



O'Connor Cooperative School
together we learn, together we grow



NEWSLETTER

Term 2 Week 8 Wednesday 20 June 2018

35a Macpherson St, O'Connor ACT 2602 PO Box 6231, O'Connor ACT 2602

W coop.act.edu.au T 02 6142 0345 E info_coop@ed.act.edu.au

Principal: Jenny Loudon
Business Manager: Michelle Lorkovic

Board Chair: Angela Corin
P&C President: Peter Jones

DATES TO REMEMBER

Wed 20 June Assembly hosted by Year 2
Wed 4 July Assembly hosted by Kindergarten
Fri 6 July Last day term 2
Mon 23 July First day term 3

NOTES SENT HOME

Holiday Happenings booklet

Community Singing Friday 2.30pm in Redgum - All welcome

Renovations

Thank you all for your patience during our renovations. By late next week, the bulk of the inside work will be completed and Kindergarten will be moving into their new space. The staff room has been relocated to my old office and I am moving to the space where the Kindergarten wet area was. Amidst all this we are also relocating the library and teacher's office space. The external verandah cover over the front office is now also well underway and will be completed by the end of term.

Semester one reports

Next Thursday 21st June, semester one reports will be sent home with your child. I would ask families to **open the reports at home** and read through them together. Class teachers have spent many, many hours preparing each individual report. Please take the time to read the reports together with your child and celebrate their successes. Year 1 and 2 students will also receive the A-E grade report.

Teachers will be available for parent/teacher interviews during week 10. Please look out for the time schedules which will be on display outside your child's classroom next week.

High 5 Award

Congratulations to Oscar in Preschool on receiving the High 5 award at assembly today for showing "Respect for each other – Nothing Less" demonstrating empathy and kindness to others in the classroom and on the playground.

Reading Logs

Each week it is a pleasure to share with students their reading achievements through their home reading log. Congratulations to the following students who have already recorded 100 nights and shared their reading log with Jenny.

Kindergarten : Max, Liam, Emma, Eliza, Theodore, Kerry, Ai
Year 1: Archer, Evan, George, Joshua H, Jackson, Joshua Z
Year 2: Ella, Phoebe

School Improvement

During term 3 our school will be undergoing an external school review as part of our ongoing school improvement process. Through the School Board, P&C, staff meetings and discussions with students and parents, we regularly review aspects of our school which are working well and areas for further improvement.

The Domain 6 focus **Systematic Curriculum Delivery** descriptor in the National School Improvement Tool is

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

At O'Connor Cooperative School we achieve this by:

- Integrated units of inquiry are developed each year with focus areas of the Australian Curriculum covered and a sequence to enable all areas to be addressed over the year /band.
- Literacy and Numeracy are focus areas and are timetabled to reflect this focus and priority.
- Documentation reflects the fundamental skills of literacy, numeracy and differentiated learning and assessment aligned to the curriculum.
- Curriculum reflects shared beliefs and understandings of learners and learning developed by the staff
- Term overviews are shared with families in week 2 of each term.
- Teachers share the learning with families through newsletter items, assembly presentations, learning journeys and open classrooms.
- Reporting processes are aligned with the curriculum and term overviews providing parents, families and students with progress against the achievement standards from the Australian Curriculum.
- The curriculum planning and delivery is responsive to student needs, with all staff engaged in discussion about the best ways to maximise student learning and wellbeing.

If you have any comments about this please see your child's teacher or school executive.

Term 3 Concert Thursday 27th September

As you are aware, each week we work closely with Dr.Susan West, Music Engagement Program, on a series of songs written by Sarah Rose from England, in addition to building our repertoire in Community Singing. I have attached the words of the alphabet the songs as a separate document in the newsletter email this week.

Once again our performance this year will take place in Llewelyn Hall in Week 10 of term 3. It will be interactive and involve as many individuals in the larger Coop community as possible. Further information will be forwarded next week from Susan. In the meantime here is the link to the audio file if you would like to start learning some of the songs with your child.

<https://drive.google.com/drive/folders/OAAyTDYDavRwbUk9PVA>.

Each class is already familiar with the following songs.

Preschool: H and P; Kinder : B and T Year 1 Y; Year 2 A, C and O.
K/1/2: I and Q All classes: D, N and X;

Regards *Jenny*

Classroom News from Preschool

It has been a wonderful and productive term. The children have enthusiastically embraced our many learning opportunities providing rich inquiry based learning which is always sparked by the children's interests.

This term the preschool children have had the opportunity to engage in cooking. We made ANZAC biscuits as an extension to learning about ANZAC day and just recently we have made vegetable and tuna sushi rolls. We chose to make tuna sushi rolls because they are healthy and contain the three important foods that are necessary for a balanced diet all in the one meal. During meal times at preschool the children are invited to explore the healthy foods in their lunch boxes and Bree and Yasmine will often extend on their understandings during these conversations. The children are learning that carbohydrates (Go Foods), salads or vegies (Go and Glow foods) and protein (Grow foods) should make up a healthy meal.



From these learning experiences some children have requested to make/cook other meals. They thought of a meal and then added what ingredients that they would like. We found a healthy way to make sausage rolls thanks to Barnaby. The children were also invited to research the ingredients on line with an educator. We are currently compiling a preschool wish list book of recipes. Our next cooking adventure will be making healthy pizza.

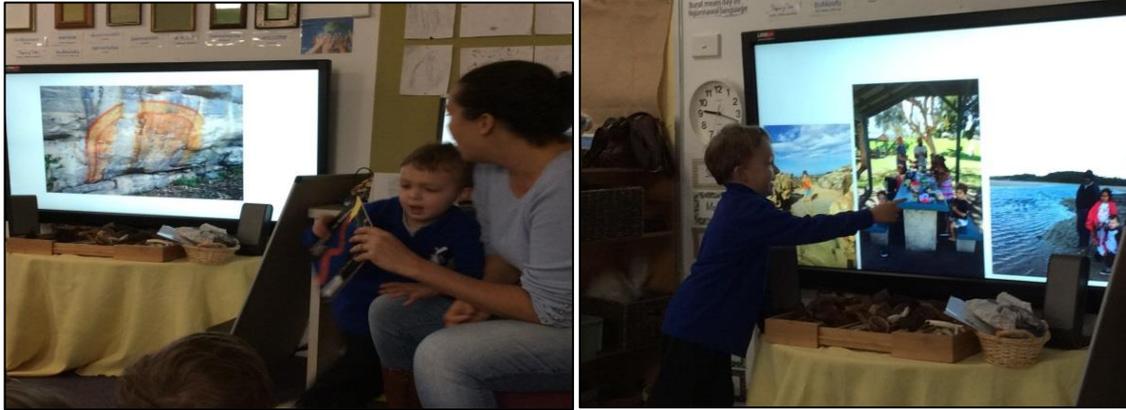
We are very privileged to have opportunities to experience and learn from educators from the broader community. This term the children got to experience and engage in three quality programs. The Buzzy Bee's Flow Around the World program by Catrina Hylton had the children engaged in singing, dancing, acting, learning aspects of culture from around the world and how bees are an important part of our environment. The preschool children were all engaged demonstrating excitement and laughter.



Larry Brandy a Wiradjuri man and just recently Gwenda Stanley from north Queensland engaged the children in Aboriginal culture, tradition and dance. The children continued to extend on what they learned from Larry into the classroom and playground. Also this term the children learned the meaning of the symbols and colours of the Aboriginal flags. They had the opportunity to engage in visual arts and create their own flags and paintings. Paintings created by Aboriginal artists were used to inspire the children.

I would like to thank Jade, Sam's mother and Steph, Ella's mother for sharing their knowledge, aspects of their families' culture and heritage with us. We learned so much! Some things we learned from Jade and Sam - the rainbow serpent is a common dreamtime story told across many Aboriginal nations. The rainbow serpent that they saw painted on a large rock in Bundjalung country was thousands of years old! Jade and Sam's family are Bundjalung people. Sam and Jade shared pictures of their family when they

went to visit them in Bundjalung country during the school holidays. We look forward to learning *Heads, Shoulders, Knees and Toes* in Bundjalung language.



From Steph and Ella we learned about the Scottish flag and we saw where Scotland was situated on the world map. It isn't very big. Other children were excited to show their country of origin and where they have visited. We learned the national flower is Thistle and that bagpipes and tartan kilts are very traditional. We also got to see Ella and her family enjoying living in Scotland in photos and observed and listened to Scottish musicians.



We regularly set aside time for drama. The children have enjoyed acting out *The Three Billy Goats Gruff*. Our next project, as requested by the children, is to dramatise and make puppets for *The Very Cranky Bear*.

Over 4 weeks each Tuesday we are participating in gymnastics lessons. The children are learning exercises in coordination, balance and strength.

Bree, Nathan and I would like to thank all the families who have contributed to the program and this includes cutting fruit for us. Your participation is very much appreciated.

Next Thursday our formal semester one report will be sent home with your child. In week 10 you will have the opportunity to have a 10 min interview with Yasmine. Please look out for the timetable to select a suitable time outside the preschool room next week.

Classroom News from Kindergarten



Throughout the semester many friendships have been formed and it is pleasing to see how the children have been looking out for each other in the classroom and on the playground.

Our classroom renovations are almost complete. Our wet area is being transformed into Jenny's office and the staff room will be our new wet area. It will look amazing once it has finished and it will make our classroom even more spacious and inviting. The children have coped with the excitement and disruption extremely well. It has been an interesting experience for the children to be able to watch the transformation take place.

"Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning."
—Mr. Rogers

English (reading, writing and literacy) During literacy time we have had a letter and sounds focus and are now moving onto blending and segmenting sounds. The children had extensive improvement in their letter and sounds identification and this remains a focus. At the Coop, we use a whole language approach to build on children's skills in reading, writing and literacy. Sight words (common words which are found in everyday text) have been sent home and it is encouraged that you play games and use these words in meaningful context with your child to enable them to learn these words instantly by sight. Look out for these words in the environment and in stories you read together. Please continue to read with your child every day and keep filing in your home reading logs. It is impressive to see how the children are reading and engaging with books.

Mathematics This term in Maths we have been looking at numbers 1 – 10, their formation, number sequencing, recognising correspondence between numbers and different ways to represent numbers. We are also concentrating on practical addition to 10 (Rainbow facts to 10 – 6&4, 7&3, 8&2, 9&1, 5&5). Patterns are still a focus and some students have created paper weaving patterns which are on display on our window.

Humanities and Social Sciences (HASS) In our unit *What is my Place Like?*, the children have been looking at ways they can describe the features of familiar



places and recognise why some places are special to people. The children will be focussing on recognising that places can be represented on maps and a globe. Chloe's dad Ben came into our class and shared his knowledge about maps, their features and landmarks. The children were able to create their own town map, which they tremendously enjoyed. After the lesson, the students went into the sandpit and collaboratively built a town. It contained buildings, roads, houses, shops and parks. This hands on creative task, took



two lessons for them to complete.

Physical Education Through our Sporting Schools grant we have two gymnastics coaches from City Gymnastics running us through a rotation of activities over 4 weeks. This term we will still continue with our gross motor, yoga, kicking and team building games.

Kindergarten days to remember:

Every day: Literacy rotations (except Wednesday) 9am to 10am

Tuesday: Library at 2.30 – do not forget your library bag

Wednesday: Assembly 9:00am (even weeks only)

Singing with Susan in Redgum

We will be hosting assembly in Week 10 - 4 July at 9.00am

Wednesday: Science and The Arts with Sharron

Friday: Health and Sustainability with Yasmine

Reading log collection day

Community Singing at 2.30 in Redgum

From our School Psychologist

How Parents Can Hit the Pause Button on Screen Time – By [Mark Bertin](#) | June 5, 2018

Making time for open, unstructured, unplugged play improves relationships and helps children build self-management skills.

All parents want happy and successful children. Yet, too often we are led to believe that the best way to ensure that is to add more of everything to our children's lives—more studying, more lessons, and more sports practices. That makes for a jam-packed, high-pressure family life for everyone.

As a developmental pediatrician, I've seen firsthand how families feel when caught between packed activity schedules and the social media-driven push to be "perfect." In my new book, *How Children Thrive*, I pull from my experience and developmental research to reassure parents that they need not push so hard to assure their family's well-being.

What children require to thrive is a whole lot more straightforward than it feels nowadays—and learning about how children develop makes life easier for both parents and their children. For starters, children today don't require any more than children generations ago. They rely on stable and loving home environments, the opportunity to test limits we set, and adult support while discovering their own capacity to overcome challenges.

They also need to play—and not just on screens. As stated in an American Academy of Pediatrics [policy statement](#), traditional play is "essential to the cognitive, physical, social, and emotional well-being of children and youth." Children need unstructured, "unplugged" play—away from screens and computers—to grow in ways that will help them thrive throughout life.

In particular, executive function-based self-management skills—such as the ability to delay gratification, plan ahead, and control impulses—are crucial building blocks of resilience. These skills allow a child to not only succeed in normal circumstances, but to bounce back from adversity. One-time, early-childhood measures of these self-management skills [correlate](#) with later measures of achievement and well-being, including better test scores in high school, improved odds of graduating college on time, less likelihood of obesity as an adult, and even a higher adult income. In contrast to free play, video games rely on the game creator's imagination (not the child's) and promote a type of rapidly shifting attention, [making it harder](#) for children to focus in the real world.

That doesn't mean we have to shut down video games all the time. Rather, healthy play is much like the image of a nutrition plate used to teach children to eat well: A balanced approach to "brain nutrition" requires a lifestyle mixing all sorts of mentally engaging activities. You cannot make a child enjoy anything specific, but you can reinforce a sensible variety of activities that includes lots of down time and play. Life isn't predictable, so rather than aiming to perfect and control everything, we set children up for success by building their resilience. Thankfully, the starting point for that resilience is child's play.



Why is it so hard to keep kids off of screens?

While parents may understand that their kids would fare better without so much screen time, it's not always easy to get them off. Screens have become a ubiquitous part of modern life.

A [recent statistic](#) showed that teens average nine hours of screen time daily beyond any time for work or school—as do their parents. This obsession with our screens is tied to poorer sleep, academic achievement, behavior, focus, and mood, leading to greater stress, less success, and careless mistakes.

Why is it so hard to let go of screens? Part of the problem is that these products are carefully [honed to be as addictive](#) and time-consuming as possible. If adults struggle with controlling their usage, certainly a child or teen—whose self-management skills are by definition immature until their mid 20s—will, too.

While healthy and intentional tech use is perfectly fine, we cannot expect children to safely manage screens without first receiving adult guidance. Like learning to drive a car, children require instruction around how to use devices well, instead of getting used by them.

To support our children, we must first model healthy behavior with screens ourselves.

In one survey, [nearly seventy percent of kids](#) felt their parents are on their devices too much, suggesting that we are sometimes part of the problem. Recognizing if we habitually turn on a device when bored or fatigued may help break that habit as we develop other ways of coping with these unpleasant emotional states. Children unconsciously mirror their parents' behavior in countless ways, so if we want them off their screens more often, that change starts with us.

Whatever you prioritize yourself, your children typically learn to prioritize, too. If you want your child to seek out open-ended playtime, then seek it out yourself. If you want your child to be a reader, they must see you reading a book, not a screen, since if you're on a device, they have no idea if you're playing a first-person shooter or reading a novel. Instead, turn off the TV and go outdoors, visit museums, volunteer, or socialize with friends—all of which will increase your own well-being while modeling healthy behavior for your kids.

If our kids still find it hard to let go of their screens, then we must come back to understanding brain development. Most children require more than role-modeling, learning from clear boundaries set by parents around how much screen use, when, and what type of content is appropriate. Until children show their own capacity to handle technology well, parents must monitor screen use in this way. In fact, strong [parental monitoring](#) of screen time all on its own correlates with better academic, social and even [physical outcomes](#) in children.

All modern parents must grapple with the simple fact that raising healthy children in the modern world requires adult management and supervision of their screen time. Though it can be difficult to change habits, anything we do to establish a healthier way of living is well worth it.

Hitting the pause button and getting to play

When it comes down to it, we cannot protect our children from everything, and we cannot (and should not) aim to determine exactly how they live and what they enjoy. But we can catch ourselves and reassess how we're living. What is it that our family would most benefit from for the next stretch of time, and what might we set aside?

One useful activity to help answer that question—adapted from my book—is to periodically pause and check up on your family time. By doing the exercise below, you can figure out what can be cut or simplified in your family calendar and find time to prioritize what's most important.

- **Lay out your family's schedule as it is now.** On a daily calendar or blank paper, record a typical weekday and a weekend day. Get into the details. For each family member, include when everyone wakes and goes to bed and unavoidable logistics, like cooking, cleaning, your job, homework, and getting ready for school. Estimate time spent checking email, surfing the web, playing games, and watching television, as well as time spent on recreation, driving, and all the rest of the family's logistics.
- **Create a new calendar from scratch.** On a second blank page, record what you'd like to prioritize. Start with what's nonnegotiable—school hours, bedtime, homework, or anything else that may not change right now, noting what's fixed (the bus comes at 6:50 a.m.) versus what's adjustable (bedtime at 8:30 p.m. might work better this year).
- **Fill in next what you value most.** Include whatever you choose to prioritize, for yourself and your children, like exercise, spending time with friends or family, reading, creative pursuits, after-school activities and social time, and engaging in fun and positive activities together. Make sure to include your self-care, and schedule downtime for your children if that tends to get lost in the shuffle.
- **Consider what to do with any unscheduled time.** Time remaining is potentially available for nonessential activities: another after-school activity, television or video games, or whatever has been consuming family time. Or leave that time blank and see what happens next. Stay patient, since changing the rules by cutting back on screen time may mean your children will have to learn to entertain themselves again over time.

Family life gets stressful, and we cannot anticipate everything our children will face. What we can do, though, is pause often, settle ourselves, and refocus our attention on what really matters. Family time, affection, and consistent caregiving are the key to happier, healthier children. And remember: It's both fun and useful to set aside time for child's play. Doing so probably has more value for your children than whatever else encroaches on your time.

Dr. Mark Bertin is a developmental pediatrician and author of *How Children Thrive*, *Mindful Parenting for ADHD*, and *The Family ADHD Solution*, the last two of which integrate mindfulness into the rest of evidence-based ADHD care.

Administration

Finance – It's nearly tax time

Thank you to those families who have made a voluntary contribution to our school. If you are yet to do so and would like your donation to be tax deductible, please advise Michelle that you would like your contribution to be donated to our library fund. Voluntary contributions for 2018 have been set at \$110.



Thank you to those families who have also paid the bulk book pack contribution of \$90. Our stationery is purchased in bulk at the beginning of the year to ensure all students are able to access stationery supplies as they need them throughout the year.

Preferred method of payment is electronic funds transfer and details are as follows:

BSB: 032-777

Account number: 001172

Account name: O'Connor Cooperative School

If you have collected a school jumper or T shirt and are yet to pay, these bank details should be used. Please note the purchase type in the reference section eg. Billy B Vol Con; or Lalor Jacket. Receipts will be issued on payment. If you are unsure if you have paid for the voluntary contributions, the book pack contribution or for school clothing, please contact Michelle.

Book club Loop Issue 4 Closing on Friday

Your child has received the Issue 4 catalogue. You may also look online at Issue 4. All orders should be made electronically and books will be delivered to school and sent home with your child.

If you wish for your order not to be seen by your child, please advise [Michelle](#) and you can pick your order up from the front office.

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Now available for your iPad or iPhone 

Community news

2019 ACT Australian of the Year Awards – Be Great and Nominate

Play your part by giving our nation's best the recognition they deserve. If you know a remarkable Canberran who inspires you, then nominate them for an Australian of the Year Award. You can nominate an Australian of the Year, Senior Australian of the Year (65 years and over), Young Australian of the Year (16 to 30 years) or Australia's Local Hero. Nominations close on 31 July 2018.

Visit australianoftheyear.org.au to nominate today.



BEDWETTING PROGRAMME

Based on

Sydney Children's Hospital Programme.
Suitable for children from 5 years of age.
Margaret O'Donovan Physiotherapist
Level 2, City Plaza Building
222 City Walk
CANBERRA CITY A.C.T 2601
Enquiries - 6248 5066