PRINCIPAL’S MESSAGE

Aerosol Cans
Aerosol cans are not allowed at school. This is a health and safety directive from the Department of Education as aerosols can affect children’s asthma and cause other respiratory problems.

Bus Behaviour - Attention all Students:
The bus company has advised that under no circumstances are aerosol cans to be sprayed on the bus.
Immediate suspension of travel will occur.

Stage 3 Excursion
Payments for the Stage 3 Excursion were due last Friday. We are extending the due date until Friday 17th. If you have any problems in making this payment please contact me.

Please take the time to read Part 2 of the article Anger and Managing Anger attached to this newsletter.

Michelle Floyd – Principal

PRINCIPAL’S AWARDS
Week 10 Term 3

KK Alice D. – working to her best across all areas.
1/2B Ayesha M. - always being polite and using good manners.
1WH Jordan H. - excellent efforts in reading and writing.
2L Faith R. - consistently producing a high standard of work in all areas.
3R Brody K. - excellence in science.
3/4J Callum D. - excellence in multiplication - first to finish the Times Tables Challenge.
4A Liam B. - an outstanding city scene drawing.
4/5M Delta H. - outstanding work ethic.
6P Jordan B. - an excellent attitude and persistence in all that she attempts.

Week 1 Term 4

KK Bronx G. – always being on task and trying his best.
1/2B Caitllyn T. - being a respectful and kind peer to all.
1WH Annabelle M. - for enthusiasm and application in every endeavour.
2L Hallie D. - showing more maturity and helping others in need.
3R Brody K. - excellent work in reading groups.
3/4J Liam H. - striving for excellence in reading groups.
4A Marley P. - an outstanding city scene drawing.
4/5M Breanna C. - supporting and encouraging her peers.
6P Bailey M-F. - excellent bookwork and organisational skills in the classroom.

Merit Awards

KK Joan R., Ethan W.
1/2B Emily H., Melissa C.
1WH Steven W., Kristen S.
2L Jae D., Malaki P.
3R Lillian D., Isabell B.
3/4J Savanna W-G., Jacob D.
4A Bella Rose P., Trent R.
4/5M Jazmin S., Laura K.
6P Nathan V., Darci D.

Kids Matter Awards

KK Connor L. - Confidence
Reilny G. - Persistence
1/2B Jaxon R. - Persistence
Summer D. - Resilience
1WH William G. - Happiness
Austin McG. - Confidence
2L Max M. - Persistence
Claire J. - Resilience
3R Ryan P. - Persistence
Lila B. - Confidence
Kids Matter Awards continued
3/4J  Brooke W.  Resilience
   Ben J.  Confidence
4A  Meagan P.  Success
   Bryce B.  Responsibility
4/5M  Rowan B.  Happiness
   Josh E.  Responsibility
6P  Sabrina D.  Persistence
   Ashley F.  Responsibility
   Charlie C.  Happiness

P & C NEWS
The next P & C Meeting is on this Wednesday 15th October at 6.30pm in the library. A vote will be taken on the motion to postpone the AGM till 2015.

CANTEEN ROSTER
Friday 17th October
Kate Ducker
Melissa Dixon
Claire Kent
Donna French

Monday 20th October
Melissa Roughan
Catherine Henry
Carly Baker

INTENSIVE SWIMMING.
Fee $63 and includes bus travel, pool entry and a swimming cap. Final payment due 19th Nov. REMEMBER the 9 out of 10 pool drownings are preventable.

SRC NEWS
Soldiers Care Packages Donation Drive
A number of our students have been working together to collect and organise packages to be sent to service men and women who are working overseas. These packages are a wonderful reminder of home and also provide much needed basics for serving troops.

The SRC would like to support this valuable community group by running a donation drive from Week 10 until Week 2 in Term 4. All donations will go directly into Soldiers Care Packages. Students are asked to bring an item from the list below to add to their class collection box. All non-perishable foods can be included, however please no aerosols or breakables. Here is a list to give you some suggested items to donate: Tim Tams, Shapes, Arnotts biscuits, 2 minute noodles, small tins of tuna, spaghetti, baked beans, health bars, fruit or custard cups, lollies, chewy gum, toothbrushes, toothpaste, roll-on deodorant, sunscreen, lip balm, pens and note pads, hand sanitizer, shower caps, liquid soap, moisturiser, dental floss, tubes of vegemite or condensed milk, tea, coffee, milo, shampoo or conditioner, cups of soup.

If you would like to make a cash donation please return it to the front office. All other donations can be sent to the classroom.

Thank you for supporting your SRC and the Aberdeen Soldiers Care Packages Cadets Aberdeen Junior Cricket Club, ~ help us keep junior cricket alive in Aberdeen. The season has now kicked off, we are in need of more U10’s players (boys and girls) to help us field a team. You don’t need to have any experience just want to be part of a team and willing to learn as we go. We play in Denman, Muswellbrook, Scone and Aberdeen. Need more info, please contact Garry Reid on 0438201207.

Milo Cricket is a skills based program that runs for 7wks, starting this Saturday and teaches children aged 5-9yrs the basics of the game. The cost is $65 and all children receive a players bag filled with things. All games are played in Aberdeen. More info phone Garry Reid 0438201207.

FORTHCOMING DATES

October
- Wednesday 15th  Kinder 2015 Early Birds
- Wednesday 22nd  P & C Meeting 6.30pm
- Wed 22nd – 24th  School Photos
- Thursday 23rd  Mrs Floyd absent
- Friday 24th  Youth Council Meeting
- Friday 24th  Stage 3 Walkabout
- Excursion

November
- Monday 3rd  Bike Skills Day
- 24th – 5th Dec  Intensive Swimming
- Friday 28th  Scone High Orientation

December
- Thursday 4th  Mini Fete
- Wednesday 10th  Presentation Day
- Thursday 11th  Year 6 Farewell
- Wednesday 17th  Last day of school for students

say cheese
School Photo Day is
22 October 2014

Have your child’s school memories captured forever

Please take time to read the relevant information on the MSP Photography payment envelopes and remember these helpful points:
- Don’t seal envelopes inside each other. You can pay for all children in one envelope however each child needs to have their own envelope on photo day.
- Family envelopes are available at the school office upon request.
- Please enclose correct money as no change is given. Cash and money orders only. Sorry no credit card accepted.

For any enquiries, please feel free to contact us
× 947748 or 947771
p +61 1 464 8456
f +61 3 8362 3535
www.msp.com.au

JOIN THE FREE COMMUNITY FITCLUB!
Workout smarter not harder to a complete body transformation
Increase metabolism and burn fat efficiently
8 classes of physical activity
Fitness evaluation and coaching
Lean and mean personalised-meal plans
Schedule: Monday & Wednesday
5:45pm for 8:00pm start
Child friendly

Aberdeen Jefferson Park-Harrison Oval
Enquiries contact Brogan 0402244557
Find us on Facebook  www.facebook.com/groups/sconeactive

IS YOUR CHILD A SMART SCHOOL SAVER?
We measured the ‘Savings IQ’ of the nation and found
Australians who learn about money at school grow up to
be smarter savers.
To find the next generation of savers, we’re launching
a national competition.
Have your child tell us in 50 words or less what they
are saving for, and how they plan to save their money
to achieve it and they could win:
• An iPad for themselves and one for their school
(six regional winners)
• $1,000 for their savings (one national winner)

Enter now at commbank.com.au/smartschoolsavers

Have you downloaded our latest communication tools?
Install the Aberdeen Public School App for FREE in the
App Store and Play Store.

Like our Facebook page and keep up to
date with what’s happening at A.P.S.
**CLASS NEWS**

**Class KK**

**What’s On:**
Welcome back! I hope everyone had a happy and safe holiday and are ready for another great term. It’s been a busy start to term 4. We have made a great start to our new units of work. In Science, we are learning about motion and how things move voluntarily and involuntarily. In PDH we are discussing safe places which goes with our HSIE unit, Places we Know. Just a reminder that home readers need to be returned daily and homework needs to be returned each Friday. The school photos note went out last week, please return it before the 22nd October if you wish to purchase photos.

**Class 1/2B**

**What’s On:**
Welcome back! I hope everyone had a great break and are feeling refreshed.
There are a few changes to our timetable this term as 1/2B students will have library on Wednesday in Term 4 beginning next week. This means library is still on Thursday this week.
Homework and home reading begin this week. Unfortunately, we are still missing a number of home readers from last term. Please remind your child to look for and return any remaining home readers as the boxes will not be returned to the office until all books are recovered.

**Class 1WH**

**What’s On:**
Welcome back! We have had a great start to the beginning of term 4 with everyone settling well into their class routines. Homework and home readers resumed this week. Please continue with your support and encouragement.

**Class 2L**

**What’s On:**
Welcome back to an exciting term. Just a reminder to parents that we are always looking for parent helpers for reading. Anytime suits us. Still looking for anyone to donate playdough for our word work. Homework this week is based on our science unit and is due on Wednesday the 15th October. Next week we will start normal homework and home reading.

**Class 3/4J**

**What’s On:**
Class News and Reminders
It is week 2, term 4 already! As you know we are planning an assembly item for this Friday so keep practicing your recorder. The bike skills day has been postponed due to wet weather/storms and has been re-scheduled for Monday 3rd November. Homework is due tomorrow (Wednesday) and will go out again on Thursday. School photos will be taken next Wednesday (22/10) so please return your envelopes asap and bring your best smiles! This term we are doing drama, safe living and physical sciences. Students have new class jobs and new incentives to work towards so keep up the great effort everyone!
Renee Jones

**Class 3R**

**What’s On:**
Welcome back to another busy term. Please make sure you are well organised for this term and have everything you need. This week intensive swimming notes have been given out. Having run the program myself previously I have witnessed first-hand the incredible progress students make during the fortnight. It is a great opportunity for students to learn swim techniques and survival skills which they can use throughout their lives. Thank you to all the well-wishers for the safe arrival of our baby Charlotte.
Regards, Mr Ramage.

**Class 4A**

**What’s On:**
Welcome to Term 4. Can you believe there is only 10 weeks left in year 4? It is going to be a very busy term. Unfortunately the bike skills day had to be postponed due to the weather and will be on November 3rd. Next Wednesday 22nd October is our school photos day. Please make sure you have received and returned the envelope for these. As of next week, 4A will be having Library on a Thursday.

**Class 4/5M**

**What’s On:**
Welcome back for Term 4!
Get ready for a busy term. Year 5 have been given nomination slips for Captain in 2015, these are due this Friday.
Thank you to all parents who came along to our Parent Teacher interviews.
Don’t forget about the Year 5 day excursion to Walkabout Park

**Class 6P**

**What’s On:**
All money for the Stage 3 excursion to Walkabout Park, Calga next Friday were due last week. Unfortunately there is still outstanding money. This must be paid by MONDAY 21st October. At this point in time and due to students now not attending, we are already running at a loss for this excursion.

This year Year 6 were introduced to the use of diaries for the students to use to organise their work, homework and daily routines. Our local high schools use diaries and this is a good introduction to becoming responsible for your school work. Homework is not given on a Monday to Friday routine (as with other classes) but instead, at irregular times and on different KLa’s (to copy what the students will encounter at high school next year). I was hoping that the students would embrace the independence of this concept, but unfortunately the have not. Homework is given to supplement the work done in the classroom and for the benefit of our students. Please encourage your child to at least attempt the set work as this will stand them in good stead for next year.
About anger

What causes anger?

Everyone experiences anger. It is a normal reaction to frustration, stress or disappointment. It can occur in children as young as three or four months old. Anger can be quite noticeable in toddlers who often express it through tantrums and other aggressive actions. However, as they grow and develop, most children learn how to deal with some of the frustrations of everyday life. They also learn how to express their anger in acceptable ways.

Some anger can be helpful. For example, when expressed effectively, anger can help tell someone else, “Stop. I don’t like that.” Anger can also motivate us to overcome problems and achieve goals. Whether children’s anger is positive or negative depends on how effectively it is managed and whether it can be directed towards positive goals.

When children lack skills for managing anger it can lead to aggressive behaviour. Usually, it is the aggressive action that follows anger that most concerns parents, carers and school staff. Learning to manage anger involves developing social and emotional skills for calming down and having ways to express angry feelings assertively. This means learning to use words rather than aggressive actions to communicate feelings. Parents, carers and school staff have an important role in helping children learn to manage anger effectively.
The experience of anger

Feeling angry involves changes within the body and also in thinking. Muscles tense and there is a burst of energy as the heart speeds up, blood pressure rises and breathing becomes faster. These changes can lead to having a flushed or red face and to feeling hot. Symptoms of anger like these are part of the ‘fight or flight response’ that helps to prepare the body for danger.

Thoughts also play a big part in anger. Angry thinking can trigger angry feelings and make them last longer, so learning to understand and change thinking patterns is very important for managing anger. With help from adults children can develop skills for recognising and changing angry thinking.

What do children get angry about?

Angry feelings are usually the result of being frustrated while trying to reach a goal. Researchers have found that children feel angry (rather than sad) when they believe that the negative situation they are concerned about can or should be changed.

Different kinds of situations can lead to angry feelings in children. Some of the most common situations are listed in the table below.

<table>
<thead>
<tr>
<th>Kind of situation</th>
<th>What leads to anger</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSSESSIONS</td>
<td>Not being allowed/able to have something they want</td>
</tr>
<tr>
<td>Physical aggression</td>
<td>Having someone take their things</td>
</tr>
<tr>
<td>Verbal aggression</td>
<td>Being hit, kicked, punched, etc</td>
</tr>
<tr>
<td>Control</td>
<td>Having others (children or adults) speak to them aggressively</td>
</tr>
<tr>
<td>Rejection</td>
<td>Being required or forced to do something they don’t want to</td>
</tr>
<tr>
<td>Unmet emotional needs</td>
<td>Being excluded from social games</td>
</tr>
<tr>
<td></td>
<td>Being rejected by other children</td>
</tr>
<tr>
<td></td>
<td>Feeling unsafe</td>
</tr>
<tr>
<td></td>
<td>Feeling uncared for</td>
</tr>
</tbody>
</table>
Differences in children's use of anger

Before they start school, most young children have learned that getting aggressive when angry is not considered appropriate behaviour. They may have also learned some strategies for managing anger, for example, counting to 10, explaining what they are annoyed about, or asking an adult for help to resolve a problem. These are positive coping strategies that help children manage their angry feelings and build skills for effective relationships.

Some children try to manage angry feelings by avoiding the situation or person that has led them to be angry. Children who use this kind of strategy very often do not build effective skills for relating to others, which can cause them problems in later years.

Some other children seem to have few strategies for managing anger and so may continue to act aggressively and impulsively. Children with anger problems are often rejected by other children because of their difficult behaviour. Feeling rejected, they may think others are being mean to them and become more angry. This may start a pattern of thinking that leads them to respond with aggressive behaviour even where no intention to hurt is present. For example, they may get angry when somebody bumps into them and react aggressively without stopping to think that it may have been an accident.

The different ways that children manage anger are influenced by a combination of personal characteristics, how much stress the child and family are under, and opportunities available at home and school for learning how to cope with feelings.

From early childhood, some children seem to react more to frustration and take longer to return to a calm state. These children may need extra assistance to learn skills for controlling anger. Some children don’t learn how to manage anger because being angry is not okay in their families. They don’t get the chance to practise positive ways of managing anger or telling others when they are angry. Children can also learn aggression through the examples of others. When the adults responsible for children’s care get angry quickly and often, or when they use reactive, harsh and inconsistent discipline, children are more likely to behave aggressively themselves.

Research indicates that physical aggression in children is most common at the age of two. As skills for language and thinking develop, aggressive behaviour is reduced. However, for some primary school children aggression remains at a high level. These children may benefit from professional help to learn to control aggression and stop behaviour problems becoming worse. For more, see the KidsMatter Primary information sheets on serious behaviour difficulties.

Skills for coping with anger

Usually feelings of anger are directed towards someone or something that the child would like to change. Even though there may sometimes be good reasons for wanting to change things, it is often not helpful to act in anger. Intense angry feelings very often cloud judgment and lead to impulsive or aggressive behaviour rather than thoughtful actions. For children to be able to manage anger effectively they need to learn to recognise when they are angry, have strategies to manage angry feelings, and work out effective ways to solve the problem that has caused their anger.

Recognise anger signals

Learning to recognise when they are getting angry helps children understand how angry feelings work. This is the first step to managing them. Children can be taught to be aware of what triggers their anger. Then they can learn strategies to help them cool down and stay calm instead of getting carried away by angry feelings. Young children need assistance with learning, remembering and using the steps. The following table shows common body, thought and action signals for anger.

![Table showing examples of common body, thought and action signals for anger]

Examples of common body, thought and action signals for anger

<table>
<thead>
<tr>
<th>Body signals</th>
<th>Thought signals</th>
<th>Action signals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fast breathing</td>
<td>I hate her.</td>
<td>Threaten</td>
</tr>
<tr>
<td>Heart rate increased</td>
<td>It’s not fair!</td>
<td>Run away</td>
</tr>
<tr>
<td>Sweating increased</td>
<td>You IDIOT!</td>
<td>Swear</td>
</tr>
<tr>
<td>Flushed, hot face</td>
<td>I want to hit him.</td>
<td>Punch or hit</td>
</tr>
<tr>
<td>Body feels hot</td>
<td>I WON’T do it.</td>
<td>Fidget</td>
</tr>
<tr>
<td>Tense muscles</td>
<td>You think I never do anything right!</td>
<td>Yell</td>
</tr>
</tbody>
</table>

Parents, carers and school staff can help children to recognise the signs of anger when it is beginning. Adults can tell when children are getting angry by the way they look, the way they speak, or the tension in their bodies. Saying, “You look upset. Are you angry about ....?” helps to build awareness of feelings and also invites children to talk about the problem situation.
Manage angry feelings

Children need skills to help them cool down their anger. Simple relaxation techniques involving deep breathing, calming strategies (eg counting to 10) and coping self-talk are very useful for helping children 'lower the temperature' of their anger. For some children it may be especially beneficial to have a special place for ‘quiet time’ where they can get away from anger triggers while they cool down. It is important to note that the physical symptoms of anger can take a long time to return to normal. Having a cool down strategy helps children learn the steps to manage their angry feelings.

Solve problems

Once they have calmed down, thinking through the situation that made them angry can help children to come up with other ways of approaching it. Parents, carers and school staff can support children’s skills for solving problems by asking questions that help children think things through. Questions to ask include:

- What happened?
- How did you feel and react?
- How did the other person feel and react?
- What happened then?
- What could you have done differently?
- What could you do differently next time?

Adults may need to help children work through the steps by giving examples and suggestions for them to think through. For more, see the KidsMatter Primary information sheets on decision-making.

Key points for helping children learn to manage anger

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. For more, see the KidsMatter Primary information sheets on effective discipline.

This resource is part of a range of KidsMatter Primary information sheets for families and school staff. View them all online at www.kidsmatter.edu.au

Australian Government
Department of Health and Ageing

beyondblue

APS Australian Psychological Society

Principals Australia Institute

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