

The Gang Gang Gazette

Week 8, Term 1 (29th March, 2018)

Principal: Tania Collis Deputy Principals: Rikkie Klootwijk and Deborah Lowrey (Acting)
Executive Teachers: Marni Payne, Kate Stear and Tevi Cory (Acting)
P & C President: Trudy Green napscommunity@gmail.com
Board Parent Representatives: Emma McMahon, Amanda Galbraith and Sue Webeck
Board Email: napsboardreps@gmail.com

Upcoming Events

Good Friday	Friday 30 th March
Easter Monday	Monday 2 nd April
CEIS	Tuesday 3 rd April
Senior School Assembly hosted by 5/6VV, 5/6DM & 5/6RM	Friday 6 th April @ 12 Noon
North Gungahlin Swimming Carnival	Monday 9 th April
Year 6 Peer Support Training	Wednesday 11 th and Friday 13 th April
IEC Graduation Assembly	Friday 13 th April @ 12 Noon
Last day of term 1	Friday 13 th April

Notes Home

- Authority to Release Personal Information note (New Students)
- Chess Club
- Assembly Change (Year 5/6 and IEC)

Board

Next Meeting:
Tuesday 22nd May 2018,
6.00pm

P & C

Next Meeting:
Tuesday 22nd May 2018,
7:30pm

Dear Families and Friends,

One of the most rewarding aspects of being principal of North Ainslie Primary School is the sense of community I feel at every turn, every day. Schools provide that sense of belonging for all members of our community and play a vital role in developing this for our students and in providing them with assistance in developing their social skills. As principal of a KidsMatter School, I often visit their website for information and links to assistance for our staff, students and families and like to share articles and advice from them. This week I have included an excerpt from an article on developing social skills in our students and the role we can all play. For the full article, go to <https://www.kidsmatter.edu.au/mental-health-matters/social-and-emotional-learning/social-development>

Social development involves learning the values, knowledge and skills that enable children to relate to others effectively and to contribute in positive ways to family, school and the community. This kind of learning is passed on to children directly by those who care for and teach them, as well as indirectly through social relationships within the family or with friends, and through children's participation in the culture around them. Through their relationships with others and their growing awareness of social values and expectations, children build a sense of who they are and of the social roles available to them. As children develop socially, they both respond to the influences around them and play an active part in shaping their relationships.

The ideas, beliefs and knowledge that children have about who they are, what they can do and where they fit in society help to shape their understanding of themselves. Children base their self-concepts on feedback they receive from others as well as their own judgments. The kinds of things that primary school children take into account in

At North Ainslie we strive to be

Inquirers Knowledgeable Thinkers Communicators Principled Open-minded Caring Risk-takers Balanced Reflective

developing their self-concepts include how well they are able to succeed with schoolwork and other activities, how they look, and how they get on with family and peers. Developmental patterns in the ways children typically describe themselves are related to their developing capacities for thinking and for understanding and managing their emotions and behaviour. It is very important for children's strengths and efforts to be recognised in order to support the development of a positive self-concept and to motivate children to be positively engaged in learning and in their relationships. Poor self-concept can be a significant contributing factor to children's emotional and behavioural difficulties.

Learning social values

Children's ability to understand others and take their needs and views into account develops over time. Young children are naturally self-focussed. They often play beside, rather than with, other children and tend to think that everyone sees things the same way that they do. In early primary school children learn that others may see things differently from them. Then, as their thinking skills develop, children are more able to understand another person's point of view and, finally, to appreciate multiple ways of looking at the same event or situation. Teaching children how to put themselves in someone else's shoes helps them to relate better to others and manage conflict more effectively. It promotes caring, respect and fairness. Research shows that children who have learned to value others are more likely to include and appreciate children who are different from them or who are viewed negatively by others.

Key points for supporting children's social development

Children's earliest and most extensive learning about social relationships occurs in the family. Parents and carers can support positive social development when they model respect and consideration and encourage children to be similarly respectful in all their relationships.

- Provide care and support by tuning into children's needs. Show you are willing to listen and take children's feelings into consideration.*
- Help children to develop social skills by providing coaching and teaching them to think through and solve the day-to-day social difficulties they encounter. Supervise and support children's social activities without taking over.*
- Ask questions that encourage children to put themselves in someone else's shoes. Questions like "How would you feel if ...?" help children learn skills for perspective-taking. Asking questions in a supportive way helps children to think through situations and encourages them to take others' feelings and perspectives into account.*
- Discuss moral issues with children and encourage them to state their opinions and reasons.*

Wheels at school

We love that so many of you come to school in active ways, including on bikes, scooters, unicycles and scooters. Please remind your child that the Adventure Track is out of bounds in the morning before school. After school, students who are riding home alone have the chance to do one lap before heading home. Students who are supervised may use the track for as long as they are supervised.

If you do ride to school, the courtyard is **'wheels free' in both the morning and afternoon**. Students should pick up their bike, scooter etc from the bike racks and then ride home from the bike rack. If they need to bring it to the courtyard they should do so by taking it around the school grounds, not through the corridors.

Riding and After School Care

If a student rides to school and then goes to After School Care, they should park in the larger bike rack at the front of the school. When they are picked up, they can go to the bike rack through the senior corridor, pick the bike/scooter up and wheel it back to their parents and carers to take home. Please remember to make sure someone holds the door open so you don't become caught in the courtyard that houses the bike rack and to check the door has closed properly after you.

Student writing

One of the most important aspects of writing for students is the regular chance to write on a topic of their choice. This wonderful piece of writing by one of our wonderful year 1/2 students, Alexander G, reads like a factual

information text but is actually a work of fiction. It demonstrates just how creative our children are and the magic that can happen when a student is given their voice.

Vine Butterflies

The Vine Butterfly is one of the most odd butterflies in the world. That is mainly because of their huge, emerald eyes. Its other unusual features are its wide, water skating feet and their long, painful sting. They live in South American rainforests and jungles. They moult the camouflaged layer of their wings and grow the colourful layer afterwards. They mate in spring and summer. Their eggs hatch in late autumn and they mate the next spring and summer.

Have a wonderful four day break over the Easter long weekend.

Tania Collis

(Principal)

Ride2School Day

Last Friday was our Ride2School Day. The morning was a huge success! We had several hundred students and families walking and riding their bikes to school. It was wonderful to see so many active travellers.



A big thank you goes out to the parents, teachers and our senior sports leaders who volunteered to help make this day a great one. A special thank you to Monkey Wrench Cycles, Tune BikeWorks, Bike Culture and the North Ainslie IGA for their generous donations. Thank you also to Mrs Mears who took some amazing photos from the morning.

Rachel Levinson



At North Ainslie we strive to be

PYP Explained - Taking Action

Why include action as an essential element?

In the PYP, it is believed that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action. An explicit expectation of the PYP is that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process. This action will extend the student's learning, or it may have a wider social impact, and will clearly look different within each age range. These actions are ways in which the students exhibit their commitment to the attributes of the learner profile and to the attitudes that we seek to engender within the PYP classroom. In fact, the actions that the students choose to take as a result of the learning may be considered the most significant **summative assessment** of the efficacy of the programme.

Effective action:

- should be modeled by the adults in the school community
- should be voluntary and involve students in exercising their own initiative
- is best grounded in the students' concrete experiences
- is most beneficial to the students when they are able to witness the outcomes
- usually begins in a small way and arises from genuine concern and commitment
- should include anticipation of consequences, and accepting of responsibility
- may require appropriate adult support in order to facilitate students' efforts and to provide them with alternatives and choices.

At the end of term 2, North Ainslie Primary School will go through the IB PYP programme evaluation process. The aim of the programme evaluation process is to ensure that the standards and practices of the programme are being maintained. The process involves the whole school community participating in formal reflection and provides an opportunity for our school to pause and reflect honestly on achievements and new initiatives in order to enhance the implementation of the Primary Years Programme.

One of the requirements of the evaluation process is that we go through a self-study process. This action has already been undertaken with staff and the school board we would now like to invite you to go through this process. If you are able to offer an hour of your time at the beginning of term 2 I would appreciate you emailing me at rikkie.klootwijk@ed.act.edu.au or calling me on 61420760.

Enjoy the long weekend,

Rikkie

Survey: School travel and safety



Transport Canberra and City Services has engaged First Person Consulting to conduct research into parent's attitudes to their children's active travel to and from schools. Part of this process will investigate the role that School Crossing Supervisors have in improving safety around schools, and the extent to which parent attitudes to children travelling actively change as a result.

To complete the survey please click [here](#), or copy and paste the following link into your browser: <http://www.surveygizmo.com/s3/4172965/School-Crossing-Supervisor-Survey-Control>.

The survey should take about five minutes. The survey will not collect any identifiable information, and all responses will be kept confidential. Thank you in advance for your time in completing this survey. If you have any questions please contact the [TCCS Schools Program](#).

At North Ainslie we strive to be

TERM 1 HEHUB CANTEEN MENU (Open Wednesday, Thursday Friday)



naps.canteen@gmail.com

Recess

A selection from the following:

Frozen Peas 'n' corn cup	\$1.00	Fruit of the day / Apple slinky	\$0.50 / \$1.00
Pikelets(VG)	\$0.50	Toasties	\$1.00
Frozen fruit cup	\$1.00	Banana muffin (v, DF)	\$1.00

Lunch

Vegie sticks	Free	Fruit of the day	\$0.50
Vegemite sandwich (VG)	\$2.00	Corn on the Cob 1/2	\$2.00
Tex Mex toasted wrap (V)	\$2.50	Milk bottle (150ml)	\$1.50
Soy milk (VG)	\$2.50	Tuna & cheese toasted sandwich	\$3.50

Daily Lunch Special- \$3.50

Wednesday:

Pizza (V)

Smoothies \$2.00

Thursday:

Italian chicken toasted sandwich (DF)

Smoothies \$2.00

Friday:

Veg Sushi (VG),
Chicken Sushi (GF)
Tuna Sushi (GF)
Smoothies \$2.00

After school Activities

JUNIOR HOLIDAY CAMP

A FUN WAY FOR YOUR CHILD TO SPEND THEIR SCHOOL HOLIDAYS WITH LOTS OF EXCITING AND DIVERSE ACTIVITIES, INCLUDING:

- ANZ TENNIS HOT SHOTS LESSONS
- ON AND OFF-COURT ACTIVITIES AND GAMES
- MOVIE SESSIONS

DATES: 16th-27th April

TIME: 8:30am-12:00pm

CALL 1300 TENNIS TO ENROL YOUR CHILD
TENNISWORLD.NET.AU

During wet weather conditions, sessions will be moved indoors

At North Ainslie we strive to be