more cream left to collect or eat, so she had an idea, that she would pick raspberries and blueberries instead. But in the blueberry bush was a dark evil being, lurking in the shadows. She got closer to realise it was a devil bat-bunny.

So, she immediately started running but realised the devil bat-bunny was chasing her. Because she was scared, she said this devil bat-bunny should die in a bush fire and then it happened.

Then an angel came down, with bright yellow wings, and told her that she had a genie, but she had already used one wish. And then she realised that she was in the middle of nowhere, so she used her last wish and used it wisely and said "I wish I was home!" Then BANG!!! She was back at home with her parents.

THE END



Our stunning new whale mural by artist Howie Cooke.

We have also been working on **Procedural Texts** and the class has created a collection of procedures for mystery shapes. Try to follow each procedure and see if you can work out the shape.

Alice's MYSTERY SHAPE:

- Have a landscape pieces of paper then draw a square in the middle of the paper.
- Then draw a phone looking shape in the middle of the inside of the square.
- Then draw a circle on the inside of the phone shape.
- Then draw a triangle on top of the square.
- Then draw two small squares not beside the phone shape but a little bit higher.
- Then draw two holy crosses and you are done!!!!!!!!!!



Amelia's Mystery Shape:

- Start by putting your pencil in the near middle of an A4 portrait piece of paper
- Then draw a line going up about a finger length, do the same on the other side about half a pinkie length to the right from where you began.
- Draw a curve at the top of your two lines do the same on the bottom, you should end up with a skinny oval.
- At the top right of your oval draw a shape like a petal and make sure it ends halfway down the oval.
- On the right side draw a petal half the size of the big one starting on the middle right and ending on the bottom right of the oval do exactly the same on the left side of the oval.
- Then at the top left of the oval draw a line going straight up then curving into a spiral, do the same on the top right of the oval but curving left into a spiral.
- You're Done!!

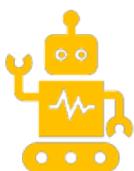
Aragorn's Mystery Shape:

- OK. Draw a rectangle on a A4 piece of paper and the paper must be landscape.
- Under the rectangle, draw a bigger rectangle.
- On the right most top point draw down a diagonal line to the bottom rectangle top right corner.
- Do the same on the other side, one finger from the bottom.
- Draw a circle on both sides.



Arcana's Mystery Shape:

- Draw a square and then draw a circle in the top left corner about halfway from the middle.
- Do it again but do it at the top right corner and do it at the bottom of both sides.
- Then do a little circle in the circle you just drew.
- Then draw three little circles at the bottom of the square.



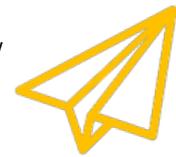
### Ava's Mystery Shape:

- First flip your page to landscape.
- Then in the middle of your page draw a horizontal line.
- Then on both sides of that line draw two tall diagonal lines.
- Then on top of those lines draw a line that connects them together.
- Then go slightly up and draw a line above the previous line but half as big.
- Then on that line draw two diagonal lines on both sides but the lines have to be connected.
- Then at the top of those diagonal lines draw a line down to connect to the closest line.
- THEN YOU'RE DONE!!!



### Nala's Mysterious Shape:

- On a landscape piece of paper start at the left bottom corner then go a quarter of your page to the right and draw a circle as big as a 1/3 of your pointer finger and then a quarter way from the other side and do the same.
- Then draw one long side at the top rectangle sitting on top of both of the circles make the rectangle a bit longer than the space apart from the two circles and make the rectangle as tall as from your wrist to the end of your pinkie.
- On the left top corner of your rectangle go a third to the right and draw a line halfway down your rectangle and then a straight line to the left side of your rectangle.
- Then about one-centimetre inwards from the right of the middle of your rectangle draw a square as long and as wide as half of your pinkie and then a centimetre away to the left from that do it again and twice more.
- Last somewhere on the bottom right corner outwards from your rectangle attach a square a tiny, tiny one. Now at the top of your page write what you think my mysterious shape is and ask Joe what to do with it after.



### Rain's mystery shape:

- So what you want to do is place your pencil any were on the page then draw a short line down.
- Make a line just under the middle of that line facing the right just a little bit longer than first line.
- Make a line down from the end of the horizontal line, ending at the same level as the first line
- Now make a tiny line of the top of that line





## FROM GINGER

Welcome back to all students!

Firstly, I want to congratulate the parents that consistently worked along the teachers to deliver the distance learning program. What a roller coaster for us all and we made it!



Theo with a big fat pumpkin.

Since being back at school the children have been very productive during green time! Harvesting even more pumpkins, planting our annual garlic crop, snow peas, lettuce, strawberries weeding and mulching their individual garden beds, so their seedlings are snuggly and warm for Jack Frost's arrival. They have been so impressed with the growth and changes of everything in their garden.

**Buribi** class has been deepening their exploration of their families from around the world, plotting their family's heritage on a globe to visually analyse the distances they migrated to Australia. They have also been looking at different types of houses from different cultures and how they have designed the house to suit the landscape, temperature and needs of the individual group. They will use this foundation to then build their own houses using natural materials.

The **Gooarnj** class has started using their wild maths backpacks to explore maths concepts in an outdoor setting, they used tools from their wild maths backpacks to measure their garden beds and make a habitat design for a creature of their choice. They have continued their indigenous choice activity and produced some high-quality didgeridoo's and weaving mats whilst eating pumpkin scones and rosella jam with the help of the Guraman class.

The **Guraman** class have been researching the different events that have shaped the Australian nation. Their learning has been extended to conduct a research project on a particular person that has influenced Australia and brought about positive change since invasion.

Their projects will be a reflection of their research from books and the internet and will be presented to their peers upon completion to further educate them about these prominent key figures throughout history since the invasion. They have also been working hard in the garden and the orchard, preparing for the colder months and ensuring the survival of the living things in their care as the temperature started to drop in our valley.

Peace, love and pumpkin scones, Ginger.



Escher harvesting a crunchy cucumber.



Last week I was on playground duty. I always enjoy watching the children playing in creative, imaginative, and inclusive ways. I struck up a conversation with some boys about what they missed the most when they were at home. They were loving their game in the ethno-botany trail and their muddy clothes were testament to their joy. I mostly got responses I expected about friends, games, and activities they enjoy at school. I thought about their responses as I drove home and I considered my own children and what they missed about their learning places when they were at home. There are some very concrete benefits that educators know about the role of school and quality Early Childhood Centres for children.

Students benefit from the consistency and continuity in both relationships and learning that school provides. This is particularly true of a school like TFCS that values relationships and partnerships. Children notice this and feel a sense of belonging and safety. With this security, they are free to explore, play, imagine, and create. And we know this is how children learn best. Play provides students with opportunities to grow, learn and develop physically, socially, emotionally and cognitively. It allows children a sense of agency and autonomy. Play in nature, we know, has particular benefits.

Being part of a school community allows students to enjoy another family where the language and expectations are consistent and predictable. They are stimulated, engaged, and challenged at school in unique ways allowing them to explore different ways of being, doing, and thinking. In this way children develop skills and knowledge holistically while feeling supported and loved.

Obviously, we know about how important peer contact is for students, and particularly games (both structured and free) with other children at a similar developmental stage. And we all appreciate the job our child's teachers do, because trying to teach your own child is HARD!

All of the things that many of us missed about our lives- the contact with friends and family, the routines, the freedom to do things we love to do, the comfort of our regular places and people, and the stimulation we get from our everyday lives, our children missed too! How blessed we all are to be a part of this community.

I am at school every Tuesday if you have anything you would like to discuss with me about your child.

Take care, Lisa  
Student Learning Support teacher

# COVID-19: What we are doing to address Health & Safety at school

## Our Daily COVID-19 Hygiene Procedures

1. As usual a major clean is done after the school week by our lovely cleaner Mel, but we have extended the length of time now to include more surface cleaning.
2. TFCS has also employed Mel to sanitise and wipe down all classrooms and publicly shared areas at the end of each day.
3. Staff are wiping down classrooms at recess, lunch.
4. Hand sanitiser dispensers are available in all classrooms and public areas.
5. Children are washing their hands before eating and before entering and leaving the classrooms.
6. Teachers are making hygiene education part of daily activities and are reminding children of good hygiene practices and explaining why it is important.
7. Students are maintaining social distancing in classrooms and outdoors.
8. To ensure safe play time, staff are providing active supervision during recess and lunch.
9. Any staff member or child who displays any cold or flu like symptoms are being instructed to please stay home and will be sent home if deemed unwell.

## We ask you to help us by:

1. trying to make the settling in process as quick as possible so as to avoid too many people in the school. To help us limit the number of children and adults in the school setting, please don't hang around and try to avoid bringing other members with you.
2. not allowing your child to bring in toys from home.
3. ensuring you are packing enough food for the day. No communal food is being provided, instead all children are bringing their own packed lunches and water bottles. Students have fruit at munch and crunch, a recess and a lunch. It is preferred that the bubblers are not used.
4. on arriving home, getting your child/ren wash their hands and change their clothes to avoid spreading anything to your family.
5. keeping your child/ren at home where possible.

*\*Please contact staff or a committee member if you have any questions or concerns.*