



NEWSLETTER



Telephone: 89837555 | Email: jingili.school@education.nt.gov.au | Friday 4th February 2022 | Week 1 Term 1

Dear Jingili Families,

Welcome back everyone, and a big welcome to our new families who have joined us this year. I hope everyone had a lovely break, despite some COVID interruptions to possible plans I am sure. It has been great hearing about students camping, interstate travels and relaxation stories over the holidays.

We have had a wonderful start to the school year. Our students are building their classroom communities with a focus on our 3Rs (Respect, Responsibility and Resilience) and launching our learning dispositions we established last year, the 5Cs (Creativity, collaboration, Curiosity, Compassion and Courage). As they establish relationships within the classes and set their expectations, classes are exploring the big questions - What makes a great student? What makes a great learner? And What makes a great teacher?. With students, teachers are creating predictable routines for our students to feel regulated and support learning.

While there have been some challenges with navigating through COVID since commencing school, I would like to thank my whole school team and community for working through these with patience. We are working really hard to keep our school COVID safe, respond when positive cases arise and are putting together our home learning for those students who are absent from face to face teaching. Please notify the office if your child is unwell and will be absent, or has tested positive to help our communication processes. Now that school has started and students are familiar with classes, it would be appreciated that **parents use the kiss and go only and do not come onto school grounds to help us stop the spread of the virus.**

We have three new staff at our Jingili School who will feature in our next newsletter. Welcome Angela Pickard - who is teaching our year 4/5 class this year, Krystel Smith who is teaching technologies across our school and Billy Kalaf who is teaching our year T/1 Class while Miss Devriadis is on extended leave. Mr Cleak has resigned as our maintenance officer and is transitioning into retirement. We thank Mr Cleak for all his work across the many years he was at Jingili to help our school look amazing. We wish him all the best in his retirement. We still have some space in our NT Music School instrumental lessons - 1 flute, 1 percussion, 1 saxophone. If your child would like to learn an instrument and be part of our amazing band, please complete an online enrolment. <https://www.ntms.net.au/instrumental-enrolment>

Our Jingili Community Council will be meeting for our AGM on February 22nd. At this point in time, we are seeking a Council Chair. I thank Grant Dewsbury for his commitment and dedication as treasurer and Chair these past few years. Jingili is privileged with a strong Council and I encourage anyone who is interested to contact me.

Attached to this introductory newsletter are some helpful things that share our 'Jingili Way':

School Vision	This shares our vision and mission that our community documented in consul-
Our 3 Rs	These are our school values which are embedded in everything we do at Jingili
Berry Street	Our staff are training in the Berry Street Education Model (BSEM) which is a
The Jingili 5	This approach supports students to be resilient when faces with a conflict

Have a safe weekend,
Jemma Rust
Principal

Preschool News



A big welcome to all our new families this year! We have had a great start at Preschool and we are looking forward to a fun and exciting year ahead. Over the next few weeks, we will be focusing on settling children into the Preschool Community and establishing relationships with children and families. We are seeking input from parents regarding your child's interests to enable us to provide meaningful and engaging experiences for your child - there are designated pages for parents to share these with us, located on the Preschool parent board.

Please continue to abide by the DoE COVID-19 procedures - wear a mask, check in using the QR Code and maintain good hygiene and physical distancing. If possible, say goodbye to your child at the front door rather than coming into the main building, or limit your stay to less than 15 minutes. It is very important that children do not attend Preschool if they are sick. Please notify us ASAP if your child tests positive to COVID-19. Thank you for your cooperation in keeping everyone safe and healthy.

The Preschool Team - Tara, Tina, Linda and Grace



is it BULLYING?

When someone says or does something *unintentionally* hurtful and they do it once, that's RUDE.

When someone says or does something *intentionally* hurtful and they do it once, that's MEAN.

When someone says or does something *intentionally* hurtful and they keep doing it, even when you tell them to stop or show them that you're upset – that's BULLYING.

Before you speak

THINK:

- Is it true?
- Is it helpful?
- Is it inspiring?
- Is it necessary?
- Is it kind?



The Jingili 5

Respect, Responsibility and Resilience
with a
Growth Mindset

Communicative how I feel using the zones of REGULATION

What zone am I in? How can I help myself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
How might you feel?	How might you feel?	How might you feel?	How might you feel?
Feel sad and upset, unable to study	Feels good, focused and ready to learn	Feels confused and unsure, not ready to learn	Feels frustrated and out of control
What might help you?	What might help you?	What might help you?	What might help you?
Take to someone, breathe, take a break, calm down, take a walk, drink water	The goal of this zone is to get to the GREEN zone. What can you do to regulate, calm and ready to learn?	Take to someone, calm down, take a break, breathe, take a walk, take a break, take a walk	Stop when you're frustrated, take a break, take a walk, take a break, take a walk, take a break, take a walk

Routines, rhythm and repetition help the nervous system to support learning.

What strategy will help me stay calm, centred, grounded and ready to learn in a time of stress?

Don't flip your lid



EVERYONE MAKES MISTAKES

Mistakes are an opportunity for learning.

When I lose control and flip my lid, I will take steps to:

- Repair Relationships
- Restore
- Rebuild
- RESTORATIVE PRACTICES

As Jingili learners, we are



RESPECTFUL

We are kind and caring towards ourselves, each other and the environment.



RESPONSIBLE

We take ownership of our decisions, actions and emotions towards ourselves, others and our school property and grounds.



RESILIENT

We are brave, have a growth mindset and not give up when things get hard. We bounce back.



Check-ins

Self-regulation is the ability to control and manage feelings and emotions. It is a learnt skill that with practice, becomes automated. Including students in developing self-regulation tools helps create a sense of ownership and responsibility for their use.

Class check-ins is a way to support students to identify what is happening within-themselves, what they might need to regulate in order to get ready for learning. It also helps the teacher know how the students are feeling and support them in regulating. Check-ins are usually done at the beginning of each day and after recess and lunch. They can be soled with language that reflects being 'ready to learn'.

Morning Circle/Yarn Circle

In Jingili classrooms, class communities come together for a morning circle or yarn to connect and build on their check in, looking at the agenda of the lesson or day. Morning circles/yarns at Jingili have the following elements that build consistent, predictable routines for our students.

- Greeting
- Acknowledgement of Country
- Announcement
- Check in
- Positive primer
- Reflection (what went well)

De-Escalation

At times, our world can be quite stressful, and our students and staff can experience stress, which can have significant outcomes for the mind and body. At Jingili, we implement the three key Berry Street Education Model steps to support de-escalation.

Step 1: We proactively create a calm routine and predictable environment as a whole school and classroom.

Step 2: We consistently monitor and identify aroused stress states of our staff and students

Step 3: We implement interventions to maintain optimal states to support our students, staff, families and wider community such as ready to learn plans, connection to supporting agencies and case management conversations.

BODY Domain

At Jingili Primary School, we work towards building school-wide rhythms and body-regulation through a focus on physical and emotional regulation of the stress response and de-escalation. This approach and the underlying strategies on this placemat support our students to be centred, grounded and ready to learn.

Brain Breaks

Brain Breaks are small activities throughout the day to improve student engagement in learning. Brain breaks give students a 'break' from thinking and learning, to reset, regulate, refocus and be 'ready to learn'.

It is up to teachers to decide when escalating and de-escalating brain breaks are needed. Sometimes our kids need energising and sometime calming down. Brain breaks often support getting ready to learn when students are transitioning from one learning experience to another.

Mindfulness

Mindfulness has been defined as the awareness that emerges through paying attention on purpose and using focus to bring the mind into the present moment (Kabat-Zinn, 2003; Ijzerman, 2008) In a BSEM classroom, value is placed on opportunities for both students and teacher to incorporate mindfulness strategies that reinforce mind-body connections and that focus importance on the present moment – the here and now.

Our Mindful practices include:

- Sequentially placing attention on parts of the body, known as a body scan
- Focusing attention on breath
- Focusing attention on one or more of the body's sense
- A reflective practice on a specific thought, question, or issue

Our Teachers use mindfulness apps such as 'smiling minds' to support this practice in the classroom.

- Focusing globally on the body's sensory and mental experiences
- Walking meditation

BERRY STREET EDUCATION MODEL

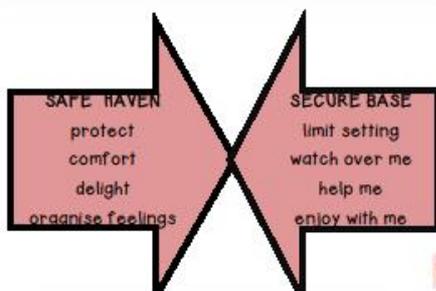


Attachment Theory – Unconditional Positive Regard

At Jingili, relationships are built upon foundations of safety and compassion. We teach students to value, make and maintain relationships. Teacher-student relationships play a huge part in the academic and social success. At Jingili, we strive to create classroom communities where student feel safe, accepted, respected, wanted (belong) and liked. We separate behaviour from the person to ensure unconditional positive regard – where the child feels valued regardless of their presenting behaviours, affect or cognitions. As staff, we maintain a vision of the child's 'yet-to-be' wholeness, prioritising in collaboration with families and agencies to meet the thinking, feeling and physical needs. Calling students out (with love in our voice) means we are honest with teachers and deliver constructive feedback with mutual respect. We With restorative approaches, we provide opportunities for repair when a relationship has been ruptured that empowers responsibility of the students involved.

Circle of Security

At Jingili, we respond to our student's needs in providing a circle of security.



Process Praise

Praise can make or break a child. Jingili staff promote our whole school approach towards process praise where students are praised on their efforts and accomplishments as opposed to personal praise. This supports an effective process of feedback which greatly impacts student growth. Teachers may use positive narration in the classroom to speak aloud and acknowledge positive student behaviours to praise effort.

Growth Mindset

Positive Narration

Connect before Correct

Golden Statements

Restore-Repair-Rebuild

Relationship Domain

It takes a village to raise a child.

Every student at Jingili is 'ours'. Whole school processes around discipline, consequences, restoring and debriefing are closely aligned and require careful and close attention throughout the year. Our Values and Learning Dispositions and predictable routines set the scene for our consistent expectations for learning and behaviour.

At Jingili Primary School we strive to build relationships built on unconditional positive regard. This domain increases the relational capacities in staff and students through attachment and attunement principles that are inclusive and promote positive well-being.

Whole School Relationship Strategies

We align our behaviour management and wellbeing processes in a strong relational way.

- Consistent, predictable and safe routines – classroom / playground matrix
- Whole school Code of Conduct
- School Values and Learning Dispositions are footprints of the behaviour and learning expectations across the school



Personal Power

- Present, centred, grounded
- Staying in 'thinking brain'
- Having choices and making choices

ACR (Active Constructive Responding)

Relationships are built through micro-moments of interactions. ACR is about showing interest in every student through those micro-moments and conversations which Jingili staff strive to do.

Responding to behaviour

ZEN Redefining power: a zen mind creates room for empathy which is empowering for the adult. Sharing power in moments of disruption creates a space for others to experience a sense of empowerment.

Observe your breathing

Observe your thoughts

PAUSE ALL REACTIONS

Offer a one liner then two option choices.

Determine the pathway if the student refuses to choose.

Redefining Power

Jingili teachers help students define and redefine their own sense of personal power by teaching them and supporting them to be....