Dear TLS Community,

Have you ever thought about the Trinity and what that actually means? My Year 3/4 class struggled originally to come up with the correct meaning of the Trinity a few weeks ago. Once you begin to think about it, it’s not the easiest of concepts to comprehend.

In Christian Studies, our class has been working our way through a unit on Christian Beliefs and exploring the idea of God as three persons, Father, Son and Holy Spirit.

We have had some great discussions so far and the students have raised some very tricky and important questions. Some have been easy to answer and even other students have been able to provide some feedback and other questions have been so challenging that we haven’t been able to answer them at all.

Some of you may know of a book titled 3 in 1. In my experience and a lot of other teachers, it is by far one of the best ways to explain the Trinity. In summary, the book is about an apple and the way an apple has three parts. The parts are the peel, flesh and core. Even though there are three parts to the apple, there is still one apple.

The same can be said for the Trinity. There are three parts (God the Father, Son and Holy Spirit) yet there is still one God. The author explains the connection between the apple and God extremely well and the analogy is one that I can always refer back to with my students.

To check the students’ understanding of the topic, they were asked to think of an object with three parts and explain how it can represent the Trinity. Here are a few of their ideas:

- The lead of a pencil is like the Holy Spirit because it’s in the wood like the Holy Spirit is in us.
- The cocoon of a caterpillar is like God the Father who protects us.
- The roots of a tree are like God the Holy Spirit as you might not see them but they’re always there.
- The fur of a cat is like Jesus because He loves us all over.
- The leaves of a tree are above us and Jesus watches over us from above.

Enjoy the rest of the week and your weekend,

Shaun Copeland.
Parent Teacher Interviews
Aside from the invitation to parents to discuss student progress regularly with their teacher; at the end of Term 1 we have our scheduled Parent Teacher Interviews. This is a valuable opportunity to sit down with your child’s teacher and discuss their academic and social progress in detail.

In the coming weeks, you will receive a schedule of interview times on either Thursday April 14th or Friday April 15th. Interview times for the new Foundation students have been allocated. If you feel this interview is not necessary, please contact the front office or your child’s teacher.

If you would like to request a specific time, please ring or email Debbie or Leanne at admin@tls.sa.edu.au by tomorrow FRIDAY MARCH 11TH. Please note however that it is not always possible to accommodate specific requests.

In the event that neither Thursday nor Friday is suitable for at least one parent to attend, parents are asked to arrange a mutually convenient time with your child’s teacher/s. Thank you.

Can you help us? We are looking for timers for our championship events to be held on Thursday 24th March (the week after swimming lessons) between 1:00-2:00pm at The Rex. If this is something you think you may like to do, please contact the front office or email Justine Smart on jsmart@tls.sa.edu.au - thanks!

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Keep in your prayers...

FAMILY PRAYERS: This week please pray for these school families:

- Coulter
- Cox /DiBlasio
- Cummins
- Dahlitz
- Dal-Bello

As a community we know God’s power through prayer, so please keep the school, its staff, students and families in your prayers. If you have prayer requests, please let Darren, Matthew or the office staff know.

Reminder - ICAS entry forms due by Friday 11th March - tomorrow!

Wanted - Clean black foam trays for the art room. Please make sure they have been washed thoroughly before bringing them in to school. Thanks.

Chickenpox - Please keep an eye on your children for symptoms of chickenpox such as fever, red spots or generally feeling unwell.
These are some of the exciting things that our class have been exploring and learning about during Investigations this term.

Sofia and Tali investigated nature and patterns.

Alex created a chain with 233 links in different patterns.

Estelle and Georgiana researched gum trees by collecting leaves and gum nuts. Then they painted one.

Many people in our class worked to take orders, write menus and make pizzas at the Pizza Shop.

Alexis wrote letters to her friends and family.

Ryder, William, Kaeden and Sam worked together to design and build a Lego City.
We collected natural materials to create works of Art in the Bush Block.

In our Connected Inquiry topic we have been exploring significant places in our community. One of the places we investigated was the Apex Bakery. We went to the Apex Bakery to look at it and learn about its history in our community.

The old Apex Bakery truck
We saw the old oven where the bread is baked.
We walked to the bakery with the help of some parents.
Corey from the bakery was an excellent tour guide!
Wow what a wonderfully busy few weeks we have had, with lots of new faces. Our ‘regulars’ have been great with the new ones, helping them get settled. Here at OSHC we encourage a social constructive environment under the guidance of the educators. Constructivism promotes social and communication skills by creating an environment that emphasizes collaboration and sharing of ideas. Children learn to articulate their ideas clearly as well as work collaboratively, developing the skills to exchange and negotiate ideas with others and to assess and recognise their own and others contributions in a socially acceptable manner. This is an important skill for success in the real world, as they will constantly be exposed to experiences in which they will need to cooperate and navigate among the ideas of others. An example of social constructive learning as they worked together to build the tallest cup stack tower.

Thanks Heather and Maddi
Due to many of our old friends graduating to school and the introduction of new friends, the first few weeks of a new year at ELC are often quite challenging when it comes to friendships. This week, we have really seen the children’s friendships grow and strengthen. Successful friendships require collaboration, sharing, discussion, compromise, and many other social and emotional skills. As children develop friendships, they feel more secure in their environment and have a real sense of belonging in our ELC due to the confidence that comes from having friends.

“Friendships... bring pleasure, comfort, sometimes distress and almost always important opportunities to learn and develop in a social world.”

Cambridge Preschools (2016)