

The Gang Gang Gazette

Week 8, Term 2 (16th June, 2017)

Principal: Tania Collis **Deputy Principals: Rikkie Klootwijk and Daniel Breen**
Executive Teachers: Deborah Lowrey and Kate Stear
P & C President: Trudy Green
Board Parent Representatives: Emma McMahon, Amanda Galbraith and Sue Webeck
Board Email: napsboardreps@gmail.com

Upcoming Events

Primary School Photos	Tuesday 20 th June & Wednesday 21 st June
Preschool Photos	Monday 19 th June & Thursday 22 nd June
Senior Assembly Hosted By 3/4EC, 3/4KM & 3/4RK	Friday 23 rd June @ 12 Noon
Junior Assembly Hosted By 1/2FH, 1/2KW & JNR IEC	Friday 30 th June @ 12 Noon
Term 2 Ends	Friday 30 th June
Term 3 Starts	Monday 17 th July

Notes Home

- Music Engagement Program Note (1/2A, 1/2SH, 1/2MR, 1/2MM & 1/2KG)
- Year 6 Peer support Training Day

Board

Next Meeting:
Tuesday 8th August, 6.00pm

P & C

Next Meeting:
Tuesday 20th June, 7.30pm

Dear Families and Friends,

We have had a fantastic week here celebrating the amazing work our teachers and students have been generating with our Writing Project. On Tuesday, we were joined by Judy Hamilton (Director, School Improvement for North/Gungahlin), Kerrie Heath (Principal, Campbell High School), Fran Dawning (Principal, Neville Bonner School) and Lara Coman (Principal, Black Mountain School) who conducted an Immersion Visit where they spent the morning with us visiting classes, looking at student work samples and talking to teachers and students. They provided feedback on what evidence they could find of implementation of the Writing Project in our classroom environments and student work.

All four of our visitors commented on the happy and positive vibe of the school and how welcoming our community felt. This continued as they visited the classrooms where they remarked on the engagement and calmness in every room. They were able to see strong and uniform evidence of the implementation of the Writing Project in all classrooms. Also evident was the ways in which the teaching of writing was consistent across all year levels through the use of the same language, conventions, processes and displays.

At North Ainslie we strive to be

This positive feedback was further enhanced when we had a combined staff meeting and professional learning community with Campbell Primary School on Wednesday afternoon. Teaching teams met in year levels and shared work samples, lesson ideas and feedback on the Writing Project. At every year level we were able to take away something from Campbell's journey and they learnt from us. We will be visiting Campbell Primary next term to further reflect on the project, our successes and ways in which we can continue to build upon the work we are already doing.

Talking about reports

When reports come out next week, remember that the final grades are only one measure of academic success. Talk to your child about how hard they worked, what their goals were and how well they went towards achieving them. Our aim is to continue to foster a positive attitude towards learning that will help them to set and achieve new goals next semester. Start off by praising the positive. Congratulate your child on grades they may have improved upon and on the effort they have put in. Talk about their attitude to learning and the community. Ask them what they are most proud of and why. When talking with your child about problem areas, focus on discussing how they could improve and how you can work together. Conferences with teachers are in week 10 and are also an important part of working together on your child's learning. Please look for the notes advertising appointment times and make a time with your child's teacher.

Peer Support

Today our year 6 students have had their first day of training to become our school's first ever Peer Support Leaders. They will be ably assisted by our year 5 students who will learn from their experience and take it with them when they are trained as leaders next year. Peer Support is a peer led approach to enhance the mental, social and emotional wellbeing of young people. It integrates leadership training and learning materials to assist schools in achieving and maintaining a positive school culture. It empowers young people to support each other and contribute positively to their school and community. Implementing the Peer Support Program assists schools in addressing Student Welfare and Pastoral Care in a supportive learning environment. Research by two different universities found that it assisted social relations and interactions across the school and skilled up older students in ways that helped them to successfully negotiate the transition from primary to secondary school.

Peer Support is our way of continuing on with the vertical groupings previously used in Enrichment at NAPS. Students from kindergarten to year 4 will be placed into groups and then work with these vertical groups to continue to build upon our positive and caring school culture. As the Peer Support Program is a peer led, skill based, experiential learning program, it encourages peer connections throughout the school and assists students in developing practical skills to enhance social and emotional wellbeing. Our leaders and their assistants will also develop their organisational and time management skills and have the opportunity to act as positive school role models in a real life and meaningful context.

What are the benefits for all students?

The outcomes of implementing Peer Support across the school include:

- Building positive relationships within and across year levels
- Developing and enhancing skills
- Enhancing mental health
- Taking personal responsibility
- Fostering lifelong learning
- Developing key concepts
- Encouraging participation
- Developing a sense of belonging for all students
- Strengthening of school values and attitudes

We are very much looking forward to rolling this program out at North Ainslie this year. In next week's newsletter I will share some ideas from the recent parent evening with Michael Grose. Have a great weekend.

Tania Collis (Principal)

PYP Explained!

Welcome to another edition of PYP explained. This week will be all about de-mystifying the PYP for new families and hopefully will also be a refresher for all of our families.

Beginning to Understand PYP

The following information should help you understand the philosophy and provide you with a general overview of the PYP. This information is taken from the International Baccalaureate Organization's Making The PYP Happen (2007).

The Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

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

The PYP provides a curriculum framework of five essential elements:

- knowledge
- concepts
- skills
- attitudes
- action

Concepts: what do we want children to understand?

- form – what is it like?
- function – how does it work?
- causation – why is it like it is?
- change – how is it changing?
- connection – how is it connected to other things?
- perspective – what are the points of view?
- responsibility – what is our responsibility?
- reflection – how do we know?

Skills: what do we want students to be able to do?

- thinking skills
- social skills
- communication skills
- self-management skills
- research skills

Attitudes: what do we want students to feel, value and demonstrate?

- appreciation
- commitment
- confidence
- cooperation
- creativity
- curiosity
- empathy
- enthusiasm
- independence
- integrity
- respect
- tolerance

Action: how do we want students to act?

We expect successful inquiry will whenever possible lead to responsible action, initiated by the student as a result of the learning process and/or extend the learning process.

Rikkie Klootwijk (PYP Coordinator)

Photos



Grin & Bear it
SCHOOL PHOTOGRAPHY
Fresh • Fun • Easy

It's Photo Time Again

Classes are scheduled on following dates:
Preschool - 19 & 22 June
Primary - 20 & 21 June

Notes have been delivered to the school. If you register by following the instructions, you will receive an email when the photos are ready to view and order.

If you haven't registered because you didn't receive a note or have misplaced it, don't worry, you will receive information through the school after photo day, with instructions on how to view and order photos.

SIBLING PHOTOS
Don't forget to book your sibling photos! Sibling Photos that include a pre-schooler are taken onsite at the preschool - contact us to confirm the time you need to bring your primary children to the preschools.

To book Sibling Photos:

1. Go to www.grinandbearit.com.au and click on the Online Ordering tab.
2. Click on the PINK button (Book Sibling)
3. Complete booking form ensuring all children's names/classes are included.

Please note: This year the School sent home a separate note requesting permission for students to be photographed. We may be unable to photograph students who have not returned this note to the School

Contact us with any questions: schools@grinandbearit.com.au

At North Ainslie we strive to be

Art Competition



NSW and ACT
Threatened Species
CHILDREN'S
Art
COMPETITION
 June- September 2017

Children 5-12 years from NSW and the ACT are invited to create their own artworks on the theme **Our Threatened Plants and Animals** and enter online between June 5 and August 4. 50 finalists' works will be announced in August and hung in an exhibition in September 2017

WIN great prizes including , gift cards, art supplies, books, family zoo passes and **MORE**

TURN OVER FOR DETAILS...

How To Enter

1. Research

Choose one threatened animal or plant in NSW or the ACT and find out more about it. Our website has links:
<http://www.threatenedspeciesartcomp.net.au/our-native-animals-and-plants.html>

2. Create

Create your own work of art depicting that species or why it is threatened. Make sure it is a drawing, painting or mixed media work. Sculpture, photography and video works can't be accepted this year.

3. Reflect

Write a short description of what inspired you and how you created your artwork. This will help the judges understand more about you and your work. It should be 50-150 words long and can be included in the Registration form.

4. Send

Please ask a teacher or parent for assistance to create a clear digital copy of your artwork under 5MB in size and send to the organisers in digital format along with a Registration Form from the website that must be completed by a parent, teacher or legal guardian. OR artworks and registration forms can be sent by post.

Best entries will be posted on Facebook and 50 finalists chosen for an exhibition in September

For more information go to

<http://www.threatenedspeciesartcomp.net.au>

Forestmedia Network Inc, PO Box 226 Annandale NSW 2038

TERM 2 HEHUB CANTEEN MENU (Open Wednesday, Thursday Friday)

Recess

A selection from the following:

Peas 'n' corn cup	\$1.00	Fruit of the day / Apple	
Apple & cinnamon muffin	\$0.50		

Lunch

Vegie sticks	Free	Fruit of the day	\$0.50
Vegemite sandwich(VG)	\$2.00	Baked potato, cheese(or not),salsa(V)	\$3.00
Tex Mex toasted wrap(V)	\$2.00	Milk bottle (150ml)	\$1.50
Soy milk (VG)	\$2.50	Tuna & cheese toasted sandwich	\$3:00

Daily Lunch Special- \$3.00

Wednesday:

Pizza(V)

Smoothies \$2.00

Thursday:

Pasta beef bolognaise(DF)

Smoothies \$2.00

Friday:

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



slinky

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