10th February 2015

Be Respectful

News
Congratulations to the students who are practiseing their reading. Last week we achieved a combined average of 78% in our reading. Let’s work together to increase this for next week.

Be Responsible

English

Prep/1/2 - Students are reading ‘Wombats go on Camp’. Each child chose a character and an adjective to describe that character.

Year 3 - This week our students are reading ‘The True Story of The Three Little Pigs’ and are identifying how the wolf attempts to persuade the reader into believing it was all an accident.

Years 5/6 – Reading ‘Forest of Silence’ by Robin Klein. Students are identifying characteristics of Jarred and King Endon and are discussing how each changes throughout the story.

Maths
This week students are kept busy with their Maths Program

Prep/1/2 – Identification of single and 2 digit numbers and writing these numbers in words.

Year 3 – Expanding numbers and partitioning.

Year 5 – Recognising simple fractions.

Year 6 – Division and representing simple fractions.

Writing
This week’s topic is adjectives. Students learnt that adjectives are describing words. They describe the noun in a sentence. Students this week are adding their own interesting adjectives to pictures and writing their own fantastic adjectives in sentences.

Speedy Words
Congratulations to the following students who achieved 60 out of 60 for their speedy words:

Matthew, Rowan, Ryan, Ky, Adam and Hannah.

Students who practise their speedy words will find it helps them with their reading as they will not have to think of the words when they see them on the page.

Be Safe

Date | Event
--- | ---
25th Mar | Cross Country
2nd April | Last day of Term 1
School Wide Behaviour
Our focus this week is ‘Be Respectful in All Areas’. We are focusing on using polite language and waiting our turn.

<table>
<thead>
<tr>
<th><strong>IN ALL AREAS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect others’ personal space and property</td>
</tr>
<tr>
<td>Care for equipment</td>
</tr>
<tr>
<td>Clean up after yourself</td>
</tr>
<tr>
<td>Use polite language</td>
</tr>
<tr>
<td>Wait your turn</td>
</tr>
</tbody>
</table>

Chappy Chatter

Hi everyone,

I came across a Kidsmatter article online about Anger and thought it was worth sharing. I have condensed it as follows but if you would like to read the whole article, go to the Kidsmatter website, click on the Information Sheets link and then search for Anger.

“As much as we might try to avoid it, everyone experiences anger. It’s a normal reaction to frustration, stress and disappointment – for adults and children. Not all anger is bad. It can help us to tell another person to stop what they are doing as it is causing harm to us, and it can motivate us to overcome problems. Research shows that children feel angry when they believe that the negative situation they are concerned about can or should be changed. Some of the most common include children not being allowed to have something they want and being excluded from social games or rejected by other kids. Physical aggression in children is most common at the age of two and by the time they start school, most children have learned that getting aggressive when angry is not considered appropriate behaviour. The key to managing anger is helping children to recognise when they feel angry. For children to learn to manage anger effectively they need adult support and guidance. They need to know that anger is a normal human emotion and that there are acceptable and safe ways of expressing it. They need to feel understood and supported rather than judged or blamed for feeling angry. Be a model for children. Children learn effective ways of managing anger from seeing adults manage their anger effectively. Show them how you use appropriate ways to tell others you are angry and sort out problems. Discuss feelings. Using words to discuss anger, frustration, annoyance, irritation, etc helps children learn that having angry feelings is normal and is something that can be talked about. This helps children understand feelings and feel understood. It also makes it easier for them to recognise that some ways of reacting to anger are okay and others are not. Anticipate and prepare. Parents, carers and school staff can help children manage their anger by identifying situations that often trigger angry responses and being prepared to offer support as early as possible. This may include getting children engaged in activities that will take them away from a situation they find stressful. It may involve planning with an individual child in advance how he or she can handle a challenging situation. Use positive discipline. Providing specific praise when children manage their anger well supports their learning. Setting clear rules and predictable consequences for children’s behaviour helps them know what you expect. When limits are made clear and praise is provided for appropriate behaviour children find it easier to develop the self-discipline they need to manage anger effectively.”

If you have any questions or concerns that I can help with, please don’t hesitate to contact me by phone or email.

Chappy Kari.

Kari Morphy
SLSS School Chaplain
(karim@chappy.org.au) / (0407132183)

Kardsmatter: “Good mental health in childhood lays the foundations for the future,”