Thank you to those parents who came and put forward their opinions at the meetings last week. The following is feedback received:

Things we do well-
• The school should maintain the existing programs for targeted students; Quick Smart, MultiLit, MiniLit, MPower Girls, REVVED Up.
• The Early Birds Kinder Orientation Program.

Things we can build on-
• Extend enrichment programs we have in place for students.
• Expand the SRC to include students from each grade.
• Streamline homework procedures across the school.
• Make social skills programs more explicit for students with needs in this area.
• Extend the Early Birds program beyond 9 weeks and include a report to parents.

Things we can introduce-
• Introduce a support group for parents of children with additional needs.
• Introduce a sex education program through an organisation like Inter-Relate for students in Years 5 and 6. This would take place out of school hours and be at parent’s discretion.

I will be sending a survey home shortly to gain further opinions on the information outlined above and any other items you may want to include.

Assembly
Due to swimming school the assembly will be on Friday at 2pm.

Hot Weather Alert
Please make sure your children bring plenty of water and a hat to school and ensure they are getting plenty of sleep. Tired and hot kids are not happy kids.

KidsMatter
This week’s KidsMatter topic is About Conflict Resolution. Please take the time to read this informative article included in our newsletter.

Michelle Floyd – Principal

PRINCIPAL’S AWARDS
Week 6 Term 4
KK Ava R. - great improvement in her reading and writing.
1/2B Amelia W. - having a fantastic attitude when learning new things.
1WH Austin McG. - applying learnt spelling words in his writing.
2L Georgie H. - always working diligently and to the best of her ability.
3R Isabell B. - consistent effort in all areas.
3/4J Hannah F. - completing the times tables challenge.
4A Meagan P. - excellent improvements all round this year.
4/5M Hunter D. – showing persistence and determination towards his learning.
6P Jordan B. - always being a reliable and trustworthy student.
PRINCIPAL’S AWARDS
Week 7 Term 4
KK Connor S. - always doing his best across all areas.
1/2B Liam D. - his improvements in mathematics.
1WH Rossi L. - very quick recall of basic facts in mathematics.
2L Kate S. - consistently producing a high standard of work in all learning areas.
3R Courtney C. - trying to do her best.
3/4J Elizabeth D. - completing the times tables challenge.
4A Dylan C. - his rich discussions about texts.
4/5M Hunter McG. – showing consistent effort towards his learning.
6P Cassidee L. - for showing initiative and independence during research tasks

Merit Awards
KK Bronx G., Cody P.
1/2B Tyla F., Brydie B.
1WH Charlotte B., Chloe C
2L Lucy M., Jack G.
3R Brodie H., Tyson C.
3/4J Will H., Danielle S.
4A Hayley D., Ethan P.
4/5M Hollie D., Delta H.
6P Emily F., Nathan V.

Kids Matter Awards
KK Chloe A. Confidence
  Preston B. Respect
1/2B Ayesha M. Honesty
  Hayley T. Confidence
1WH William G. Resilience
  Charlotte W. Respect
2L Brayden G. Respect
  Malaki P. Confidence
3R Ryan P. Respect
  Tyler J. Confidence
3/4J Savanna W-G. Respect
  Liam H. Happiness
4A Marley P. Persistence
  Zoe B. Happiness
4/5M Mally M. Happiness
  Sarah McI. Honesty
6P Maycee R-I. Happiness
  Jack S. Respect

Merit Badge
Will H.
Sabrina D.
Maddy G.
Jye F.

Bronze Bar
Danielle S.
Faith R.

P & C NEWS
Thank you!
Thank you to all the children who came along to our last disco for the year. We had around 140 students in attendance. Also a huge thank you to the teaching staff that were able to help supervise on the night. We managed to raise just over $500 profit and this money will be used within the school on P&C activities.

CANTEEN ROSTER
Friday 28th November
Kelly McMahon
Kate Surawski
Toni Partridge
Melinda Jordan

Monday 1st December
Leah Bateman
Sandy Morrison

LIBRARY NEWS

Library stocktake
Will start on Friday 12/12. Please have a good look at home for any books that may have been lost or forgotten 😔

Christmas Tree Competition
Entries close 9/12 - Christmas trees can be dropped off to the library any time before this date.

Willow Markets
The market is on this Sunday at the Aberdeen Sport & Rec Grounds on the Highway from 9am to 4pm.
Don’t forget this market is a fundraiser for YOUR school library. Thanks to the Willow Market the library will be getting a long overdue paint job on the inside over the Christmas holidays to match the lovely outside. The children and I have been chatting about some fun and exciting things we’d like to see in the library so supporting the Willow Markets will help us achieve these goals 😊

Have you downloaded our latest communication tools?

Like our Facebook page and keep up to date with what’s happening at A.P.S.
SCONE FILMS
Scone Films will screen Hector and the Search for Happiness, M, on Friday 28th November, at 7.30pm at the Senior Citizen’s Centre, Oxford Road, Scone. This feel good comedy stars Simon Pegg and Toni Collette. A London psychiatrist breaks out of his routine life and embarks on a global quest in the hope of uncovering the elusive formula for true happiness. A larger than life adventure with hilarious results. Tickets are $10 at the door, or in advance from Serendipity, Scone. Doors open 7.15pm. Everyone is welcome, but for insurance under 18s must be accompanied by an adult. Refreshments available. Details are on the website www.sconefilms.org.au

Christmas Carols at the Twilight Markets
At last year’s event we had the Christmas Carols with the Scone Singers and many of the Aberdeen students joined in. I would like to invite students that would like to sing with the Scone Singers at this year’s event to just turn up on the night. Carols will start around 7.30 – 8.00pm.
**FORTHCOMING DATES**

<table>
<thead>
<tr>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>24th – 5th Dec</td>
<td>4th</td>
</tr>
<tr>
<td>Tuesday 25th</td>
<td>Wednesday 10th</td>
</tr>
<tr>
<td>Friday 26th</td>
<td>Thursday 11th</td>
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<tr>
<td></td>
<td>Wednesday 17th</td>
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<tr>
<td>Intensive Swimming</td>
<td>Mini Fete</td>
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<tr>
<td>St Joseph’s Orientation</td>
<td>Presentation Day</td>
</tr>
<tr>
<td>Scone High Orientation</td>
<td>Year 6 Farewell</td>
</tr>
<tr>
<td></td>
<td>Last day of school for students</td>
</tr>
</tbody>
</table>

**CLASS NEWS:**

**Class KK**

What’s On:
Well it's hard to believe it's already week 8! The term is certainly flying by! We will be starting our class Christmas celebrations soon! As we are getting closer to the end of term please continue with your support of completing home reading and the weekly homework. We certainly don't have as many coming in, thank you to those that are continuing to get this done. The past couple of weeks I have been very proud of students’ achievements in reading and writing. The students have been completing some fantastic work and are showing great development with their skills in these areas.

**Class 1/2B**

What’s On:
Just a reminder that in this hot weather it is very important to send your child with water to drink and make sure they are well rested. Tired and hot kids are not happy kids!

A Call Out for Helpers!
Anyone able to help cover books please let an infants teacher know, we have got lots of fabulous readers that need covering.

**Class 1WH**

What’s On:
1WH will be performing an item at our assembly this week. We would love it if you could come along!
Keep an eye out for a note about our Christmas visit to Streatham Village and the Preschool.
As the year is starting to wind up can you please start looking down the back of the couch and under the bed for any school readers or library books that may have gone astray!
Glue sticks for the extra Christmas craft we are about to start will come in handy.

**Class 2L**

What’s On:
Just a reminder that all students in year 2 (1/2B and 2L) need a shoe box or a box of similar measure to create a diorama for HSIE. Students are going to research this week and next week begin designing a shelter for these animal using said boxes.

**Class 3R**

What’s On:
It is great to see so many members of 3R involved in the intensive swimming program. Having run the program before it is fabulous to see the progress these students make from the beginning to the end. It is also a great way to spend some time when it has been so hot. Please make sure you are drinking plenty of water and getting plenty of sleep despite the hot weather. The Year 6 mini fete is fast approaching so please come along and support this fun filled occasion.
Regards, Mr Ramage.

**Class 3/4J**

What’s On:
Only a few more weeks left of term and still a lot to do! Great work to those attending intensive swimming- you are all working so hard, keep it up and I am sure there is going to be a lot of improvement! We start making our Christmas fondant cupcake toppers this week, so hopefully we will get our instruction booklet published before end of term.
Reminder- Homework is due tomorrow (Wednesday). We were only 2 people short of 100% last fortnight, so maybe we can get the class prize tomorrow?!
Class 4A

What’s On:
4A are enjoying intensive swimming this week and it will continue next week. Everyone remembered their towels, spare undies and goggles - well done! Next week will be our last week of homework. Thanks to those children who have made a terrific effort with homework this year.

Class 4/5M

What’s On:
A few reminders for this newsletter
If you have any spare supplies of wool at home we would love to incorporate it into an art project we are working on.
Invitations have been sent out for the Year 6 Farewell. The payment of $25 and your permission note need to be returned to school by next Wednesday. Thank you for the overwhelming number of offers for helpers on the night. I will be in touch ASAP as I finalise jobs to be done.
As the weather heats up please remember to bring a drink bottle and your school hat with you each day.

Class 6P

What’s On:
The mini fete is on very soon! Thursday 4th December from 4:30pm – 6:30pm.
Activities include:
- Face painting
- Hairspray
- Nail polish
- Tattoos
- Guess the Key
- Cup Slam
- Chip for a Prize
- Tug-o-War
- Pillow Fights
- Aboriginal Painting
- Coits
- Guess the Weight of the Dog
- Cork Bob
- Fairy Floss
- Drinks & Lolly Bags
- Teacher Sponge Throw
- Water Activities
- Photos
- Lucky Jars
- Raffle – Sydney 6ers signed cricket bat
- Jewellery
- Sample Bags
- BBQ

The students have worked very hard to organise this afternoon for our school. Please come along and support Year 6.
About conflict resolution

Conflict is normal

Conflict is a normal part of children’s lives. Having different needs or wants, or wanting the same thing when only one is available, can easily lead children into conflict with one another. “She won’t let me play,” “He took my …”, “Tom’s being mean!” are complaints that parents, carers and school staff often hear when children get into conflict and are unable to resolve it. Common ways that children respond to conflict include arguing and physical aggression, as well as more passive responses such as backing off and avoiding one another.

When conflict is poorly managed it can have a negative impact on children’s relationships, on their self-esteem and on their learning. However, teaching children the skills for resolving conflict can help significantly. By learning to manage conflict effectively, children’s skills for getting along with others can be improved. Children are much happier, have better friendships and are better learners at school when they know how to manage conflict well.

Different ways of responding to conflict

Since children have different needs and preferences, experiencing conflict with others is unavoidable. Many children (and adults) think of conflict as a competition that can only be decided by having a winner and a loser. The problem with thinking about conflict in this way is that it promotes win-lose behaviour: children who want to win try to dominate the other person; children who think they can’t win try to avoid the conflict. This does not result in effective conflict resolution.

Win-lose approaches to conflict

Children may try to get their way in a conflict by using force. Some children give in to try to stop the conflict, while others try to avoid the situation altogether. These different styles are shown below. When introducing younger children to the different ways that conflicts can be handled, talking about the ways the animals included as examples below might deal with conflict can help their understanding. It introduces an element of fun and enjoyment.

<table>
<thead>
<tr>
<th>Conflict style</th>
<th>Animal example</th>
<th>Child’s behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Force</td>
<td>Shark, bull, lion</td>
<td>Argues, yells, debates, threatens, uses logic to impose own view</td>
</tr>
<tr>
<td>Give in</td>
<td>Jelly fish, teddy bear</td>
<td>Prevents fights, tries to make others happy</td>
</tr>
<tr>
<td>Avoid</td>
<td>Ostrich, turtle</td>
<td>Thinks or says, “I don’t want conflict.” Distracts, talks about something else, leaves the room or the relationship</td>
</tr>
</tbody>
</table>

Sometimes these approaches appear to work in the short-term, but they create other sets of problems. When children use force to win in a conflict it creates resentment and fear in others. Children who ‘win’ using this approach may develop a pattern of dominating and bullying others to get what they want. Children who tend to give in or avoid conflict may lack both confidence and skills for appropriate assertive behaviour. They are more likely to be dominated or bullied by others and may feel anxious and negative about themselves.

It is possible instead to respond to conflict in positive ways that seek a fair outcome. Instead of being seen as a win-lose competition, conflict can be seen as an opportunity to build healthier and more respectful relationships through understanding the perspectives of others.
Win-some, lose-some: Using compromise to resolve conflict

Adults have a significant impact on how children deal with conflict. Often adults encourage children to deal with conflict by compromising. Compromising means that no-one wins or loses outright. Each person gets some of what they want and also gives up some of what they want. Many children learn how to compromise as they grow and find ways to negotiate friendships. It is common around the middle of primary school for children to become very concerned with fairness and with rules as a way of ensuring fairness. This may correspond with an approach to resolving conflict that is based on compromise.

<table>
<thead>
<tr>
<th>Conflict style</th>
<th>Animal example</th>
<th>Child’s behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compromise</td>
<td>Fox</td>
<td>I give a bit and expect you to give a bit too</td>
</tr>
</tbody>
</table>

Win-win: Using cooperation to resolve conflict

Using a win-win approach means finding out more about the problem and looking together for creative solutions so that everyone can get what they want.

<table>
<thead>
<tr>
<th>Conflict style</th>
<th>Animal example</th>
<th>Child’s behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sort out the problem (Win wisely)</td>
<td>Owl</td>
<td>Discover ways of helping everyone in the conflict to get what they want</td>
</tr>
</tbody>
</table>

Skills required for effective conflict resolution

Effective conflict resolution requires children to apply a combination of well-developed social and emotional skills. These include skills for managing feelings, understanding others, communicating effectively and making decisions. Children need guidance and ‘coaching’ to learn these skills.

Learning to use all the skills effectively in combination takes practice and maturity. However, with guidance children can begin to use a win-win model and gradually develop their abilities to resolve conflicts independently.

<table>
<thead>
<tr>
<th>Skill</th>
<th>What to encourage children to learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage strong emotions</td>
<td>Use strategies to control strong feelings</td>
</tr>
<tr>
<td>Verbally express own thoughts and feelings</td>
<td>Identify and communicate thoughts and feelings</td>
</tr>
<tr>
<td>Identify the problem and express own needs</td>
<td>Talk about their own wants/needs/fears/concerns without demanding an immediate solution</td>
</tr>
<tr>
<td>Understand the other person’s perspective</td>
<td>Listen to what the other person wants/needs</td>
</tr>
<tr>
<td></td>
<td>Understand the other person’s fears/concerns</td>
</tr>
<tr>
<td></td>
<td>Understand without having to agree</td>
</tr>
<tr>
<td></td>
<td>Respond sensitively and appropriately</td>
</tr>
<tr>
<td>Generate a number of solutions to the problem</td>
<td>Think of a variety of options</td>
</tr>
<tr>
<td></td>
<td>Try to include the needs and concerns of everyone involved</td>
</tr>
<tr>
<td>Negotiate a win-win solution</td>
<td>Be flexible</td>
</tr>
<tr>
<td></td>
<td>Be open-minded</td>
</tr>
<tr>
<td></td>
<td>Look after own needs as well as the other person’s needs (be assertive)</td>
</tr>
</tbody>
</table>
Key points for helping children resolve conflict

The ways that adults respond to children’s conflicts have powerful effects on their behaviour and skill development. Until they have developed their own skills for managing conflict effectively most children will need very specific adult guidance to help them reach a good resolution. Parents, carers and teaching staff can help children to see conflict as a shared problem that can be solved by understanding both points of view and finding a solution that everyone is happy with.

Guide and coach
When adults impose a solution on children it may solve the conflict in the short term, but it can leave children feeling that their wishes have not been taken into account. Coaching children through the conflict resolution steps helps them feel involved. It shows them how effective conflict resolution can work so that they can start to build their own skills.

Listen to all sides without judging
To learn the skills for effective conflict resolution children need to be able to acknowledge their own point of view and listen to others’ views without fearing that they will be blamed or judged. Being heard encourages children to hear and understand what others have to say and how they feel.

Support children to work through strong feelings
Conflict often generates strong feelings such as anger or anxiety. These feelings can get in the way of being able to think through conflicts fairly and reasonably. Acknowledge children’s feelings and help them to manage them. It may be necessary to help children calm down before trying to resolve the conflict.

Remember
- Praise children for finding a solution and carrying it out.
- If an agreed solution doesn’t work out the first time, go through the steps again to understand the needs and concerns and find a different solution.


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
Guiding children through the steps of conflict resolution

Steps and suggestions for conflict resolution

1. Set the stage for win-win outcomes
   Conflict arises when people have different needs or views of a situation. Make it clear that you are going to help the children listen to each other’s point of view and look for ways to solve the problem that everyone can agree to.
   - Ask, “What’s the problem here?” Be sure to get both sides of the story (e.g., “He won’t let me have a turn” from one child, and “I only just started and it’s my game,” from another).
   - Say, “I’m sure if we talk this through we’ll be able to sort it out so that everyone is happy.”

2. Have children state their own needs and concerns
   The aim is to find out how each child sees the problem. Help children identify and communicate their needs and concerns without judging or blaming.
   - Ask, “What do you want or need? What are you most concerned about?”

3. Help children listen to the other person and understand their needs and concerns
   In the heat of conflict, it can be difficult to understand that the other person has feelings and needs too. Listening to the other person helps to reduce the conflict and allows children to think of the problem as something they can solve together.
   - Ask, “So you want to have a turn at this game now because it’s nearly time to go home? And you want to keep playing to see if you can get to the next level?”
   - Show children that you understand both points of view: “I can understand why you want to get your turn. I can see why you don’t want to stop now.”

4. Help children think of different ways to solve the problem
   Often children who get into conflict can only think of one solution. Getting them to think of creative ways for solving the conflict encourages them to come up with new solutions that no-one thought of before. Ask them to let the ideas flow and think of as many options as they can, without judging any of them.
   - Encourage them: “Let’s think of at least three things we could do to solve this problem.”

5. Build win-win solutions
   Help children sort through the list of options you have come up with together and choose those that appear to meet everybody’s needs. Sometimes a combination of the options they have thought of will work best. Together, you can help them build a solution that everyone agrees to.
   - Ask, “Which solution do you think can work? Which option can we make work together?”

6. Put the solution into action and see how it works
   Make sure that children understand what they have agreed to and what this means in practice.
   - Say, “Okay, so this is what we’ve agreed. Tom, you’re going to show Wendy how to play the game, then Wendy, you’re going to have a try, and I’m going to let you know when 15 minutes is up.”