

The Gang Gang Gazette

Week 6, Term 1 (16th March, 2018)

Principal: Tania Collis **Deputy Principals:** Rikkie Klootwijk and Daniel Breen
Executive Teachers: Deborah Lowrey, Marni Payne and Kate Stear
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Board Parent Representatives: Emma McMahon, Amanda Galbraith and Sue Webeck
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Upcoming Events

Harmony Day	Wednesday 21 st March
National Ride2School Day	Friday 23 rd March @ 8.30am
Good Friday	Friday 30 th March
Easter Monday	Monday 2 nd April
CEIS	Tuesday 3 rd April

Notes Home

- Oxford word list note (kindergarten)
- Head lice notification (years 1/2 and 5/6)
- CEIS Notes

Board

Next Meeting:
Tuesday 27th March
2018, 6.00pm

P & C

Next Meeting:
Tuesday 27th March
2018, 7:30pm

Dear Families and Friends,

It is always a pleasure to be able to share wonderful news about our students and this week we have quite a lot of achievements to celebrate. A few weeks ago we announced our Student Leaders for 2018 and I am now able to share the names of our Sports Leaders. These students from year 6 made speeches to their Sporting Houses and were voted in by their peers. They will now lead their houses over the year at carnivals and provide leadership in the school over a variety of events. Last week, they started their leadership duties with a superb performance out our Swimming Carnival.

Congratulations to:

Rosellas

Captains – Tessa W and Bodie T
Vice Captains – Zahra W and Riley C

Cockatoos

Captains – Nyima W and Harriet D-B
Vice Captains – Trent W and Keira B

Kingfishers

Captains – Jasper C and Maeve S
Vice Captains – Fin S and Alyson J

Parrots

Captains – Tomer D and Hayley H
Vice Captains – Leo H and Catherine L

Well done to our students who auditioned for the ACT Instrumental Music Program's Extension Ensembles for 2018 and were successful in gaining a place in either the band or choir which is the equivalent of ACT representation in Music. Representing North Ainslie in the Primary Concert Band will be Niamh B, Josie H, Adele L, Coral O, Hannah Q, Kaylee R and Elmi S. Joining the Primary Concert Choir, and representing our school, are Leo H and Elsa L

At North Ainslie we strive to be

National Day of Action against Bullying and Violence

Today we were participated in the National day of Action against Bullying and Violence. All classes have discussed what bullying is and strategies they can use if they feel they are being bullied or need to help a friend. Every child will bring home a laminated card which provides strategies for your child if they are involved in any bullying. Please discuss these with your child and remind them that there is always someone at school ready to assist them. The website also has some ideas on how you can talk to your child about bullying:

1. **Listen** calmly and get the full story.
2. **Reassure** your child that they are not to blame.
3. **Ask** your child what they want to do about it and how you can help.
4. **Visit** www.bullyingnoway.gov.au to find some strategies.
5. **Contact** the school.
6. **Check in** regularly with your child.

Classes also had the chance to write or draw about ways our school prevents bullying and will be joining them together in some way to show that as individuals we all play our part, but **together we can take a stand**. We will share pictures in next week's newsletter. Further information can be found at <https://bullyingnoway.gov.au/>

Harmony Day

Next Wednesday we will be celebrating Harmony Day. Your child might like to wear a costume or the colours of the flag from their cultural background or orange, which is the chosen colour for the day in Australia. We will also be doing activities related to Harmony and the IB Attitudes of Respect, Tolerance and Empathy.

Student writing

As many of you would know, we have had a focus on writing over the last 12 months and continue to do so this year. I love having students share their writing with me and have even greater pleasure in being able to share it with our community. Recently some 3/4 students responded to this fabulous picture entitled "Dream Big".



I was standing on a pile of books, a wolf by my side gazing longingly up at the constellation in the sky. Its tail hovered gracefully in the wind. You could tell the constellation was a whale because the stars were shining so brightly.
Ciaran B

It was a shocking evening. The girl and her fierce wolf stood high upon giant towers of ancient books, gazing at the shiny, glistening stars and the fascinating, floating whale. The girl raised her finger high and amazingly, a magically orange and yellow light came out of her finger glowing like magic. Taali DJ

As I stood there in the bright, glittery sky, I couldn't help feeling that I was seeing something that I wouldn't see again for a long while. It was so strange yet so, well..... elegant and dazzlingly pretty. It was so hard to believe I was here side by side with the Wolf of Willing, staring at the terrifically glowing constellations that were glowing more than I had ever seen. Radha TF

"You know," said the wolf in his silky voice, "we cannot stay here forever, staring at this enormous glittering whale or whatever you humans call it." His fiery red fur glimmered under the fascinating glow of the shining stars. Amelia looked down upon the amazing canine and wondered why his fur sparkled so brilliantly. He sat calmly on a towering pile of books looking longingly upward at the giant constellation. Finn M

Millions of rusty books surrounded them as Molly and her dog gazed up at the beautiful, twinkling stars in the dreamy, midnight sky. Magically and unexpectedly, as Molly raised her finger, it started glowing brightly and a shiny whale appeared in the sky. They stood there, silently waiting for something to happen. Maia L

If your child is writing at home, I would love you to send it in to share with me. Have a wonderful weekend.

Tania Collis (Principal)

PYP Explained!

What is inquiry based learning?

Inquiry based learning encourages and teaches students to look for meaningful connections, to be continually curious about their world and to 'see through the eyes' of historians, geographers, scientists and others.

Inquiry learning involves the process of asking questions, investigating, creating, discussing and reflecting. The inquiry is focused by the teachers' guiding questions. Initially the teachers model the inquiry process and then guide the students through it. Later the students participate in an open unit of inquiry where classmates investigate topic-related questions that are student formulated. In Year 6 this open inquiry process is formalised and is called an Exhibition. This is why "teacher questions" and "student questions" are found in the end of unit checklists each term.

The Role of the Key Concepts

The 8 PYP Concept are presented in the form of key questions. These questions, used by both teachers and students in the Transdisciplinary units, shape the units giving them direction and purpose. It is in this sense that the key questions and the concepts to which they relate drive the PYP curriculum.

Form	
Key Question	What is it like?
Definition	The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.
Rationale	This concept was selected because the ability to observe, identify, describe and categorize is fundamental to human learning within and across all disciplines.
Function	
Key question	How does it work?
Definition	The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
Rationale	This concept was selected because the ability to analyse function, role, behaviour and the ways in which things work is fundamental to learning within and across all disciplines.
Causation	
Key question	Why is it like it is?
Definition	The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.
Rationale	This concept was selected because of the importance of prompting students to ask "Why?" and of helping them to recognize that actions and events have reasons and consequences. The analysis of causal relationships is significant within and across all disciplines.
Change	
Key question	How is it changing?
Definition	The understanding that change is the process of movement from one state to another. It is universal and inevitable.
Rationale	This concept was selected, not only because it is such a universal feature of all existence, but also because it has particular relevance to students developing international-mindedness who are growing up in a world in which the pace of change, both local and global, is accelerating.

Connection	
Key question	How is it connected to other things?
Definition	The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
Rationale	This concept was selected because of the importance of appreciating that nothing exists in a vacuum but, rather, as an element in a system; that the relationships within and among systems are often complex, and that changes in one aspect of a system will have consequences, even though these may not be immediately apparent; that we must consider the impact of our actions on others, whether at the immediate, personal level or at the level of far-reaching decisions affecting environments and communities.
Perspective	
Key question	What are the points of view?
Definition	The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.
Rationale	This concept was selected because of the compelling need to develop in students the disposition towards rejecting simplistic, biased interpretations, towards seeking and considering the points of view of others, and towards developing defensible interpretations.
Responsibility	
Key question	What is our responsibility?
Definition	The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.
Rationale	This concept was selected because of the need to develop in students the disposition towards identifying and assuming responsibility, and towards taking socially responsible action. This concept is directly linked to the action component, one of the essential elements in the PYP curriculum.
Reflection	
Key question	How do we know?
Definition	The understanding that there are different ways of knowing, and that it is important to reflect on our conclusions, to consider our methods of reasoning, and the quality and the reliability of the evidence we have considered.
Rationale	This concept was selected for a series of interrelated reasons. It challenges the students to examine their evidence, methods and conclusions. In doing so, it extends their thinking into the higher order of metacognition, begins to acquaint them with what it means to know in different disciplines, and encourages them to be rigorous in examining evidence for potential bias or other inaccuracy.

You may like to have a chat with your child about their current unit of inquiry and which concepts are driving the unit. Next week's PYP explained section of the newsletter will focus on the transdisciplinary skills.

Rikkie Klootwijk

Deputy Principal and PYP Coordinator

National Ride2School Day Friday 23 March

Arrive at school at 8:30 am

It's National Ride to School Day. Walk or ride to school on bikes, scooters, skateboards, rollerblades, roller shoes, anything with wheels that gets you moving. We are holding this national event to encourage students to become more active as part of a healthy lifestyle.

Upon arrival to school, students can pick up a piece of fruit and go to the safety station where volunteers from the school and community will be checking gear. Students will receive stickers, and a chance to enter a draw for some great prizes donated by local bike shops. Walkers included.

Please remember you must wear your helmet, obey road rules and ride safe.

As it is National Ride to School Day, the Adventure Track will be open in the morning from 8.30am during which time a teacher will be on duty! Take a spin around the track before heading into the safety station on the oval.

Parent volunteers are needed to help with cutting fruit and the safety check of bikes on the day – Please see the front office or Rachel Levinson



P & C NEWS



The P&C warmly invites parents and carers to our next meeting on Tuesday 27 March, 7:30 to 9:30. To say thank you to the generous local businesses that support our events, we are holding this meeting in the Kookaburra Room at the Old Canberra Inn, Mouat St, Lyneham.

We will be finalising our 2018 activities and discussing ideas on how to better communicate with the school community (parents, carers, students and staff) Please get in touch via napscommunity@gmail.com if you have anything to add to the agenda.

Uniform Shop

The uniform shop volunteers are delighted to announce the arrival of Albert-the-EFTPOS-machine. Albert is available for use during shop opening hours: Tuesday and Thursday 8:45-9:15am and 2:45-3:15pm.

Scholastic Book Club

The catalogue for Issue 2 has been distributed. Paper orders will need to be returned to school by Friday the 23rd of March and the LOOP for electronic ordering will be closed at 5pm on this day. If you miss the cut off, books can still be ordered but you will need to pay postage to your home address. There are usually two catalogues a term and these can be viewed online.

Happy Reading
Karen Power

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

At North Ainslie we strive to be