

Assistant Principal Message:

Restorative Time

Self-regulation is the ability to control and manage feelings and emotions. It is a learnt skill that with practice becomes automatic. An infant with a predictable, caring and responsive caregiver learns that when they are distressed their needs can be met and a state of contentment can be achieved once again. As children assume greater independence, they begin this process of identifying and addressing their own needs in a productive and effective manner. They gradually strengthen their ability to self-regulate.

The capacity to self-regulate is a natural extension of healthy secure attachment with parents or caregivers. Some children who have not been comforted and cared for in a predictable and loving manner may fail to develop the ability to identify their feelings and emotions.

At our school, through our work with Berry Street our teachers know and understand the five steps in the self-regulation process. These steps are:

1. Emotion and feeling identification
2. Preferred feeling state or emotion (goal/intention)
3. Identification of required input to feel better (unmet need)
4. Initiate healthy action to meet the need.
5. Evaluate if this worked

Self-regulation is a core developmental strength in children. The ability to think before you act creates a life with less drama. At our school we have introduced Restorative Time at recess and lunch times. This time is led by either the Principal or one of the Assistant Principals. It is for students who have been unable to self-regulate and have then acted without thinking and caused harm to others and /or themselves through their actions. During Restorative Time one of the Principal Class lead the students through reflection of their actions/behaviours, the affects their actions/behaviors have had on others, and most importantly we teach students to identify the appropriate new behaviors for when they find themselves in similar situations. Students are taught to breathe consciously because often breathing is assumed to be an innate and automatic response however many people develop breathing patterns and many of us take very shallow, short breaths that do not use the potential of our lungs. Deep breathing with long exhales naturally stimulates our relaxation response, calms and focusses our mind.

Restorative Time at lunch/recess breaks gives us an opportunity to connect with students who are experiencing difficulties to self-regulate and to explicitly teach them techniques that will help them to overcome poor choices. We are confident that this time is a positive experience for students an opportunity to sit quietly, reflect on choices they have made, set new behavioral goals and above all leave with a sense of dignity and hope to do better.

"All learning has an emotional base." ~Plato

Warmest Regards,
Kathy Cvitkovic – Assistant Principal (3 – 6 Learning Community)



Message from our School Vice Captains

Hello parents/ guardians,

This week we have the Science night on Thursday. More than 100 students and parents are coming. We hope you enjoy the night.

School Vice captains Brooklyn & Shehrish

Getting it right in reading!

Why Vocabulary Instruction?

Students learn more new words by reading and being read to than talking with adults. Students who know many words and understand how transition words are used potentially have higher levels of reading. In addition they are more likely to have well developed writing skills by using more complete sentences and transition words. The words students speak are the words they write.

Words are not just words they are the interface between communication and thought. When we read it is through words that we build, refine and modify our knowledge. What makes vocabulary valuable and important is not the words themselves so much as the understandings they provide.

Levels of Vocabulary Knowledge:

1. I haven't seen it written or heard it spoken.
2. I haven't seen it written or heard it spoken but I'm not sure of its meaning.
3. I vaguely know its meaning and can associate it with a concept or context.
4. I know the word's meaning well enough to explain it to someone else.

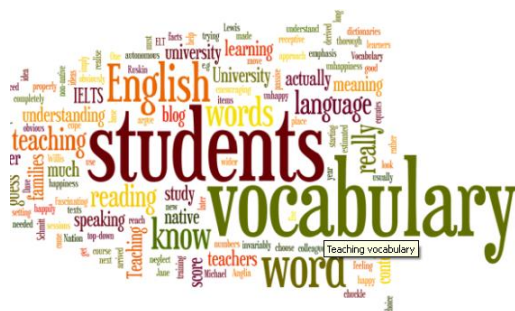
Some problems with traditional approaches to vocabulary development include:

- Dictionaries give multiple meanings
- Dictionary definitions are not often student friendly
- Words in sentences are not always useful

Teachers at our school are careful in selecting vocabulary to teach. The following are explanations of the various tiers through which vocabulary is taught at our school to students.

- Tier One – these are every day words known by most students but should be taught if words are not known.
- Tier Two – these are words understood and used by mature talkers, readers and writers. These words are targeted in your child's classrooms.

Tier Three – these are words that are low frequency, specialized words limited to certain fields of knowledge and would only be taught as required. For example words that are introduced through various Inquiry units of study.



Marvelous Math's

Math activities at home can be great opportunities to solve problems, develop math concepts and communicate mathematical thinking & understandings. The activities shared below are for fun and exploration and another way for you and your child to enjoy some quality math time together!

Going on a Shape Walk (P-2)

Take a walk in your local community or around the house to look for shapes.

- You may choose one shape to look for on your shape walk or you may decide to look for as many different shapes as you can. Name each shape you see and talk about its properties (eg. How many sides does it have? How many corners or faces?)
- Keep a record of the shapes you see on your walk. You can draw pictures, take photos or write about the shapes you see.
- Think of a creative way to share the shapes you saw on your shape walk with the rest of your family. You can make a poster, a collage, a book, or even a picture using your shapes!

Tessellation Design (3-6)

A regular tessellation is a highly symmetric, edge-to-edge tiling made up of regular polygons, all of the same shape.

- As part of your design process, investigate which regular polygons can be used to create a regular tessellation that covers a surface without overlapping or leaving gaps.
- Create at least one regular tessellation covering a full sheet of paper.
- Decorate and share your work with your family and friends.
- For inspiration, look at the website below showing the work of M.C. Escher, a graphic artist.

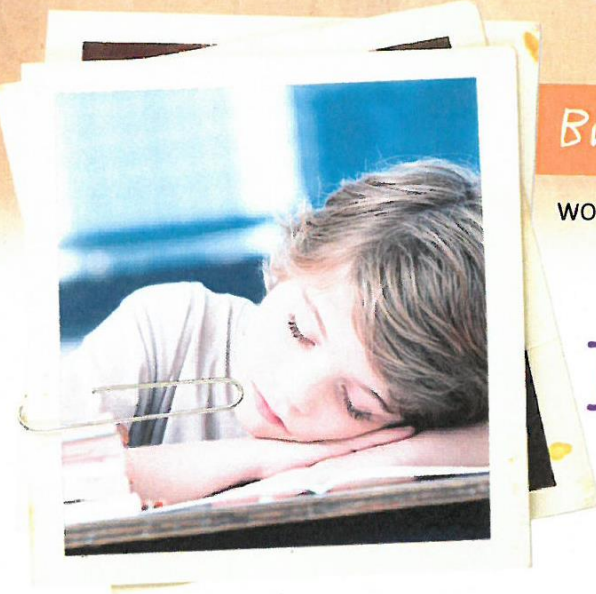
<http://www.mcescher.com/gallery/symmetry/>





Building parent-school partnerships

WORDS Jenny Brockis



Why effective learning starts with a good night's sleep

Sleep is an active phase of the learning process, which is why as parents the single most important thing we can do to help our kids be more effective learners is to ensure they get enough sleep.

During sleep the brain is very busy replaying the day's activities extremely fast, picking out the key items it believes are most relevant for long-term storage in our memory banks, and tossing out the rest.

The amount of sleep children require varies with age and they require more sleep than adults. In primary school the recommendation is between 10 and 11 hours per night. High school students need around 9 hours to function at their best. The challenge is how to fit everything into the school day along with homework and extra curricular studies such as sport, music and drama, have enough down time to chill and relax, and get enough sleep.

The best way to learn anything is to study the topic hard for a period of time and then go to sleep for 8 hours. While this may not be practical in our every day lives, the principle is pay attention to what needs to be learned and then use sleep

to consolidate memory and deepen the understanding of the subject.

Talking with your child can help them understand why sleep is so important, not just to help with their studies but also to manage their emotions more easily. Anxiety or worry about academic performance, friendship issues and generally keeping up with everything can interfere with sleep, as can receiving text messages or snap chats during the night.

Our children spend many hours engaged with technology to help them study and for social connection. All these gadgets emit a blue light that fools the brain into thinking it is still daytime. Because the brain needs 2-3 hours to wind down and prepare for sleep, switching off the laptop or tablet late at night and then hopping into bed means it will be much harder for your child to then fall asleep.

The most effective way to study for a test is to space the learning. This requires studying the subject for a period of time and then putting it to one side to do something else. Later that day test recall of the subject by jotting down just the key

points. Those that have been forgotten can be quickly revised. Repeating this process with increasing lengths of time between self-testing is an excellent way to strengthen memory because it makes the brain work harder to recall the information. This method has been shown to be far more effective than rewriting or highlighting notes.

Getting sufficient sleep ensures the brain is fully rested and refreshed to study more effectively. A tired brain finds it harder to concentrate, focus, remember or learn. Feeling grumpy or irritable doesn't help either!

The temptation to stay up late and cram for a test or exam can be strong, especially if others are doing it. Encouraging your child to get a good night's sleep instead means their brain will be far better prepared to enable them to deliver their best the next day. Trying to stuff more facts into a tired brain just leads to feeling stuffed, which isn't helpful to anyone and not worth the one or two extra marks they might have been hoping to gain.

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Want more ideas to help you raise confident kids and resilient young people? Subscribe to Happy Kids newsletter, my **FREE** weekly email parenting guide at parentingideas.com.au. You'll be so glad you did.



... Why effective learning starts with a good night's sleep ...

Helpful tips to assist your young person to get enough sleep

- 1 Keep to a regular sleep schedule for both going to bed and getting up. It can be tempting to sleep in over the weekend, but while getting an additional hour or so can be helpful to pay off some sleep debt, spending longer than that is counterproductive as it further disrupts the normal sleep pattern.
- 2 If they are tired, suggest kids start going to bed 10 - 20 minutes earlier each night. It may not seem like much but can quickly start to make a difference to daytime alertness and wellbeing in just a few weeks.
- 3 Encourage daily physical activity. Some kids are naturally sporty but if your child dislikes exercise, suggest they go for a daily walk for 20-30 minutes or engage in an activity such as dancing. Movement primes the brain for better learning, reduces stress hormones, enhances mood and wellbeing and helps us all sleep better.
- 4 Many young people use their mobile phones as an alarm clock. If so, they can switch it to silent so messages from friends won't wake them during the night. Or buy them a clock so they don't need their phone at all!
- 5 There are a number of apps such as f.lux that will change the display light on computer screens to yellow, which doesn't impact the brain disrupting sleep patterns.

Sleep is essential to better brain health and performance, which is why getting enough sleep is never negotiable.

Jenny Brockis

Dr. Jenny Brockis is the Brain Fitness Doctor. She speaks and writes about brain health and performance. Her new book *Future Brain: The 12 Keys to a High Performance Brain* is available online and at all good bookstores.
www.drjennybrockis.com



Want more ideas to help you raise confident kids and resilient young people? Subscribe to Happy Kids newsletter, my **FREE** weekly email parenting guide at parentingideas.com.au. You'll be so glad you did.

