

**PRINCIPAL'S
REPORT: WHY
WE DO THINGS
THE WAY WE
DO**

**NATIONAL
SIMULTANEOUS
STORYTIME**

**TERM 2
CALENDAR**

**YEAR 1
MELALEUCA
VISIT**



**Edition 3
2026**

MINLATON

DISTRICT

SCHOOL



PRINCIPAL'S REPORT

MAY 2026

Why we do things the way we do

by Andrew Dickinson

At Minlaton District School, we are continuing to strengthen a school culture where every student feels known, connected, supported and ready to learn. This work does not happen by accident. It is built through the small, deliberate actions we take every day; in classrooms, in the yard, on buses, at assemblies, in conversations with families, and in the way we respond when things go well or when things go wrong.

A key part of this work is our focus on positive behaviour. At its heart, positive behaviour is not simply about rewards, consequences or behaviour charts. It is about building a shared culture. It is about teaching, noticing and reinforcing the behaviours that help young people learn well, relate well and contribute positively to their community.

Just as we explicitly teach reading, writing, mathematics, practical skills and subject knowledge, we also need to explicitly teach the behaviours and habits that support learning and belonging. Students do not always automatically know what respect, responsibility, resilience or kindness look like in every setting. These behaviours need to be modelled, named, practised and acknowledged.

This is why staff have been working with students to make expectations clearer and more consistent across the school. It is why we are using more common language. It is why teachers are building positive recognition into their classrooms. It is why we are spending time talking with students about what strong learning behaviours look like, not only what happens when behaviour falls short.

Our philosophy is simple: *students are more likely to thrive when they understand what is expected, when expectations are consistent, and when they feel the adults around them are working together.* Positive behaviour is not separate from learning. It creates the conditions that allow learning to happen.



Harlee & Maggie

A calm, respectful and purposeful classroom is a place where students can focus, ask questions, take risks, make mistakes and keep improving. A safe inclusive yard is a place where students can build friendships, solve problems and develop confidence. A school where students feel that they belong is a school where students are more likely to attend, participate and take pride in their learning.



Addison, Amber & Claudia

This work connects directly to our broader school vision: to foster a connected school community where every student is empowered to thrive in their academic and personal lives. Belonging and learning go together. When students feel connected to their school, they are more likely to engage deeply, persist through challenges and contribute positively to the people around them.

Of course, a positive behaviour approach does not mean ignoring poor behaviour or pretending that every choice is acceptable. Boundaries matter. Accountability matters. When behaviour impacts the safety, wellbeing or learning of others, we will follow up. Students need to understand that their choices have consequences.



Gabe & Katherine

However, our goal is not simply to apply a consequence when a mistake is made. Our goal is to help students learn from it. When something goes wrong, we want students to understand what happened, who was affected, what needs to be repaired, and what they can do differently next time. Sometimes this involves a restorative conversation. Sometimes it involves a consequence. Sometimes it involves additional support. Often, it involves a combination of these things.

The important question is not only, “What went wrong?” It is also, “What learning needs to happen now?”

This matters because young people are still developing. Some students need more guidance, more practice and more support than others. A consistent positive behaviour approach helps us respond more fairly because expectations are clearer for students and there is a shared framework for staff.

It also allows us to notice the positives more deliberately. We want students to hear when they are getting it right. We want to acknowledge effort, improvement, kindness, persistence and responsibility. For many students, being noticed making a positive choice is powerful. It tells them, "You are seen. Your choices matter. You are contributing to this school."

Across our Reception to Year 12 setting, this work will look different depending on the age and stage of students. Younger students may need explicit teaching and practice around routines, sharing, listening and managing emotions. Older students may be developing greater independence, leadership, responsibility and readiness for life beyond school. The approach changes with age, but the principles remain the same: clear expectations, strong relationships, explicit teaching, consistent follow-up and belief in every student's capacity to grow.

Connection is the invisible thread that helps students feel safe, seen and ready to learn.



Carol, Charlie & Jodie

School culture is not built through one program, one assembly or one newsletter article. It is built through hundreds of daily interactions. It is built when a teacher greets students at the door. It is built when a teacher greets students at the door. It is built when students are acknowledged for effort. It is built when staff calmly follow up behaviour that falls short. It is built when older students model care and responsibility for younger students. It is built when families and school reinforce the same messages.



Families and communities play an important role in this work. When school and home send a consistent message, that kindness matters, effort matters, respect matters, responsibility matters and learning matters, students benefit. We are grateful for the many families who reinforce these values every day and who work with us when challenges arise.

There will always be moments when students make mistakes. That is part of growing up. Our responsibility is to create a school environment where students are supposed to learn from those moments, while also maintaining high expectations for how we treat one another.

This is why we do things the way we do.

We are not simply managing behaviour. We are building habits, relationships and expectations that support young people to become thoughtful learners, respectful community members and confident contributors. We are helping students understand how to belong, how to contribute, how to repair, how to persist and how to grow.

Thank you to our families and wider community for your ongoing support. The partnership between school, home and community remains central to helping our young people thrive.



YP PC CARE
— PC CLEANING & SERVICES —

Jackson Chappell: 0475 594 733

2026 Power Cup



Team Central Yorke

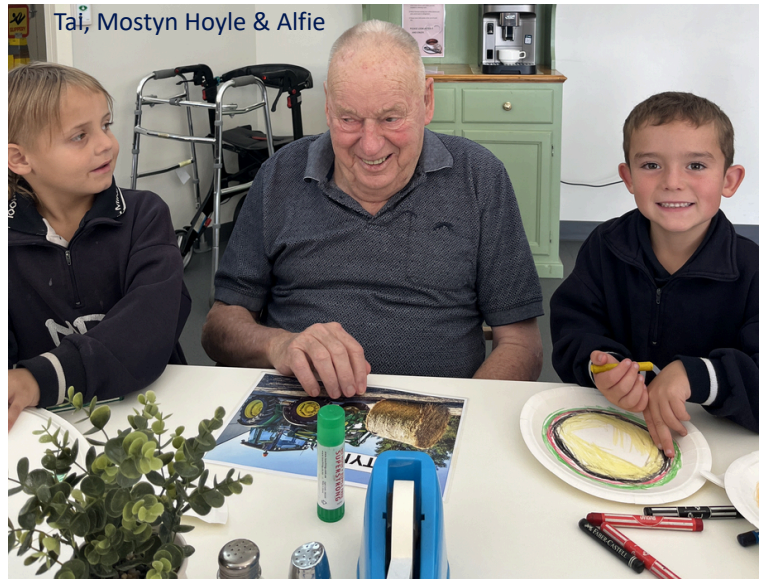
Ivy, Brianna, Mia & Jaiden were part of team Central Yorke who competed at the 2026 Power Cup at Adelaide Oval. Congratulations to the boys' team who won their grandfinal. The girls' team narrowly went down in a very close match. We are very proud of you all.

Year 1's Visit Melaleuca Court Nursing Home

Miss G's Year 1 class recently enjoyed another special visit to the residents at Melaleuca Court Nursing Home as part of our ongoing collaboration together. Building connections across generations is so important, and these visits continue to bring joy to both the students and the residents.

During the visit, students sang songs all about bees before spending time creating bee-themed crafts alongside the residents. It was wonderful to see conversations, laughter and friendships shared throughout the morning.

We are grateful for the welcoming community at Melaleuca Court Nursing Home and look forward to many more visits with our friends.



Tai, Mostyn Hoyle & Alfie



Norm Agnew & Emilee



Summer & Darcy Button



Pat Butler, Michelle Holland & Rylee



Gracie-Mae & Pat Butler

We love the visits with our friends at Melaleuca Court Nursing Home.



Sophie, Evie, Mitchell, Jayla & Kyden



Jayla



Evie

National Simultaneous Story Time

On Wednesday May 27th we joined thousands of other people from schools, libraries and childcare centres around Australia to celebrate National Simultaneous Story Time - the event where people all over the country read the same book at the same time.



Jayla, Mr Cook & Evie entertain 140+ students

This year's story was a book about a young up and coming female soccer superstar so we got in a couple of our own superstars from the local women's league to be our guest story tellers. Evie and Jayla did an amazing job of reading 'Luna Roo the Kangaroo Baller' to approximately 140 students.



Jayla & Evie read 'Luna Roo the Kangaroo Baller'

We then heard the story again, read by Matilda's legend Elise Kellond-Knight and then finished up by giving away three copies of the book to three randomly selected students - Sophie, Mitchell and Kyden.

JUNE

2026

| | SUN | MON | TUE | WED | THU | FRI | SAT |
|------------------|-----|---------------------------------------|----------------------------------|-----|-----|-----|-----|
| TERM 2 WEEK 6 | | 1 Primary Leaders Excursion | 2 7/8 9-A-Side Football | 3 | 4 | 5 | |
| WEEK 7 | | 8 King's Bday Public Holiday | 9 Student Free Day | 10 | 11 | 12 | |
| WEEK 8 | | 15 | 16 | 17 | 18 | 19 | |
| WEEK 9 | | 22 | 23 | 24 | 25 | 26 | |
| WEEK 10 | | 29 | 30 | | | | |



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'Minlaton District School'



Prompt payment of school
invoices are appreciated

JULY

2026

| | SUN | MON | TUE | WED | THU | FRI | SAT |
|--------------------|-----|-----|-----|-----|-----|-----|-----|
| WEEK 10 | | | | 1 | 2 | 3 | |
| SCHOOL HOLIDAYS | | 6 | 7 | 8 | 9 | 10 | |
| SCHOOL HOLIDAYS | | 13 | 14 | 15 | 16 | 17 | |
| TERM 3 WEEK 1 | | 20 | 21 | 22 | 23 | 24 | |
| WEEK 2 | | 27 | 28 | 29 | 30 | 31 | |



School Canteen

OPEN WED - FRI

Order lunch via QKR!

Cash or card accepted over
counter at recess & lunch
breaks