PRINCIPAL’S MESSAGE

NAPLAN
NAPLAN assessment, for Years 3 and 5, commenced today and will continue to Thursday 14th May. If you would like to discuss any aspect of this assessment with me please contact the school.

Aberdeen Public School Presents

The Great Jungle Adventure

Our Kinder, Year 1, Year 2 and 3 Red students will be performing in ‘The Great Jungle Adventure’ on Wednesday 17th June. There will be 2 performances during the day. Performance times will be advised shortly.

Cold Weather Clothing
The cold weather is upon us and a number of students are coming to school without warm clothing. I have been giving out our small stock of warm clothing to cold students, however, our supplies are dwindling. Can you please wash and return any borrowed jumpers/jackets to the school.

Bullying
Preventing bullying is about teaching children how to get on well with others, helping them learn empathy, respect and how to support their friends. With these skills, children are much less likely to bully. We have included some tips for Helping Children Learn Positive Friendship Skills in today’s newsletter.

Michelle Floyd – Principal

PRINCIPAL’S AWARDS

Week 4 Term 2
K Yellow Hunter H. – great improvement in his independent writing.
K Lime Emity C. - terrific application to her independent writing.
1 Blue Taj B. - improvement with independent writing.
2 Purple Jordan K. – amazing improvements in reading!
2/3 Red Angus S. - consistent effort in maths.
3/4 Magenta Tyson C. - striving for excellence in mathematics.
4/5 Green Ella C. - always striving to improve her knowledge and skills in maths.
5 Orange Liam B. – huge effort to improve his literacy skills, especially in writing.
5/6 Black Kaseigh-Leigh P. – excellent attitude and commitment to her learning.
Merit Awards
K Yellow  Amelia I.
K Lime   Cameron D.
1 Blue   Blyhe D.
2 Purple Samson E.
2/3 Red  Mason B.
3/4 Magenta Noni D.
4/5M Green Toby B.
5 Orange Jack F.
5/6 Black Monique D.

Kids Matter Awards
K Yellow  Mia K.  Happiness
K Lime   Sophie W.  Success
1 Blue   Ava R.  Persistence
2 Purple Austin McG.  Success
2/3 Red  Linden T.  Success
3/4 Magenta Lucy McC.  Responsibility
4/5 Green Tyler J.  Happiness
5 Orange Hayden L.  Happiness
5/6 Black Jasmine A.  Responsibility

P & C NEWS
A huge thanks to the parents that came along to help us out on the Mother’s Day stall last week, we hope all the mums had a great day on Sunday and enjoyed their various gifts.

P & C Disco Thursday
We are after helpers for the Disco this Thursday. We need 5 helpers at each session K-2 5.30pm-6.45pm and 3-6 7pm-8.30pm. Please leave your name at the office or contact Rebecca Adams via phone or text 0400791667.

Please ensure that your note and money for the disco are returned by tomorrow at the latest so that we can organise our catering. Also a reminder that all students are responsible for their own money, we do not have enough helpers to be holding onto student’s money. Please ensure they have wallets or purses and that they do not bring a large amount of money with them. Remember that appropriate foot wear and clothing is to be worn.

Pie Drive
Our annual Pie Drive forms will be sent out today. Please ask all your family and friends if they would like to order. All funds raised for the Pie Drive will be allocated to the new car park.

Congratulations to all the students who have been using wonderful manners at the stall and canteen in the past week. P&C members are very impressed.

The Aberdeen Public School P&C invites all parents to come along to our bi-monthly day meeting THIS Friday 2pm-3pm to let us know your ideas & suggestions as well as providing you with an opportunity to learn more about your child’s school community.

CAwEEN NEWS
We now have a second hand kitchen table thanks to Nicole Taylor of Scone. Thank you to everyone who was keeping an eye out for us. Still in need of some second hand toys.

The canteen roster for the next week is as follows:
Wednesday 13th May
Mel Jordan
Nat McCamley

Friday 15th May
Mel Jordan
Jess Duggan

Monday 18th May
Linda Turner
Nat Hall

If you cannot make a shift please contact Kelly 0488134550

BRYAN KIRKLAND CUP 2015
On Tuesday Aberdeen Public School played rugby league in the Bryan Kirkland Cup in Singleton in the Open Primary division. We went through undefeated and ended up in a draw in the semi-finals, however because we were not the first try scorers we were knocked out.

The boys showed wonderful sportsmanship and were a perfect example of how to play together as a team. I was very proud of both their behaviour and their performance. Well done boys.

I would like to thank Pete Emery and Harley Poa for coaching and managing the team on the day. It is very much appreciated and I couldn’t nominate the teams if I didn’t have great parent helpers so thank you.

Again well done to the Opens Rugby League team you have done APS proud.

Mrs T.

Congratulations to Connor, Bailey & Callum on their excellent efforts to achieve Regional Cross Country status.
LABEL ALL CLOTHING
Now that it is getting colder the children need to dress in warmer clothing. Please label all jumpers / jackets as it is very difficult to return them if they don’t have any identification on them.

APS SESQUICENTENARY SHIRTS
available for purchase:
2 x size 4 $10 each
1 x size 6 $10 each
1 x size 10 $10 each
1 x 5XL $15 each
Please contact the school office 65437271 if you are interested.

SCONE FOOTBALL CLUB
Scone Football Club (Soccer) are looking for players 11, 12 or turning 13 to join our Interdistrict Under 13’s Team and also players 15, 16 or turning 17 for the Interdistrict Under 17’s team. For more information please call Lesley on 0413958478

SCONE CUP HALF DAY AT SOOSH
Please be advised that Scone Out of School Hours (SOOSH) will be closed from 12 noon on Friday 15th May 2015.
If you have any questions please contact SOOSH on 6540 1177 or 6540 1140.

Julie’s Family Day Care in Aberdeen has vacancies available for immediate start. For all enquiries please phone Julie Waddell on 0400 346 942.

Boost Your Child’s Memory
Does your child have a hard time remembering directions or math facts? Does he often forget what he wants to say? If so, he might have working memory issues.

Working memory refers to the manipulation of information that short-term memory stores. (In the past, the term “working memory” was used interchangeably with the term “short-term memory.”) It’s a skill kids use to learn. You can help your child improve his recall by building some working memory boosters into his daily life.

1. Teach visualization skills.
Encourage your child to create a picture of what he’s just read or heard. For example, if you’ve told him to set the table for five people, ask him to come up with a picture in his head of what the table should look like. Then have him draw that picture. As he gets better at visualizing, he can start describing the image to you instead of drawing it.

2. Have your child teach you.
Be ableing to explain how to do something involves making sense of information and mentally filing it. If he’s learning a skill, like how to dribble a basketball, ask him to teach it to you after his coach explains it to him.

3. Suggest games that use visual memory.
Give your child a magazine page and ask him to circle all instances of the word “the” or the letter “a” in one minute. Alternatively, play games in the car in which one of you recites the letters and numbers on a license plate you see and then has to say it backwards, too.

4. Play cards.
Simple card games like Crazy Eights, Uno, Go Fish and War improve working memory in two ways. Your child has to keep the rules of the game in mind, but also has to remember what cards he has and which ones other people have played.

5. Make up category games.
When words and ideas are put into categories, they’re easier to remember. Playing games in which you name as many animals as you can think of can eventually lead to playing games with more complicated concepts. For example, you may ask your child to name as many close words for addition as she can (such as “all together,” “in all,” “total,” and “plus”).

6. Number your directions.
Beginning a sentence with words like “I need you to do three things…” can help your child keep all of the different points in his head. You can do the same thing with other information, too, like shopping lists (“We need to buy these five items…”).

7. Connect emotion to information.
Processing information in as many ways as possible can help your child remember it. Help him connect feelings to what he’s trying to remember. For instance, if he’s learning about how the pyramids in ancient Egypt were built, ask him to think about what it felt like to have to climb to the top of one of them pulling a heavy stone in the hot sun.

8. Help make connections.
Connections are the relationship between things. Finding ways to connect what your child is trying to remember with things he already knows can help him learn the new material. For instance, show him that the two times tables is the same as his doubles facts, such as 4 x 2 = 8 and 4 + 4 = 8.

Memory-boosting tricks and games are just some of the ways you can help improve your child’s executive functioning skills. Check out more tips from experts based on your child’s specific needs.
**FORTHCOMING DATES**

**May**
- Tuesday 12th  NAPLAN
- Wednesday 13th  NAPLAN
- Thursday 14th  NAPLAN
- Friday 15th  P & C Disco K – 6
- Friday 15th  PSSA League v Scone
- Wednesday 20th  Soccer Gala day at Scone
- Friday 22nd  P & C Meeting 2pm in Library
- Wednesday 20th  Touch v Denman

**June**
- Monday 1st  Eisteddfod
- Wednesday 17th  The Great Jungle Adventure – Infants Performance
- Friday 19th  School Athletics Carnival
- Friday 26th  Infants Athletics Carnival

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**Nutrition Snippet**

*The simplest way... to make a healthy afternoon tea.*

Try these simple ideas for making snacks that will satisfy even the fussiest eater:

- **Home made hot chips**
  Slice potatoes into thin discs, and arrange on a baking tray sprayed lightly with olive oil. Grill until golden, and serve with a small amount of tomato sauce.

- **Bite sized fruit with yoghurt**
  It’s a fact - kids are more likely to eat fruit when it is cut up into small pieces. Try serving some diced fruit with some reduced-fat yoghurt. It’s a winner.

- **Vegie sticks**
  These are so easy to prepare and make a super healthy afternoon tea. Try cutting up some carrot or celery sticks and serving them with hummus.

For more information visit
www.eatittobeatit.com.au  
or join us at facebook.com/eatittobeatit
K Yellow

It has been very exciting over the past few weeks to see students doing some fantastic independent writing, very impressive! It has also been wonderful to see the home readers consistently being read each school night. Keep up the good work!

We enjoyed the Jack Johnson Memorial Gala Day in Scone today.

In class we have just started learning 2 nursery rhymes that we will perform at the Eisteddfod on the 1st June in Muswellbrook. We will also have ‘The Great Jungle Adventure’ coming up, a performance from Infants. It will be on Wednesday 17th June at APS Hall, please keep this date in mind. Also don’t forget about the School Disco this Thursday, it will be a fun night!

K Lime

Kindergarten are very busy at the moment. We are preparing for our end of term performance called the “The Great Jungle Adventure”. We have been having drama lessons with Mrs Christie to develop our performance skills! This performance will be during school time on June 17th. K Lime students will be singing, acting and making music.

We are also preparing for the Muswellbrook Eisteddfod. This Friday at assembly we will be performing our Eisteddfod items and we would love you to come along and have a look.

We had a fantastic time at the Jack Johnson Memorial Day today and the students behaved beautifully for their very first excursion. Thank you for being so efficient in returning your notes and money.

1 Blue

All students had a fantastic day at the Jack Johnson Gala Day in Scone.

Don’t forget we have the Eisteddfod on Monday in Week 7 and we will be practicing our Eisteddfod item on Friday Week 6 at the Assembly.

Infants are performing a GREAT JUNGLE ADVENTURE performance on the 17th June. Don’t miss out!

Infants Athletics Carnival will now be on Friday 26th June at school (last day of term). We will be starting at 11:30am followed by a picnic lunch.

Reminder library is on Wednesday, please be prepared with your book bag.

2 Purple

Today was our visit to the Jack Johnson Memorial Day. The children enjoyed seeing the sheep shearing and dog jumping trials. The aim of the day is to give children an insight into farm life. The Eisteddfod for K – 2 is on Monday 1st June, Week 7, at St James Primary School in Muswellbrook. Please come and support the children. I will send more information home when it comes to hand.

2/3 Red

We have been working very hard on our Eisteddfod item “The Thirsty Frog”. Please keep working on your parts at home. Most students should be getting to the stage now where they know their parts off by heart. This is important because it allows students to really focus on projecting their voice and working on their expression and actions.

Regards, Mr Ramage.

3/4 Magenta

Another busy week! 3/4 Magenta have been practicing and planning for NAPLAN testing and Year 3 have had their first 2 tests today on Language Conventions and Writing. I am sure they will be happy to tell you all about it. Tomorrow we have our Reading Comprehension test and Thursday we will have our Mathematics test. You will have seen example questions in this week’s homework. Year 4 are spending this time with Mrs Watson. We are starting our athletics training down at Jefferson Oval as the athletics carnival will be here in a few weeks. I will be away in week 6 and 7. Miss Hunt will be in to replace me. Remember, get your money in for the Disco on Thursday afternoon if you want a sausage and homework is due on Friday.

Please do not hesitate to contact me if you have any questions or concerns. Thank you, Renee Jones

4/5 Green

We are wishing well all of our peers who are sitting the NAPLAN this week. On Friday we will be welcoming a special guest, Mrs Hateley into our classroom. Mrs Hateley will be sharing lots of information and conducting done experiments with us based on our ‘Beneath Our Feet’ unit. We are looking forward to finding out more about the soil and rock samples we have collected. We have started training for our school athletics carnival during Friday afternoon sport. Please remember to bring your hat to school everyday.

5 Orange

I was very proud of my students in our class assembly item, “The day the crayons quit!” It was a wonderful effort by all.

A reminder that NAPLAN is taking place this week. Make sure your get to bed early so you are feeling refreshed and rested.

A reminder that Stage 3 students have to bring their Science Fair Submissions by the end of the week.

5/6 Black

Your next Canberra excursion payment is due on Friday 22nd May. Notes will be going out next week to inform parents of where they are up to with their Canberra payments.

Scone High School Orientation Day notes will be going home today.

A reminder that Stage 3 students have to bring their Science Fair Submissions by the end of the week.
SCHOOL MISSION: “Quality Education Preparing Students for Life”

P&C Disco
Thursday 14th May 2015

K-2 Disco
5.30pm-6.45pm

3-6 Disco
7.00pm-8.30pm

Lolly bags, chips, poppers and glow sticks are available for purchase on the night.

$5 entry includes sausage sandwich and popper.

$2 entry for those not requiring dinner.

Please return to the office by Tuesday 12th May 2015.

My child ___________________________ in class ___________________________ will be attending the school disco on Thursday 14th May.

Enclosed is entry fee.

O $5 includes sausage sandwich and popper
O $2 just entry.
Helping children learn positive friendship skills

Importance of children’s friendships
At any age, having friends provides support and promotes mental health and wellbeing. Children’s friendships are also very important for their social and emotional development. Through friendships children learn how to relate with others. They develop social skills as they teach each other how to be good friends.

Most children want to have friends. Children who have friends are more likely to be self-confident and perform better academically at school than those without friends. When children have difficulty in making friends or in keeping them, it often leads to feeling lonely and unhappy with themselves. Feeling rejected by others may lead to significant distress. Learning positive friendship skills can help children socially so they feel happier and more confident.

How friendships develop and change
Friendships require give and take. By sharing toys, time, games, experiences and feelings, children learn that they can have their social needs met and can meet the needs of others. Since friendships develop through this kind of mutual exchange, close friendships are usually based on well-matched needs.

Children’s friendship needs and skills change as they grow. Similarly, children’s ideas about friendship change as they develop. This is reflected in the different kinds of activities that children like to spend time doing with their friends at different ages. The table below indicates the ways children tend to describe close friends and the kinds of skills that support positive friendships as they develop.

<table>
<thead>
<tr>
<th>Approximate age</th>
<th>A friend is someone who…</th>
<th>Friendship skills include…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 1 yr</td>
<td>• plays with you</td>
<td>• looking, smiling, touching, imitating</td>
</tr>
<tr>
<td></td>
<td>• has good toys</td>
<td>• identifying friend by name</td>
</tr>
<tr>
<td></td>
<td>• can do fun things</td>
<td>• playing well in a twosome</td>
</tr>
<tr>
<td>2–3 yrs</td>
<td>• does something that pleases you</td>
<td>• approaching others to join in</td>
</tr>
<tr>
<td></td>
<td>• you know better than other people</td>
<td>• taking others’ feelings into account</td>
</tr>
<tr>
<td>8–10 yrs</td>
<td>• helps and looks after you</td>
<td>• seeing others’ viewpoint</td>
</tr>
<tr>
<td></td>
<td>• you help</td>
<td>• talking and listening to each other</td>
</tr>
<tr>
<td></td>
<td>• plays fair – follows the rules</td>
<td>• forming groups with similar interests</td>
</tr>
<tr>
<td></td>
<td>• talks and shares interests</td>
<td>• sharing confidences</td>
</tr>
<tr>
<td>10–12 yrs</td>
<td>• trusts you and is trustworthy</td>
<td>• negotiating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• respecting one another</td>
</tr>
<tr>
<td>12–18 yrs</td>
<td>• understands you and who you understand</td>
<td>• talking about personal and social issues</td>
</tr>
<tr>
<td></td>
<td>• you can talk to about feelings or problems</td>
<td>• supporting one another</td>
</tr>
</tbody>
</table>
Friendship patterns in the primary school years

Children choose friends who have similar interests and enjoy similar activities. During primary school close friendships are most often with a child of the same sex. This is related to children's preferences in play.

Boys tend to prefer active kinds of play in groups, whereas girls typically prefer gentler games in pairs or threes and use talk more than action. Such preferences may be especially strong around the ages of eight and nine when many children become more aware of social expectations regarding girls' and boys' behaviour.

These expectations can create difficulties for boys who are interested in gentler kinds of play and for girls who prefer the kind of active play that is usually associated with boys.

Friends cooperate and communicate more with each other than with other children. They also have conflicts more often, but usually manage to settle them without upsetting the friendship. Friends influence each other's behaviour. Over time they may take on similar mannerisms, language and preferences. Although friendships usually have positive effects, friends who have behavioural problems may encourage problem behaviour in one another.

As children's interests and developmental needs change, their friendship patterns may also change. By the middle of primary school it is common for children to form small friendship groups based around similar interests. These groups often establish their own rules about who can join them. Setting rules and learning to negotiate them is important for helping children to develop their understanding of social relationships. However, when children lack cooperative relationship skills it can lead to friendship groups being dominated by some children and excluding others.

Friends influence each other's behaviour. Over time they may take on similar mannerisms, language and preferences.
Social skills that promote friendship

Children who are good at making and keeping friends use positive social skills. Parents, carers and school staff help children learn positive social skills by guiding them as young children, being positive examples for children to follow, and providing opportunities for play where children can practise their skills. Key social skills that help with friendships include cooperation, communication, empathy, emotional control and responsibility.

All children go through friendship conflicts. Even usually popular children experience rejection sometimes. When this happens children's confidence may be affected. They may blame themselves or others. Beliefs about the reasons for the friendship conflicts they experience affect the ways that children react.

Some kinds of thinking are more helpful than others for managing the conflicts children have with friends. The following example shows different possible reactions to being refused when a child has asked to join in a game with others.

<table>
<thead>
<tr>
<th>Positive social skills are shown in these behaviours</th>
<th>Poor social skills are shown in these behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting conversations</td>
<td>Physical aggression (kicking, hitting, etc)</td>
</tr>
<tr>
<td>Taking turns</td>
<td>Arguing</td>
</tr>
<tr>
<td>Expressing feelings</td>
<td>Interrupting</td>
</tr>
<tr>
<td>Asking questions</td>
<td>Name-calling</td>
</tr>
<tr>
<td>Complimenting others</td>
<td>Bosissing others</td>
</tr>
<tr>
<td>Accepting others</td>
<td>Whining, complaining</td>
</tr>
<tr>
<td>Refusing to join others' negative behaviours</td>
<td>Being a good loser</td>
</tr>
<tr>
<td>Helping others</td>
<td>Showing off</td>
</tr>
<tr>
<td>Cooperating</td>
<td>Getting into others' space</td>
</tr>
<tr>
<td></td>
<td>Talking too much</td>
</tr>
<tr>
<td></td>
<td>Breaking rules of play</td>
</tr>
<tr>
<td></td>
<td>Being too rough in play</td>
</tr>
<tr>
<td></td>
<td>Taking others' possessions</td>
</tr>
</tbody>
</table>
### Key points for supporting children’s friendship skills

Parents, carers and school staff have important roles to play in helping children develop friendships. They set examples for children to follow through the ways they manage relationships. They can also act as coaches for children, teaching them helpful social skills and talking through friendship issues to help with solving problems. As they learn how to manage social situations, having opportunities to talk about friendships with parents, carers and school staff helps children feel supported and develops their communication skills.

**Provide children with opportunities to play with peers**
Children gain experience and learn important social skills from playing with friends. For children who are still learning how to get along, it can be helpful to plan what to do before having a friend over for a play date. This could involve deciding whether to share all of their toys or only some, or encouraging them to think about what games the other child would like to play when they arrive.

**Teach positive social skills**
Observe your child to work out the negative social behaviours your child uses too often and the positive social behaviours they could use more.

Little things like smiles, looking at the person, knowing names and using a confident, friendly voice can make a big difference when making friends. Being able to better control negative emotions and paying attention to the needs and wants of others are also very important.

Teach one behaviour or social skill at a time and make sure the child is able to do it before introducing another skill. Show your child what to do. You may act out the situation and even demonstrate what to say. Take turns ‘acting’ until your child can demonstrate what to do. Don’t be too serious. Make it a fun experience.

**Be a coach**
Coaching is critical for helping children use new skills in real-life situations. Coaching involves prompting, reminding and encouraging (but not nagging!) children to use the skills they have learned. Coach your child to practise positive social skills in everyday situations with family members and friends. Support children’s learning by giving positive feedback and praise.

**Help children solve friendship conflicts**
Talking problems through with a supportive adult helps children to think about what happens, how they feel about it and what to do next. Thinking things through like this helps to build more mature social skills.