PRINCIPAL’S MESSAGE

New Classroom
Work has commenced on 2/3 Red’s new classroom. The security fence has been erected and the surveyor has been in and marked out the area. The building will be completed and ready for the class to move into on the first day of next term.

The Great Jungle Adventure
Our much anticipated concert ‘A Walk in the Jungle’ will be held next Wednesday 17th June. We will be hosting two sessions, the first at 10am-11am and the next at 12-1pm.
To ensure you get the number of seats you want we are asking all families to pre-book their seats. Please use the booking slip attached to this newsletter and return it to school by Monday. Our students and teachers have been working very hard rehearsing, making costumes and fine tuning the performances for your enjoyment.

Michelle Floyd - Principal

PRINCIPAL’S AWARDS

Week 8 Term 2
K Yellow Eli F. – Great sounding out of unknown words in his writing.
K Lime John D. – Displaying problem solving skills in Maths.
1 Blue Aaron F. – Consistent effort in all KLA’s.
2 Purple William G. – Striving for excellence in Maths.
2/3 Red Caitlyn T - Excellent commitment towards her work.

3/4 Magenta Amelia W. - Constantly giving her best effort in all learning areas
5 Orange Dylan C. - Consistently striving to improve his knowledge in all KLA’s.
5/6 Black Mally M. – Excellent independent work habits.

Merit Awards
K Yellow Abbergail N.
K Lime Ethan N.
1 Blue Alice D.
2 Purple Austin McG.
2/3 Red Hayley T.
3/4 Magenta Abigail M.
4/5 Green Liam J.
5 Orange Callum D.
5/6 Black Rowan B.

Kids Matter Awards
K Yellow Noah L. Success
K Lime Chloe W. Success
1 Blue Joan R. Success
2 Purple Logan S. Resilience
2/3 Red Summer D. Success
3/4 Magenta Kate S. Happiness
4/5 Green Seth I. Happiness
5 Orange Bella-Rose P. Persistence
5/6 Black Shantelle B. Persistence
Pie Drive:
Thank you to everyone that supported the pie drive. Orders will be back Monday 15th June and we are looking for helpers to sort them from 9.30am. Please leave your name at the office if you can help.

Trivia Night:
Aberdeen Lions Club is holding a mini trivia night on Saturday 25th July with all proceeds from the evening going to the P&C. We would really like to support this night and encourage all members of our community to come along. Tickets are on sale at the office $10p/p in tables of 8.

2 for Tuesday - Pizza Day:
We are holding a pizza and popper day on Tuesday 23rd June with all proceeds going towards purchasing new representative sport uniforms for our school. Please return your notes and payment to the office asap.

Meet & Greet:
The P&C will be holding a cake and coffee meet and greet after the Jungle Adventure performances next Wednesday. We would love you to stop by, say hi and see who we are and how you can join the P&C as well.

Canteen News:
Canteen Renovations are underway. Big thanks to Mark & Kelly McMahon who replaced the kitchen cupboard over the long weekend. We will be painting the inside of the canteen and the kiddies room over the first week of the holidays. If anyone can lend a hand for even 1 day, please let the office know.

2nd hand toys:
We are still in need of 2nd hand toys, a chalk board, puzzles, cars, little kitchen things like that. Any donation of goods would be appreciated.

Old sheets:
We are also after some old sheets to use as drop sheets for the painting, if you have any please let us know.

Canteen Roster:
We are still taking names for Term 3, please leave your details at the office if you can help out for 1 shift.
Wednesday 10th June
Nat McCamley
Mel Jordan
Friday 12th June
Toni Partridge
Kate Surawski

2016 KINDERGARTEN ENROLMENTS
Kindergarten enrolments are now being taken by Aberdeen Public School for 2016. If your child will be five by 31 July 2016 and you wish to enrol at Aberdeen Public School, please return slip below or contact the office on 6543 7271.

Kindergarten Enrolment 2016:
Child’s Name: ______________________________
Date of Birth: ______________________________
Parents Names: ______________________________
Address: ______________________________
Phone No: ______________________________

FORTHCOMING DATES
June
Monday 15th
Debating Gala at Singleton
June 17th
The Great Jungle Adventure – Infants Performance
Thursday 18th
School Athletics Carnival
Friday 19th
Science Day
Tuesday 23rd
P & C Pizza & Popper Deal
Wednesday 24th
Stage 3 Science Fair
Friday 26th
Infants Athletics Carnival
Class News

**K Yellow**

In K Yellow we have had a big focus on our independent writing and I am pleased to say I have seen some great progress with students work. Students are given the opportunity to complete independent writing tasks daily and they are encouraged to use known sight words and to sound out unknown words, use a capital letter to begin their sentence and a full stop to finish.

Today we went to the town library for a visit, exploring what the library is used for and what is available, then the students had the opportunity to enjoy a story before returning to school.

A few dates to keep in mind, K Yellow will be performing our Eisteddfod items at the school assembly this Friday, please come along. Wednesday 17th will be the K-3 performance of the Great Jungle Adventure in the school hall and Friday 26th will be the K-2 Athletics fun day, parents are welcome to come and join the fun!

**K Lime**

Kinder Lime are very excited about our performance of “The Great Jungle Adventure” next Wednesday. We would love to see as many parents as possible come along to watch. We will be having a dress rehearsal on Friday so please ensure you have sent in your child’s black clothes by then. School pants/shorts etc. will be fine for the bottom and then any plain black top, even if it needs to be worn inside out to hide a colourful logo. Thank you very much to all the parents who have been completing home readers with their children. I am extremely proud of the development students are showing in their reading. I have trained them to swap their own home readers now, so I do apologise if occasionally a book ends up in the wrong tub and your child brings home a book that isn’t at their level. We are looking forward to our athletics carnival fun day which will be held on the last day of term. Parents are invited to come along and then stay for a picnic lunch.

**1 Blue**

A very big congratulations to everyone in 1 Blue for their fantastic performance at the Muswellbrook Eisteddfod. 2nd was a wonderful achievement and we are really proud of everyone.

The end of the term is fast approaching and we have a lot to get through in the next few weeks. On **Wednesday 17th June (Week 9)** we have our Great Jungle Adventure performance. Students will need to wear a green shirt or jumper and black trousers to school that day. We will be having a **dress rehearsal this Friday** for students to practice performing wearing their costumes.

We also have our **Infants Fun Day on the last day of term (26th June)**. We’ll kick off the day with a number of games from 11:30am and this will be followed by a picnic lunch. You are welcome to join us on this day.

**Science projects are due this Friday**. Good luck everyone. We can’t wait to see them!

**2 Purple**

Welcome to our second last newsletter for the term. This term has certainly been all about the creative arts and performing. What with winning a trophy at the Eisteddfod to rehearsing madly for our next venture, the Stage 1 concert. “The Great Jungle Adventure” which is on Wednesday, the 17th June in the school hall. There will be a performance before recess and one after. Then in Week 10 it is our turn to perform at the school assembly. By the end of the term the students will have been on stage three times! What an effort! We have certainly discovered some hidden talent this term! As mentioned earlier, the children will need a long sleeve black top and black track pants for the concert. School track pants will be fine. Please come along and support the children if you can.

At present we are learning about using different methods to add and subtract larger numbers. For instance, the method we are learning at present is to add two numbers by adding the tens first. E.g. 22 + 23 becomes 22 + 20 + 3 = 45. This is a challenging process but we are taking it slowly.

There have been some fantastic improvements in reading this term. Many of the children have already reached the Year 2 target! Year 3 will be much easier if your child can read at the required level. You can support your child by listening to their reading and by reading to them daily.

For the Athletics Carnival next Thursday 18th June, students may wear a shirt representing their house colours. (A note will be sent home later this week). There will be no homework or home-readers sent home in Week 10.

2/3 Red

This week in reading groups we are concentrating on the Focus on Reading super six strategy, Questioning. Exploring this strategy means we clarify meaning and gain a greater understanding of the text. Questions can be generated by the learner, peer or teacher. Examples of questions around texts may include: What in the text helped you/me know that? How is this text making me feel? When I read/viewed/listened to that text did it remind me of anything I know about? Why? This is a strategy that you may also like to explore with your child with their home reading. In addition, please check where you
are up to in regard to payments for the Aussie Bush Camp. I would also like to extend a huge congratulations to everyone for their work with our reader’s theatre item “The Thirsty Frog”. All the hard work paid off with brilliant performances at the Eisteddfod and school assembly.

**3/4 Magenta**

Miss Jones is back! Souvenirs were very expensive so my returning treat for everyone in 3/4 Magenta this week is no homework! (it is a 4 day week after all). I have had a wonderful trip and a very pleasing report from Miss Hunt. There has been some excellent work completed by most students while I was away. This week I will be sharing with students some of the wonderful things I have learnt on my adventure as well as getting on with our HSIE and Science units. There are only 3 weeks left of term so we will also be doing some assessment. Please remember to keep up with the Great Aussie Bush Camp payments. Thanks, Renee Jones

**4/5Green**

Good luck to our students competing in our High Jump trials this week. Our Athletics Carnival preparations are in full swing and we are all looking forward to the event.

Our students have begun sharing the presentations they are preparing for our schools public speaking competition. Please remember we are working on draft speeches that we will be trying out in class. After we have shared our drafts we are asking for feedback to help us improve our presentation skills.

During writing last week we came up with some humorous limericks. Here’s one by Hollie, Laura and Austin

There was an old man called Frank
Who had to walk the plank
A shark took a bite
That gave him a fright
And scratched his oxygen tank

**5 Orange**

Wow how the term has flown! The students have put in a huge effort this term. This past fortnight we have begun to use Microsoft Office One-note. This is a fantastic program that is an easy way to share work from home and also create a 'paperless' classroom. Last week on One-note we researched about earthquakes and shared our developing knowledge. Also over the long weekend the students were asked to search for and locate new writing stimuli that could be used for writing next term. I know that some students are having some difficulty accessing this from home, and I apologise for any hassle that this has caused. We are still ironing out the kinks.

Also this Thursday the next component for the Science Fair is due, it is a Flyer. This is a persuasive advertisement. I can’t wait to see the results.

**5/6 Black**

Canberra is now only 15 weeks away! Notes will start to come home thick and fast from early next term. Please keep a look out for medical forms, dietary requirements, equipment lists and itineraries.

Science Fair Activity 3 is due on Thursday. Students will also receive time in class tomorrow to complete this if required.

Good luck to the touch teams playing at Denman on Friday!

Congratulations to our band members on their success at the Muswellbrook Eisteddfod. What a great effort by you all!

Students will be asked to begin looking for a costume for our assembly item. Please keep an eye out for this information as we will need it quite soon.
# About good decision-making

**Children as well as adults make decisions every day**

Even young children regularly choose how they will behave, which toys or games they would like to play with, which books they would like to have read to them, or which television shows they would like to watch. As they get older children make bigger decisions that often involve their family, their friends and their schoolwork. The kinds of decisions children make affect their wellbeing, their relationships and their success.

Children learn skills for making good decisions gradually. Parents, carers and school staff can help children learn how to make good decisions by providing effective guidance and supporting them as they practise.

## How decision-making skills develop

Children’s decision-making is strongly influenced by the expectations and values they learn from those around them. This occurs through observing others (particularly those close to them), hearing about and discussing values, and having opportunities to make decisions and experience their consequences. Though young children have some skills for making decisions, they do not yet have the experience to understand and decide about the complex situations that adults must deal with. Developing skills for logical thinking and problem-solving supports children’s growing abilities for effective decision-making. As children develop skills for managing their thinking as well as their feelings, they become better at putting decisions into practice and at keeping them on track. For example, children who have learned to use thinking to manage their behaviour are able to say to themselves, “Stop, I’d better think about this first.” The ability to think before acting helps children control impulsive behaviour and make better decisions. Being able to think about time and plan ahead provides a basis for children to evaluate options by considering long-term goals, not just immediate circumstances. The table below shows some ways that children’s developing thinking skills help them learn to make decisions and solve problems.

<table>
<thead>
<tr>
<th>Younger children are more likely to...</th>
<th>As they develop, children are more able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>focus on one aspect of a situation</td>
<td>see things from different angles</td>
</tr>
<tr>
<td>focus on their own position</td>
<td>see other people’s points of view</td>
</tr>
<tr>
<td>look for immediate benefits</td>
<td>think ahead and plan</td>
</tr>
<tr>
<td>want things now</td>
<td>focus on longer range goals</td>
</tr>
<tr>
<td>act without thinking first</td>
<td>consider consequences</td>
</tr>
<tr>
<td>make simple distinctions between good/bad, right/wrong</td>
<td>apply more complex values to their own thinking</td>
</tr>
<tr>
<td>make decisions based on a whim</td>
<td>use reasoned strategies for making decisions</td>
</tr>
</tbody>
</table>
What’s involved in making decisions

The key skills for decision-making are: identifying when a decision needs to be made, thinking of possible options, evaluating the options, and choosing strategies for making the decision and reviewing how it works. A simple situation, such as deciding what to have for breakfast, can demonstrate these skills in action.

1 Identify decision
   What to have for breakfast
<table>
<thead>
<tr>
<th>Choice may be based on:</th>
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<tbody>
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<td></td>
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</table>

2 Think of options
   - Cereal – sweetened, processed or natural, unsweetened
   - Toast – with jam or vegemite
   - Fruit – fresh or cooked in syrup
   - Milk – plain or flavoured
<table>
<thead>
<tr>
<th>Options may be limited by:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

3 Evaluate options
   - Sweetened cereal tastes better but is not so healthy
   - Plain milk is healthier but child doesn’t like the taste
<table>
<thead>
<tr>
<th>Consider the relevance of things like:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

4 Choose a strategy, try it and check how it works
   For example:
   - Try and compare taste
   - Choose what’s quickest ...or
   - Compare listed ingredients for nutritional value
<table>
<thead>
<tr>
<th>How good was your decision?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you enjoy breakfast?</td>
</tr>
<tr>
<td>Did you achieve goals (eg for being quick, for healthy eating)?</td>
</tr>
<tr>
<td>How will you decide next time?</td>
</tr>
</tbody>
</table>

Guiding their decisions

Younger children are unlikely to think through a decision about something like breakfast options very carefully. They are more likely to respond at a simple level to preferences such as taste or the way the food looks. Parents and carers can guide children's decision-making by limiting the choices they make available. They can also explain the values that guide their decisions. For example, a parent or carer could say, “Let’s buy this cereal because it has lots of healthy things in it.”

Making the reasons for your decisions clear and providing a choice between two acceptable options can be helpful for guiding children’s choices, for example: “It’s not a good idea to start that game right now because your friend will be going home soon. You could play a quick card game or go outside and play ball.” By explaining the reasons for your decisions you also help children learn the kinds of values you want them to use as they become more able to make decisions for themselves, for example: “I know you would like to go out with your friend. But we agreed that we would see your cousins today and they are looking forward to it. They would be very disappointed if you didn’t arrive.”

What can get in the way of making good decisions?

Having the skills for thinking through decisions makes a good decision more likely, but it doesn’t guarantee one. Other things can get in the way. For example, strong feelings can cloud clear thinking. So when a child is frightened, angry or overwhelmed by strong feelings the chances of making a good decision are reduced. Having skills for managing feelings can help children to calm down and make better decisions.

Some children have impulsive temperaments and find learning to think through their behaviour a particular challenge. These children especially benefit from learning skills that help them to think before they act. Certain kinds of thinking can also interfere with good judgment. It is not uncommon for younger children in particular to be over-confident about their abilities and this can contribute to poor decisions at times. Being competitive can mean children want to prove themselves in front of others and so lead them to make rash decisions. Prejudice or hostility towards particular individuals and poor social skills also contribute to poor social decision-making.