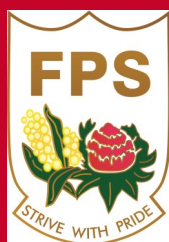




Education



# Fassifern Flyer

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Term 2 Week 8

Date 18.6.2019

## Calendar 2019

### Term 2

#### Pirate Day

Friday, June 21st

#### Aboriginal Education

##### Yarning Group

Friday, June 21st

1.00pm

#### P&C Meeting

Friday, June 28th

9.00am

#### PBL Celebration

Friday, July 5th

### MOBILE

PH: 0447 224 900

**1300 880 021**

**School Security**



A unique feature of small schools is the family-like atmosphere. The shared vision for learning and shared responsibility of caring and sharing is evident in all areas of Fassifern Public School: in the playground, in the classroom and at Assembly. Jack, who was assisting Mr Richard, shakes the hand of his brother, Kale, congratulating him on his award.

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Student-centred teaching and learning focuses on designing learning experiences that recognise and respond to the individual needs of each of their students.

Student-centred schools encourage all members of the school community to be active learners and to work to enhance the educational opportunities available to all students at the school. They also promote a strong student-centred leadership and a system of support and encouragement.

On the next page I have detailed eight stand-out indicators of student-centred learning, highlighting what student-centred classrooms look like and sound like.

### ZONE ATHLETICS

In the wake of the Small Schools Athletics Carnival there has been much discussion about the Westlakes Zone Athletics Carnival, which will be held in Term 3. To represent in the field events at the Zone Carnival competitors must achieve the qualifying distance or length. These are stated on the nomination form. It is not clear if these qualifying measurements were met in all cases and small schools principals have decided that students who were placed first or second in the field events will be nominated for zone competition.

It isn't so simple in the track events, with no races being timed. In consultation with our Sports Coordinator, Miss Brown, I have decided that students who were placed first or second in the track events will also be nominated for zone competition. In all, 21 students fall within these parameters.

Information and permission notes will be sent home in Week 1 of Term 3, and families can decide if students should participate.

### STUDENT REPORTS

We have been working hard to complete student reports for Semester 1. They will be going home in Week 9.

You are welcome to come and chat about these or other matters relating to your child's school experience.

*Regina*

## STUDENT-CENTRED LEARNING

**1. There is a high level of challenge, enthusiasm and joy in learning. Students are talking about their learning, how it is challenging them, and discussing ways to embrace the learning.**

- Look and listen for students trying hard, asking questions and sharing their learning in a positive way. Excited talk and focussed conversation should be evident.

**2. Students know what they're learning and why. Learning intentions, or goals, are visible and students are continually checking their progress against the stated learning goals.**

- Look for a clearly defined goal, in language that the students will understand. Students should know the learning intention of the lesson, and be able to articulate why learning this is important.

**3. There is a lot happening in a student-centred classroom. Students will work individually, with a partner, in a small group or as a whole class at different times during the learning session. There will be a fluid movement from task to task as students develop their own understanding and share it.**

- Look for productive activity; students moving from activity to activity, sharing information, seeking help or affirmation. Look also for the organisation in the lesson, with students able to independently participate, knowing what happens next and what they need to do.

**4. Students use technology in a variety of ways. Work is recorded and produced on a computer, and students research to build their own knowledge. Invariably, technology use will be the catalyst for purposeful conversations about learning.**

- Look for students using computers in a focused, productive way, as well as examples of the work they have produced using the technology available to them.

**5. Students have the opportunity to work at their own pace. This is more evident in Stages 2 and 3, when students are required to meet learning requirements in ways that they choose, planning and producing work to meet timetables.**

- Look for students undertaking research, making notes and planning the output of their work, using rubrics and planning timetables.

**6. Students do the most talking. Whilst explicit teaching is essential in the learning cycle, discussion of the learning, what it means and how it can be applied is predominantly between and amongst students.**

- Listen for the talk. It should be a productive buzz, an ebb and flow of group discussion and one-to-one targeted conversations. Don't expect a silent classroom...

**7. There are multiple forms of assessment. No more the pencil and paper, question and answer assessment in every case; other forms of assessment include class presentations, multi-media and verbal, and creative pieces such as information posters, artworks and rich story-writing. There is however a place for assessments to determine learning levels and concepts mastered.**

- Look for examples of student work which reflects learning in all aspects of the curriculum and listen for students talking about their achievements.

**8. Teaching and learning reflects the interests, culture and aspirations of the students. Diversity is a powerful learning tool and teachers and students alike will be deeply engaged when the learning is personally relevant.**

- Look for the differences and celebrate them; listen for the enthusiasm that marks deep interest.



Michael Hawton, an Australian specialist in behavioural change, has shared the following insights on his online forum, *Parentshop*.

"One of our jobs is to help children and young people to interpret events proportionally. However, in recent times, I have seen a shift involving the wrong application of words like *trauma*, *depression* and *bullying*. When these very meaningful words are misused, their misuse can result in unwanted consequences. What might be the 'unkind' behaviour of another may, in fact, not be 'bullying'. In this article we discuss the differences between unkindness and bullying - and how defining the two correctly can teach kids resilience and how to cope with conflict.

"Anyone who spends a great deal of time with children or simply remembers their own childhood or schoolyard days, would know that children can be downright mean. An experiment by Debra Pepler at York University brought together children from years 1 to 6 who were identified by their teachers as particularly aggressive or particularly non-aggressive. What the study found was that the aggressive children were mean to others on average every two minutes and more revealingly, the non-aggressive children also displayed mean behaviour but on average every three minutes.

"Conflict is unfortunately a part of life that we all deal with, no matter what age. Bullying is however, way more than that and can have serious and sometimes tragic consequences. Yet the term 'bullying' seems to be readily bandied around these days for all forms of 'mean behaviour'."

Wise words, passed on by one of our parents, focusing on the need to value every experience in life.

"Everyone in your life serves a purpose. Everyone has something to teach you.  
And while people who are kind and friendly help teach you who you **do** want to be, those who are not kind and friendly teach you who you **don't** want to be.

So when you encounter someone who hurts your feelings, lean into that feeling. Ask yourself what they did to make you feel that way. Was it the words they chose? Their tone? The way they picked favourites and then ignored everyone else?

Whatever they did, make a pledge. Promise yourself that you'll never treat anyone the way they treated you. This is how you become a kinder and more compassionate person. This is how you learn from their mistakes.

And when you meet someone you really like, lean into that feeling, too. Ask yourself what they did to make you feel so good. Then make a pledge to yourself to be more like them. This is also how you become a kinder and more compassionate person.

Regardless of how anyone treats you, you stand to benefit. While some people teach you who you **do** want to be, others teach you who you **don't** want to be. And it's the people who teach you who you **don't** want to be that provide some of the most lasting and memorable lessons on social graces, human dignity, and the importance of acting with integrity."

Written by Kari Kampakis, an author and motivational speaker for children and young adults.



## Fassi Flyers

Fassifern PS P&C Association has stepped up to fully support this year's Fassi Flyers, a comprehensive transition to school program. The program will be conducted one day a week for Terms 3 and 4, giving our prior to school little people opportunities to participate in whole school assemblies, access Tucker Box, our healthy foods canteen, and to get to know our school community.

A trained and experienced early childhood practitioner will deliver a developmentally appropriate program, based on the Early Years Learning Framework. The Framework and its outcomes promote values of *Belonging, Being and Becoming*.

The play-based program will incorporate aspects of literacy and numeracy, creative arts and physical activity, with an emphasis on developing social skills that will allow children to fully participate in formal schooling.

The daily routine will include sessions designed to foster creativity as well as the fundamental skills of collaborative learning - talking and listening, turn-taking and sharing.

Fassi Flyers will begin on Friday, July 26th, and will be conducted every Friday, beginning at 9.00am and end at 2.00pm. The day will include lunch at 10.45am and recess at 1.00pm.

An information pack will be forwarded to families who express an interest in their child attending Fassi Flyers. Children who turn five before July 31st, 2020, are eligible to attend.

## Head lice

It is common for school children to get head lice and it has nothing to do with being clean or dirty. Head lice can spread when children are in close contact, but head lice do not cause any harm to your child's health.

To prevent your child getting head lice:

check your child's hair regularly  
keep long hair tied back, plaited or braided.

If your child has head lice:

Remove tangles with a large comb, then comb hair with a thick, white hair conditioner using a fine-tooth comb to get rid of head lice and their eggs (nits) daily until there are no more eggs. Inform the school so they can ask others to check their children's hair; your child does not have to be identified.

[www.health.nsw.gov.au/topics](http://www.health.nsw.gov.au/topics)

[www.health.nsw.gov.au/publichealth/environment/headlice](http://www.health.nsw.gov.au/publichealth/environment/headlice)



## Fassifern Public School P&C News

How quickly this year has gone by; it is hard to believe we are coming to the end of Term 2 already!

I'd like to start off by saying how proud we are of our children coming down and ordering new things from the canteen. The feedback we are getting from our Winter Warmers is fantastic! We are already up to our third lot of pumpkin soup and Pumpkin Mac and Cheese! Hot Milos are also available on Wednesday and Friday mornings before school.

Please be sure to return your expression of interest forms for our new school dresses so we get our order in, as they are a special order and will take 3 months to come.

Our next P&C meeting is Friday, 28th June, 9am in the Library.

Keep an eye on our P&C blackboard in the Quiet Area for any P&C news.



# Positive Behaviour for Learning

The philosophy underpinning PBL is that every setting requires a collection of appropriate behaviours to ensure harmonious, productive participation. For our school, these behaviours have been identified and the expectation is that all students will display appropriate behaviour in any given setting. This sets students up to succeed; in short, in doing all the "right" things students don't have the time or inclination to do the "wrong" thing.

Students who demonstrate behaviour contrary to the expectation can expect a consequence.

## AT THE CANTEEN

- CARE:** Line up correctly  
Hands and feet to yourself
- SHARE:** Use your manners  
Wait patiently
- ACHIEVE:** Be responsible for your own money  
Only line up if you are buying

## CONSEQUENCES

Students are exhibiting **YELLOW** behaviour when they:

1. are swinging or climbing on the rails
2. are jostling or swinging arms that connect with other students
3. show lack of respect in their manner
4. take another person's property without permission.

Students will receive a **WARNING**, which is noted on the Behaviour Monitor Chart.

## CONSEQUENCES

Students are exhibiting **ORANGE** behaviour when they:

1. repeatedly swing or climb on the rails
2. are pushing, shoving, forcefully grabbing at other students
3. demonstrate a disrespectful or challenging manner
4. persistently take someone else's property

Students will receive a **TIME OUT SLIP** which is noted on the Behaviour Monitor Chart and in the Department's student record platform.

## CONSEQUENCES

Students are exhibiting **RED** behaviour when they:

1. demonstrate sustained swinging or climbing on the rails, or jostling in the line
2. swear abusively at an adult or peer
3. steal and conceal another person's property

Students will be referred to **REFLECTION ROOM**. This will be determined by the Principal and recorded in the Department's student record platform. Parents may or may not be contacted.

# PBL Value of the Week

Week 8: Keep areas clean

Looks like: putting your rubbish in the bin;  
picking up rubbish

Sounds like: "Please pick up your rubbish."

Week 9: Follow the rules of the game

Looks like: playing the game correctly, respecting other players

Sounds like: "I know that's out; it's your throw-in."



## The process of learning....

Wilai students demonstrated competency in areas of fine motor skills, creative arts and following instructions when they completed their undersea artworks.

### AWARDS : Term 2 Week 6 & 7

<b>Wilai</b>	Week 6	Betty McKenna	Working hard in Reading
<b>Wilai</b>	Week 6	Tia-Grace Sharp	Co-operating well in class.
<b>Wilai</b>	Week 7	Alex Murray-Young	Great effort in mathematics.
<b>Wilai</b>	Week 7	Harriette Baker	Trying hard in reading.
<b>Pirama</b>	Week 6	Malavika Thornton	Clever problem solving skills in maths.
<b>Pirama</b>	Week 6	Jack Tonks	Excellent persuasive letter writing.
<b>Pirama</b>	Week 7	Scarlett Johnson	Excellent work in Maths and Literacy
<b>Pirama</b>	Week 7	Kobi Berry	Excellent effort in all classroom activities.
<b>Makoro</b>	Week 6	Mia De-Miller	Working hard to make improvements in all aspects of writing
<b>Makoro</b>	Week 6	Preston Como	Being a diligent student who consistently works on task.
<b>Makoro</b>	Week 7	Regan Smith	Kind and considerate class member.
<b>Makoro</b>	Week 7	Lachlan Matthews	Consistent effort with producing quality book work.



#### Star of the Week– Week 6 - Decklan Hearne

Decklan is a quiet and respectful student who consistently tries to do the right thing during class time. He listens attentively to instructions and begins work promptly. If Decklan is not sure about something, he will happily seek guidance. He puts a tremendous amount of effort into the presentation of his written work, which is always of a high standard. If Decklan thinks that his behaviour is inappropriate he will make adjustments and ignore or move away from silly behaviour. Decklan has tried his absolute best this semester and he should be extremely proud of himself. Well done, Decklan!



#### Star of the Week - Week 7

Our latest Star of the Week is Isla Hudson from Kindergarten. Isla is a very sensible and well mannered Wilai student. She can always be relied upon to follow our classroom and school PBL expectations. Isla stays focussed in class and she listens respectfully to her peers and to her teachers. She works hard to produce quality work. Isla changes her home readers on a regular basis and has worked very hard to learn the Jolly Phonics sounds. In the playground, Isla plays cooperatively and she is a fair and cheerful student. Well done, Isla! You are a very deserving Star of the Week!





# Wilai



We have been working hard on our underwater scenes during visual arts in Wilai. After doing a paint wash and then doing a bubble paint effect, we can see the students carefully cutting out their beautifully coloured pictures.



In mathematics this week Wilai have been playing differentiated games to consolidate their addition skills. These games also encouraged and fostered cooperation, turn taking, resilience and a sense of enjoyment of maths. The pictures below show how well our younger students work together to explore numbers and how we can have a positive attitude no matter if we win or lose.

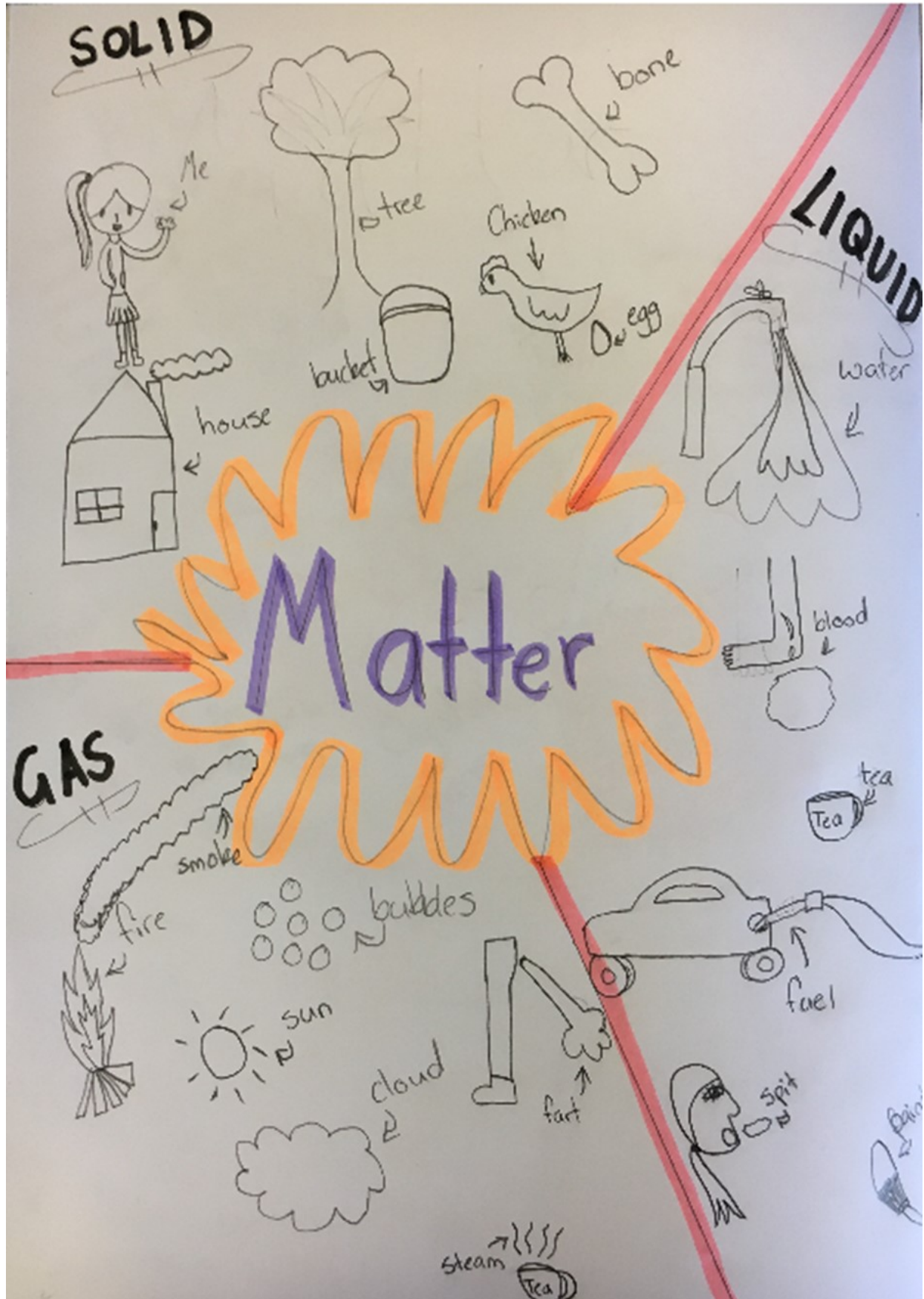


After lots of clever thinking, Wilai can be seen here (left) enjoying a Brain Break. We have these Brain Breaks and Energisers to allow the students to move around, to help them refocus and get ready to learn again. The children can be seen here incorporating some physical activity between lessons.



# Makoro

In Science this semester, students in Makoro have been learning all about Matter. What solids, liquids and gases can you find around you?







## Circle of Security PARENTING SERIES



Parenting can be tricky for everyone at one point or another. Circle of Security provides a roadmap for parents to look beyond their child's behaviours and develop an understanding of how to meet their child's underlying needs they are expressing. Circle of Security focuses on the relationship we have with our children, so we can give them the emotional security they need.

*Come along and join Jen from Nar-un-bah and Kath from Community Activities Lake Macquarie in this 6 week group.*

**When:** Commences Friday 16<sup>th</sup> August 2019. Runs for 6 weeks!

**Dates:** 16<sup>th</sup> August, 23<sup>rd</sup> August, 30<sup>th</sup> August, 6<sup>th</sup> September,  
13<sup>th</sup> September & 20<sup>th</sup> September

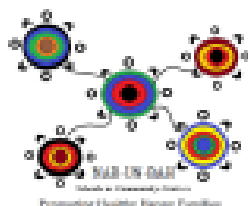
**Time:** 10.00 am – 12.00 pm

**Where:** Narunbah Schools as Community Centres  
Fennell Bay Public School, Bay Road, Fennell Bay

**Bookings:** Please phone Kath on 4950 3855

**Child minding:** Limited places available

***Bookings Essential***



Circle of Security  
INTERNATIONAL  
*Early Intervention Program for Parents & Children*



CALM  
Family Support

a project of Community Activities Lake Macquarie