



Narrabundah Early Childhood School

Learn • Develop • Nurture

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Week 4, Term 2, 2021

Principal's Message

Maximising your child's learning time at school is critical to their education. Being just 30 minutes late each day equates to 19 lost days of learning each school year! Learning in classrooms begins each morning at 9am. Being on time helps your child to settle in for the school day, hear the schedule for the day and bond with their teacher and peers. Many of the tasks' teachers engage in between 9am and 9.15am set the scene for the whole school day.

The *Australian Parenting Website: Raising Children* is a wonderful resource for families. The link below outlines some practical tips on getting ready for school. I would encourage you to have a read.

<https://raisingchildren.net.au/school-age/school-learning/school-homework-tips/morning-routine-for-school>

Each morning from 8.30am an educator is on duty on the playground to supervise children in Kindergarten, Year 1 and Year 2. Families may drop their child/ren off in the yard under the supervision of the educator or stay and play. This time is proving to be a wonderful time for families to connect with each other and provides a meaningful time to engage in play with your child. This process is helping to facilitate greater opportunities for conversation between staff and families and family to family. It is lovely to see children playing before school with younger siblings and seeing adults catch up in an informal way. Families with children in preschool must wait until the classroom doors open each morning before leaving your child.

At 3pm preschool and K-2 educators open the back door to their classroom and supervise children until approximately 3.05pm. We are lucky to have Communities@Work on site at NECS whom offer Outside School Hours Care for families that require supervision after 3pm. If you are late to pick up your child, educators will walk your child to the front office to wait in the foyer with front office staff. We know that sometimes things

happen unexpectedly in the day and ask that if you are running late that you give the school a call so we can reassure your child.

K-2 Playground

K-2 children are actively supervised by two adults (sometimes 2 x teaching staff, sometimes 1 x teaching staff member and 1 x support staff member) at all breaks throughout the day.

11.00am – 11.20am supervised play

11.20am – 11.30am supervised eating

12.45pm – 1.05pm supervised play

1.05pm – 1.15pm supervised eating

2.00pm-2.15pm supervised play

- NECS RISE expectations are on display in the playground to guide all redirections, reminders and behaviour expectations.
- Supervising staff use RISE language to actively promote positive behaviours on the playground.
- Supervising adults engage in restorative questions to solve small incidents and/or use the use of natural consequences such as cleaning up an area that has been broken or the 'walk with me' strategy if a child requires some calm down time or time to reset.
- Children are discouraged from climbing on top of the play equipment. We encourage children to 'hang from' the play equipment e.g. monkey bars.
- Children are actively taught how to use resources and equipment safely in the playground. As they are children this may take modelling and repetition.
- Supervising adults teach positive play behaviours and how to engage safely with equipment.

Warm Regards

Julie

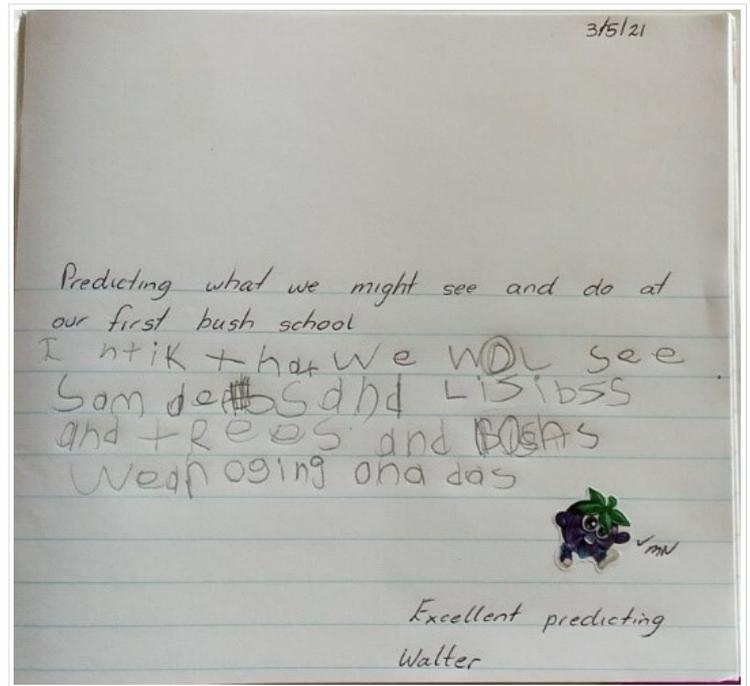
Emu Classroom

At the start of the school day the Emus like to have quiet activities as we walk in the door, activities range from whiteboards, playdough, puzzles, building blocks, and many more. These activities help the children to settle into the classroom, to come to a quiet, calm room and get ready for the days learning, they also encourage children to work together and help each other, children move around the activities and interact with each other, sharing stories about their families, what they did on the weekend and giving encouragement and advice regarding their activities.

Children have loved this morning routine, they enjoy catching up with their friends in the morning and having a chat and are more settled throughout the day, enabling them to engage more meaningfully in the days learning experiences.



You Hear Australian Hero's Marching?" and reflected on how the song made us feel.

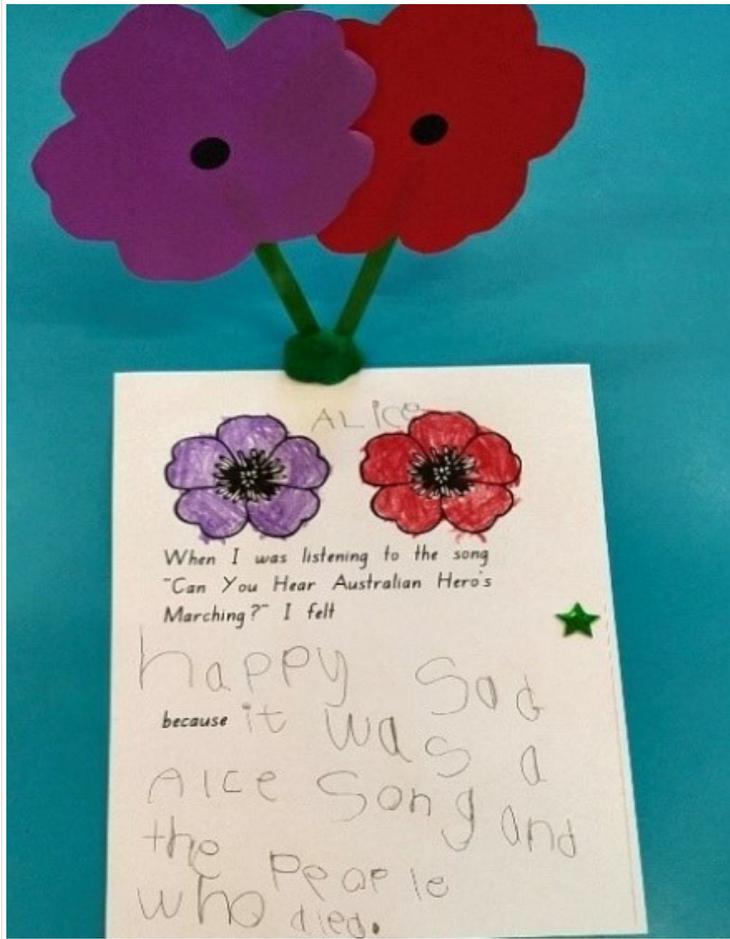


Last week saw the commencement of our Bush School program. We visited the Botanical Gardens to explore the various plant habitats. Using the predicting strategy, the children were asked to predict what they might see at our first bush school.

Throughout the day, children used their senses to explore the various types of plants and record natural and man-made feature of the Botanical Gardens.



Bettong Classroom



The Kindy Bettongs acknowledged ANZAC Day by making red poppies and purple poppies (representing the animals) who have died during conflicts. We also listened to the song "Can

Walking School Bus

https://necs.schoolzineplus.com/_file/media/1233/necs_wsb_expression_of_interest_2021.pdf

Comms At Work - Infants Room

In the Infants room, we create a calm and nurturing environment for our infants to grow and learn. We support the infants by implementing activities that reflect on their development and creativity. As of late, the children have been learning their colours, numbers and the alphabet. We have incorporated these topics into our curriculum through experiences, such as paddle pop sticks and tins, books, and songs. We have also decorated the room with a range of posters and artwork to assist the children in further developing their recognition and cognitive skills.

It is our main focus in the Infants room that each child and family who walk into our room feel comfortable and safe to spend the day with us. We take pride in forming strong connections with each child and family by learning their routines, cues, and even the families lifestyles to gain a better understanding of each individual.



2022 Enrolments

2022 Enrolments are now open.

Your best source of information for enrolling is the Education Directorate website education.act.gov.au or the Enrolments Telephone Service (02) 6205 5429. You can also contact us about enrolments directly by emailing info.NECS@ed.act.edu.au

https://necs.schoolzineplus.com/_file/media/1203/20210511_sb_w4n17_information_sessions_students_with_disability_flyer.pdf

Discover what makes your local school a great school. NECS will be hosting school tours on a variety of dates, please contact the front office on 6142 3828 to book. You'll have the opportunity to see our school facilities, ask questions about our school, programs and get a sense of what it means to be a part of our school community. We look forward to seeing you there.

NECS offers:

- A 3 year old preschool program on Mondays and Tuesdays for selected students.
- Enrol for preschool in 2022 if your child turns four on or before 30 April 2022. Every four-year-old in the ACT is guaranteed 15 hours of preschool. NECS offers preschool groups 9am-3pm at the start of the week (Monday, Tuesday and alternate Wednesdays) and at the end of the week (alternate Wednesdays, Thursdays and Friday). We also offer a Koori preschool group at the end of the week for children that identify as Aboriginal or Torres Strait Islander.
- Kindergarten, year 1 and year 2.

View a promotional video of our school on the school webpage: <http://www.necs.act.edu.au/>

View a promotional video of the ACT Education Directorate Early Childhood Schools on the [ACT Public Schools Facebook page](#). The video was released on 30 April.

ACT Public Schools
April 30 at 6:30 PM · 🌐

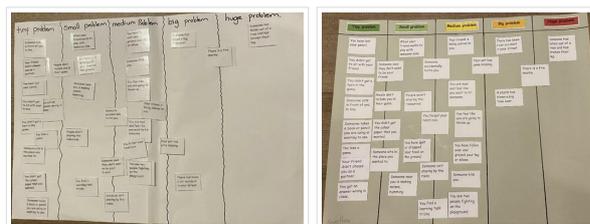
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We know that children's early years set the groundwork for their lifetime learning.

The ACT has 5 early childhood schools, which are built on a highly successful model of early years learning, to provide children with the best start to their education.

Take a look at what your local early childhood school has to offer!...
[See More](#)

Social and Emotional Learning (SEL) update

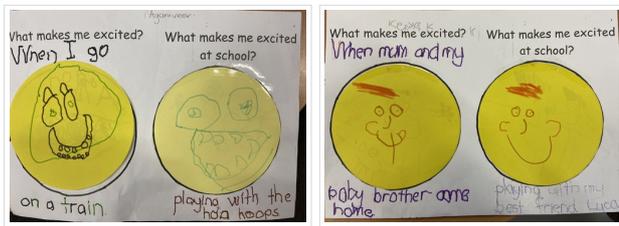


Hoverflies and Wombats have been inquiring into, "How can we work out the size of a problem?" Class educators shared with Robyn some of the types of problems children have been finding challenging to work through and manage both in the classroom and on the playground.

In collaborative groups, children read through a range of problems where they had the opportunity to share and justify their thinking in regards to the size of the problem; tiny, small, medium, big or huge. Decision making was guided by a success criteria which unpacked the characteristics for each problem size and strategies to support emotional regulation. We reached a group consensus by collating group thinking to arrive at a class decision.

I was very impressed with how the children listened to each other, shared their thinking and worked together to complete the task. Class collations are displayed in classrooms for children to refer to as a resource when problems arise.

Future SEL lessons will focus on building the children's play and interaction skills through exploring, 'how we can compromise and negotiate conflict in play?' and 'how can our Zone feelings impact on others?'



Bringing up great kids

https://necs.schoolzineplus.com/_file/media/1232/bringing_up_great_kids.pdf

Child Health Checks

https://necs.schoolzineplus.com/_file/media/1231/child_health_checks.pdf

Flu Vaccine

https://necs.schoolzineplus.com/_file/media/1201/20210504_sb_w3n19_flu_eflyers_schools_2021_fa.pdf

Electronic cigarettes

https://necs.schoolzineplus.com/_file/media/1204/20210511_sb_w4n23_electronic_cigarettes.pdf