



NEWSLETTER



Telephone: 89837555 | Email: jingili.school@education.nt.gov.au | Thursday 18th March | Week 7 Term 1

Dear Jingili Parents and Guardians,

What a fantastic fortnight! There's been some progress in our playground project where our poles are in and the ropes are attached, but we are still waiting on the netting to arrive. We do hope that is soon and we'll be looking at being a bit creative with the playground areas to make sure everyone gets to enjoy this new space.

Our school Council AGM this month was well attended and it's great to see we have parent representation across all years of schooling. Our next Council meeting will be Tuesday, 30th March.

Week seven into term one sees our students heavily into their learning journeys. Walking through classes, students are working through the writing process to publish some amazing texts. I was blown away by Harry's story he shared during an author's chair session in 3/4 Waldron, Malagujinba. The imagery and use of vocabulary had me hooked. The pieces 4/5/6 Turner, Dadlawa, presented at assembly demonstrated the art of persuasion, arguing for and against ten more minutes of play time (see these pieces further in our newsletter). This was followed up with our year 4/5/6 students sharing their persuasive pieces with the 2/3/4 classes who were part way through their writing process to publish. I am continuing to have authors from the early years share their published books with me. It is important that students are able to build their agency and identity as a writer alongside the skill of writing. By giving students choice and voice in what they are writing about sets an authentic purpose for the writing and sees students more engaged in the process. At the beginning of the term, Jingili teachers engaged in some professional learning around 'bump it up writing walls' which is a tool used to analyse writing pieces collaboratively with students and support them in reaching their writing goals through self, peer and teacher assessment.

Our 3 Way conferences are coming up in week nine. This is an important opportunity for your child to share with you their achievements and progress so far. This year, we are trialing a different model in both the early years and primary, see details further in the newsletter. Please contact the office to make your appointment. Preschool 'Parent Chats' have already commenced, giving an opportunity to strengthen the partnership between home and school and discuss children's learning and well-being.

NAPLAN practice is happening for our year 3 and 5 students next week to familiarise them with the online routine and test our technology in preparation for the assessment next term. If you have any questions or concerns about NAPLAN, feel free to speak with your child's teacher or leadership.

We are looking forward to Harmony Day tomorrow. All students and staff are encouraged to wear orange. Every student will be participating in experiences between recess and lunch with their kinship groups to work together on the clear message that 'Everyone Belongs'. A big thank you to Ms Rioli and Mrs Gilbert for coordinating this whole school event. Stay tuned for some photos on our facebook page.

Congratulations to our AFL superstars who competed in a cross-school Gala Day yesterday and came second, we are very proud. Thank you also to Mr Espinoza and Ms Bec for supporting them.

I cannot stress the importance of engagement in school life for our students. Non-attendance has a variety of effects on students, both academically and socially. Absenteeism can increase social isolation and lack of engagement with the school community and peers, which can lead to students feeling emotional. While it is important that our students stay home if they are unwell, all other days should be attended. Our current attendance percentage is 91.93%. We would like to work hard with parents to improve that percentage, aspiring to 93%. Attendance will be a feature in our newsletter to reflect our progress towards this goal. Every Day Counts.

Please join us on Saturday for our working bee, between 8am—12pm, Thank you Jodi Peters and Jodi Rose for coordinating this.

Have a great weekend

Jemma Rust

Principal

Upcoming Events	Week 7				
	Monday 15th March	Tuesday 16th March	Wednesday 17th March AFL Gala Day	Thursday 18th March	Friday 19th March Harmony Day/ Bullying No Way
Upcoming Events	Week 8				
	Monday 22nd March Naplan Practice	Tuesday 23rd March Naplan Practice	Wednesday 24th March	Thursday 25th March Naplan Practice	Friday 26th March Assembly Item - 3/4 Waldron

Diary Dates 2021



TERM 1

Week 9

3 Way Conferences - throughout the week

Week 10

Thursday 8th April - GRIP Conference SAC/
Sports Captains

Friday 3rd April - Assembly Item - 4/5/6 Grills

USEFUL PHONE NUMBERS

Darwin Dental Clinic - 8922 6466

Jingili School Canteen - 8983 7568

After School Care & Vacation Care -
0417 894 042



We are getting some tyres donated to protect our small trees in the playground but need some help to cut them. If anyone has the right tools for this job and is willing to help, please ring our wonderful admin. Thanks in advance.

NITS ARE NOT COOL!



Please check your child's hair
REGULARLY

and help keep Jingili a
NIT-FREE SCHOOL

Please ensure your child's hair is tied back and wash your child's hat regularly. This helps to minimise the spread of Nits. For more information on how to prevent Head lice go to www.nt.gov.au/health



Easter Donations needed for Our Easter Raffle

It's almost Easter time and we are seeking

donations for our Easter Raffle.

Any donations would be greatly appreciated.



Preschool News

Tara and Abby have made times available for 'Parent Chats' in Weeks 7 - 9. If you would like to take this opportunity to discuss your child's progress and share information, please select a timeslot that suits you on the booking sheets at Preschool.

The Preschool are running an Easter Raffle this term and we are seeking donations of suitable items to make a hamper - some suggestions are small toys, books, chocolate eggs or anything else that might be useful over the Easter holiday break. Tickets are available for \$5 for 5 (or \$1 each).

The Preschool Parent Advisory Group have organised a Family 'get-together' this Sunday at Jingili Water Gardens at 10am. This is not an official social function, but it will give Preschool families the chance to meet each other informally and for the children to play together in the Water Gardens playground. All families should have received an emailed invitation.

Please remember to sign the COVID19 register if you are coming inside the Preschool building. If possible, please say goodbye to your child at the front door to minimise the number of adults inside at one time. This also helps your child to develop greater independence and gives them more responsibility for organising their own belongings. Thank you for your continued cooperation in keeping our community safe. Have a great week

The Preschool Team - Tara, Abby, Linda and Gay



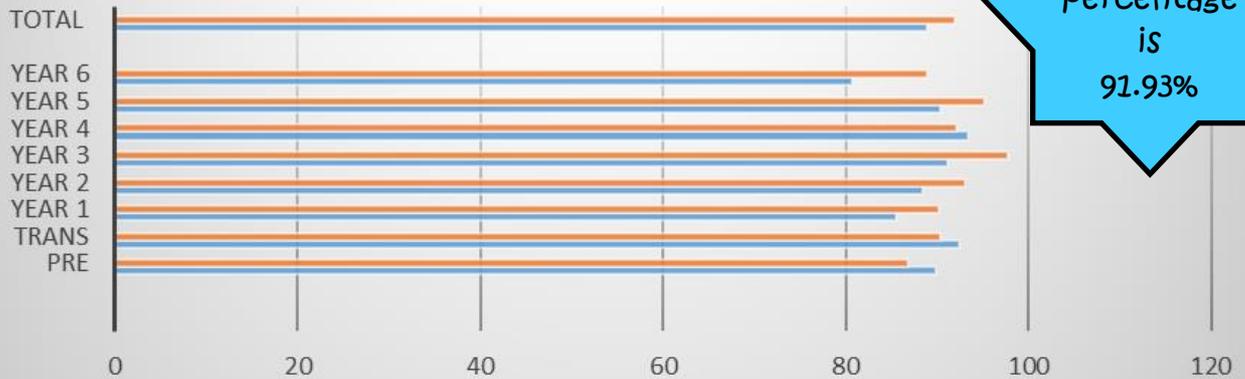
UPDATE YOUR CONTACT DETAILS

Have you moved house, changed your job or got a new home or mobile number? We need to know about it!

In the event of an emergency, parents need to be easily contacted so we try to keep our Student Administration & Managements System (SAMS) as up to date as possible. Please call us or drop in to our Front Office to update your details.

Weekly Attendance

Year Level Weekly Attendance



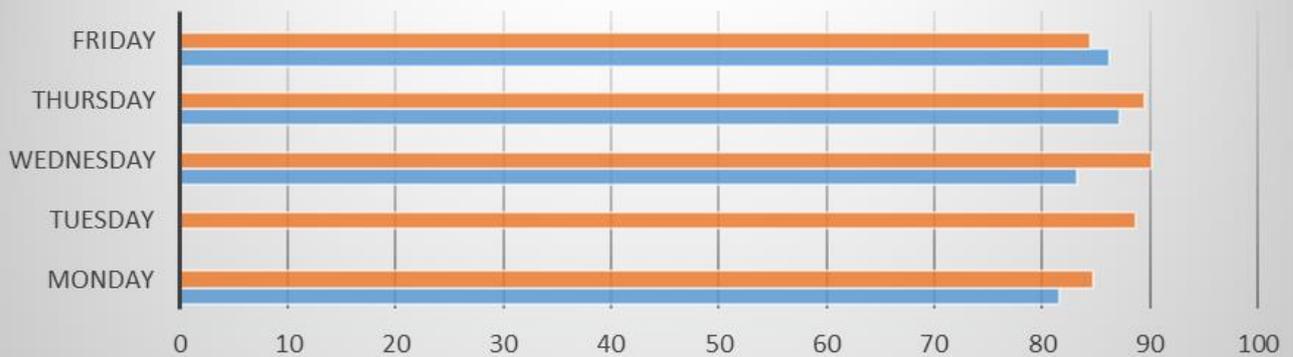
Our Current Attendance Percentage is 91.93%

	Pre	Trans	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
WEEK 6	86.87	90.31	90.23	93	97.71	92.11	95.16	88.86	91.96	
WEEK 5	0	89.9	92.48	85.51	88.44	91.07	93.42	90.32	80.71	88.9

Legend: WEEK 6 (orange), WEEK 5 (blue)

Our goal is to achieve 93% attendance

Day By Day Attendance



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 6	84.8	88.69	90.16	89.5	84.5
Week 5	81.62	0	83.27	87.21	86.27

Legend: Week 6 (orange), Week 5 (blue)

Weekly Attendance

Every Day Counts

If you want your child to be successful at school then,
YES, attendance does matter!

1 or 2 days a week doesn't seem much but.....

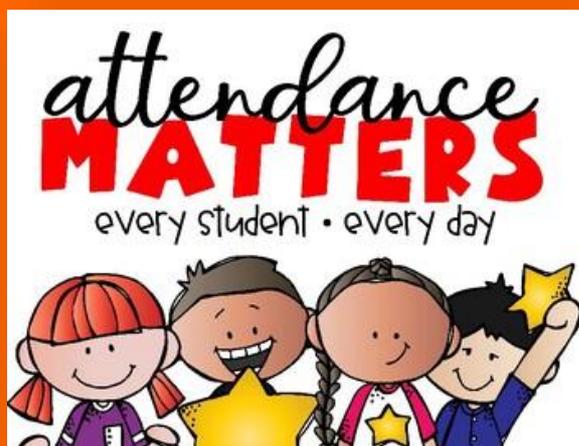
If your child misses.....	That equals.....	Which is.....	And over 13 years of schooling that's.....
1 day per fortnight	20 days per year	4 weeks per year	Nearly 1.5 years
1 day per week	40 days per year	8 weeks per year	Over 2.5 years
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years

How about 10 minutes late a day? Surely that won't affect my child?

He/ She is only missing just.....	That equals.....	Which is.....	& over 13 years of schooling that's.....
10 mins per day	50 minutes p/week	Nearly 1.5 weeks p/yr	Nearly half a year
20 mins per day	1hr 40 mins p/ week	Over 2.5 weeks p/year	Nearly one year
30 mins per day	Half a day p/ week	4 weeks p/ year	Nearly 1.5 years
1 hour per day	One day p/ week	8 weeks p/ year	Over 2.5 years



Did you know? There is direct correlation between attendance and achievement. Frequent absences make it difficult for students to maintain friendships and make progression in their learning. Being half an hour late each day from Reception to Year 10 equals missing one and a half years of schooling. Patterns of attendance/absence are set up in the early years of schooling. Being absent 10 days in any term is considered chronic non-attendance and puts students at risk academically. Poor attendance makes it difficult for students to form positive relationships with their peers. Research shows that students who are often absent from school are likely to earn less than their peers as adults.



If your child is away from school for any reason, Parents are required to notify the school. You can do this by calling the Front Office on 8983 7555, email jingili.school@education.nt.gov.au

Assembly Merit Awards

Week 6 Term 1

Class	Merit Awards
T/1 – Sachs	Jon Levick, Hailey Wicks, Hunter Trehwella
T/1 - Devriadis	Lyla Rear, Finn Pugh, Braydon Moody
T/1 - Morgan	Arla, Billy Barber, Lilly Goodridge
1/2 - Rioli	Dante Hodgins, Logan Hale
1/2 - Nathanael	Lucyiana Hunt, Troy Gereghty, Jaleel Veava
2/3 - Hansen	Adam Rivas, Tyller Munoz, Heidi Ward
3/4 - Hingston	Kaylee Assan, Jacob Nothngal,
3/4 - Waldron	Beau Manning-Watson, Jett Chown
4/5/6 - Turner	Leilani Taylor-Abdat, Alex McManus
4/5/6 - Grills	Samuel McManus, Tamara Reardon, Letisha Robinson-Sinclair
4/5/6 - Espinoza	Harry Watts, Terrun Maher, Flavia Levick



Kitchen Garden at Jingili

Hello Jingili Community! As it is the start of the year, students are learning and revising the procedures and expectations in kitchen and garden classes. Last week Upper primary focussed on making a seasonal roasted green paw paw and lentil salad. Early Childhood classes followed the procedure to make playdough and explored natural fibres with their senses. In garden classes students are extending their learning of the Larrakia people and country. They are also observing and learning about D'ucle chicks.

We love getting to know the community through our kitchen garden program. If you are interested in being involved in the kitchen garden program please come to our:

Working Bee

**Harmony Day - Week 7, Saturday the 20th March, from 8am-12pm in the garden.
See attached advert for a list of jobs we are hoping to achieve with many hands**

Thank you!

- . Grace, Tadhg and Darryl for the donation of lemons and for pruning our frog habitat on the weekend (as they aren't able to make it on the working bee).
- . Trish Graham for volunteering her time to run and supervise the assembly produce stall with students on Friday.
- . Michelle McDonagh for collecting and delivering from the kindy fresh food scraps for our chickens.
- . Lucas Stock-Jones and Julie Kellham for the beautiful green pawpaws.
- . Maggie Hind and family for the donation of limes.

Come to our assembly stall and check out our beautiful, homemade products.

Produce stall - For sale

Recycled chicken grain bags	\$10.00
Chia seed cracker mix	\$5.00
Bees wax wraps (2)	\$5.00
Herb butter	\$4.00
Chilli Sambal/Pesto/yellow paste	\$4.00
Pancake Mix (gluten free)	\$3.00
Seeds/bookmarks	50c

Happy garden preparation for the growing season.

Jodi & Jodi



Introducing our 2/3 and 3/4 Teachers

My name is Bianca Hansen. This year marks the second year I have been blessed to teach at Jingili Primary School. Prior to this I worked a year teaching 3/4's at Wulagi Primary School after graduating. The day I entered Jingili as a prac student in Mrs Sachs class was the day I had found the school of my dreams. The staff, families, students and general community were one of the most welcoming I have encountered and hence what drew me to want to work at this beautiful school.



I was born and grew up in Darwin, having gone to Wulagi Primary School, Sanderson High and CSC. At the age of 18 I chose to make the move to Perth where I lived for 8 years working in Insurance Broking before deciding to take the leap and study to become a Primary School Teacher. It was the most rewarding decision I have made to date.

Being a Territory girl I love all things outdoors. Fishing, camping and swimming are some of my favourite things to do, but most days I am happy to relax at home with my fiancé Kaya and all of our animals. I enjoy reading, spending time with my family, and if you ask my students they'll tell you that I LOVE to play video games.

At school I enjoy teaching all subject areas as long as I can make it enjoyable for my students so that they can learn to the best of their ability. However, I mostly enjoy teaching reading and writing. One of my favourite children's books is 'The Rabbits', written by John Marsden and illustrated by Shaun Tan. I love the way 'The Rabbits' shares a valuable perspective on the effect people have on others and the environment. I also love that this book shares with children our rich history and culture.

Bianca Hansen
Teacher for Gudjguda (Possum).

My name is Jemmina Hingston. I grew up in a small country town north of Christchurch in New Zealand. I have lived in Australia for almost 11 years and have lived in Darwin for 7 of those years. I have a large family (5 brothers and sisters!) who all live in New Zealand and I can't wait to see them all again. This is my 3rd year at Jingili Primary school, before that I was a teacher's aide at few different schools around Darwin while I was studying to be a teacher. Before I was a teacher I taught ESL to adults and children in and from many different parts of the world. HASS is my favourite subject because I enjoy learning about the world around me and I get to do this alongside my students. My hobbies include gardening, cooking, learning languages and sewing my own clothes.



My favourite books is 'Baa Baa Smart Sheet' and the sequel 'I love Lemonade' because they make me laugh every single time.

Jemmina Hingston
Teacher for Damibila (barramundi).

Introducing our 2/3 and 3/4 Teachers

My name is Michael Waldron. I grew up in Victoria near the Dandenong Ranges and found myself living in Darwin after camping and travelling around Australia for most of 2012 with my partner, Hannah. I live locally to the school and love feeling part of the Jingili School Community. Some of my hobbies outside of school are playing basketball, camping, fishing, and spending time with my family. I enjoy learning new things and tackling new challenges. Last year I got my motorbike license, took up golf and am still trying to master playing the guitar/ukelele. I am passionate about social justice issues and strongly believe that all children have the right to feel confident, safe and happy at school. Before I became a teacher, I completed a post graduate qualification in Graphic Design and worked in the building industry in Victoria. I have two children and have enjoyed watching my eldest settle into Transition this year and watching my 4 month old daughter learning new tricks every day. This is my sixth year of teaching and have experience teaching mostly in the upper primary years. I have developed a passion for teaching maths and HASS and have really loved teaching at the year 3/4 level. I love so many children's books, but my favourite authors are Alison Lester, Shaun Tan and Jeannie Baker.



Michael Waldron
Teacher for Malagujinba (Shark)

Working Bee

Harmony Day - Week 7, Saturday the 20th March, from 8am-12pm in the garden.

Working Bee Jobs that we will try to achieve are:



HEAVY JOBS

- Prune the wildlife garden
- Prune and harvest the black sapote tree
- Take the recycling to the recycling depot
- Move soil from Bay 4 to new pallet garden bed

JOBS FOR LITTLE CHILDREN WITH PARENTAL SUPERVISION

- Pick up leichart fruit and put into the worm farms and compost bays
 - Plants seeds/seedlings
 - Worm tea
- Remove soil from pallet garden bed and fill surrounding garden beds and replace with new pallet garden bed (fill this one from compost bay number 4)
 - Make seed raising mix
 - Sort recycling

PROJECTS

- Plant out the aquaponics system
- Trouble shoot the bush turkey mound – move soil, put in star pickets and shade cloth
- Early Years sensory garden pathway upgrade (this project is pending with the amount of commitment and volunteers we have)

3-Way Conferences – Early Years

Our 3-Way conferences in term one are an opportunity to build the partnership between home and school and provide a forum for parents/guardians, students and teachers to acknowledge achievement and progress so far as well as identify areas for improvement. At Jingili, we believe in building student agency and understand the importance of having the student involved in the conference process to drive their learning.

This year, we are trialing a different model in the early years (T-2) to ensure that parents/guardians are able to share in the learning experiences of their child to date and be part of the goal setting for the future, particularly in literacy, numeracy and well-being. This model will enable two families at a time to be in the classroom. First stop will be taking a 'learning walk' in the classroom. This is where the child will direct parents/guardians to the learning spaces in the classroom, sharing the intent of the learning experience they may focus on. The next part will be at the conference table with the teacher where the child will showcase individual work that demonstrates progress and areas for growth to start the learning chat. Each experience will take about 10 minutes, being in the classroom for a total of 20 minutes. When the teacher welcomes in the next family to the classroom, the family at the conference table will need to vacate the classroom. **Everyone has a role to play in this model.**

Student

takes the central role by sharing work samples and sharing goals with parents/guardians at the conference table and leading a 'learning walk through' of the classroom to demonstrate what they have been learning, sharing their accomplishments and progress.

Parents/Guardians - finds out about their children's learning, supporting them to showcase the different learning areas. They have the opportunity to ask questions and express their ideas, and help make plans to support their children's learning at home. If needing to speak about a specific area of concern, a different meeting will need to be made to address that.

Teacher - facilitates and prompts aspects of the conversations, supporting the learner and parents/guardians by clarifying, elaborating and responding to specific questions and concerns at the conference table.

There will be an opportunity post the conference to give feedback to support our future conference model. We ask all our families to continue to practise and promote good hygiene and social distancing and respect the COVID guidelines that we have already put in place. All parents/guardians must sign in using the sign in sheet at the entrance to the classroom.



3-Way Conferences – Primary Years

Our 3-Way conferences in term one are an opportunity to strengthen the partnership between home and school and provide a forum for parents/guardians, students and teachers to acknowledge achievement and progress so far as well as identify areas for ongoing improvement. At Jingili, we believe in building student agency and understand the importance of having the student involved in the conference process to drive their learning. This year, we are trialing a different model in the primary years (2/3-6) to ensure that parents/ guardians are able to share in the learning experiences of their child to date and be part of the goal setting for the future, particularly in literacy, numeracy and well-being. This model will enable three families at a time to be in the classroom with the teacher roaming the class and coming in and out of conversations led by the students with their families. **Everyone has a role to play in this model.**

Student

takes the central role by sharing work samples with parents/guardians and leading a 'learning walk' of the classroom to demonstrate what they have been learning, sharing their accomplishments and progress, and together with parents/guardians and teacher input, having conversations about their goals for literacy, numeracy and well-being.

Parents/Guardians - finds out about their child/ren's learning, has the opportunity to ask questions and express their ideas, and helps make plans to support their children's learning at home.

Teacher - facilitates and prompts aspects of the conversations, supporting the learner and parents/guardians by clarifying, elaborating and responding to specific questions and concerns.

There will be an opportunity post the conference to give feedback to support our future conference model. We ask all our families to continue to practise and promote good hygiene and social distancing and respect the COVID guidelines that we have already put in place. All parents/guardians must sign in using the sign in sheet at the entrance to the classroom.



MINDFUL PARENTING

Information from the Australian Childhood Foundation (kidscount.com.au)

Please contact Larelle Gilbert (Larelle.gilbert@education.nt.gov.au) if you would like the full resource.

Parenting is an adventure!

Do you sometimes find it hard to stay calm?

In the race to get everything done, have you ever found it difficult to be with your child without thinking about the next thing you have to do?

Have you ever found your own feelings getting in the way of how you are responding to your child?

How can you be a mindful parent?

Being mindful in your parenting:

- helps you be more aware of you own feelings, thoughts and bodily sensations;
- helps you become more aware of your child's thoughts, feelings and needs;
- assists you to be more self-aware and improve your capacity for emotional self-regulation in your parenting;
- helps you to be less critical or judgemental of yourself and your child;
- increases your ability to stand back from situations without responding immediately or inappropriately;
- gives you more choices in how you respond to your child; and,
- strengthens the relationship between yourself and your child.

Being a mindful parent can take practice but it is worth it in the end. Mindful parenting is about taking the time to pause, clear your mind of all thoughts and ask yourself these questions:

What is happening with my child in this moment?

What does my child feel?

What does my child need?

What am I feeling?

What do I need?

Pausing in moments with your child to think about these questions will make a difference for you and your child.

Being mindful helps you stay calm

In a calm state, you are more able to respond to your children rather than react to their behaviour. When you pause and become mindful, you are more likely to respond to your children with the logical, rational part of your brain rather than reacting out of frustration, stress, or anger.

In a calm state, you are more able to see the reasons behind your child's behaviour. You are able to respond not just to the behaviour, but to the needs and feelings that sit behind the behaviour.

Parents who practise being mindful say it increases their satisfaction in being a parent, lowers their stress levels and encourages more fun and positive experiences with their children.

There are many ways you can practise mindfulness

One of the most useful and common ways to practice mindfulness is being more aware of your breathing.

Stop, Pause, Play

'Stop, Pause, Play' is a mindful exercise using breathing that helps parents to be in the present moment with their children.

Using 'Stop, Pause, Play' is a stepping stone to mindful parenting.

This three minute exercise is designed to help you to calm down and enable you to think and act more clearly.

When you are calm, you are more able to reflect on what is going on for your child and how best to respond.

The exercise has three parts:

1. STOP: what you are doing

If possible make sure your feet are firmly on the ground.

2. PAUSE: focus on your breath

Breathe in slowly, right down into your belly, then exhale completely.

Take 5 more slow breaths, being aware of each breath in and each breath out.

After several such breaths, you will find that your heart rate has slowed down, your breathing is deeper and you will feel calmer. It is the out breath that relaxes your body and allows you to feel calmer and think clearly.

3. PLAY: Respond to your child the way you want to

When you are in this calm state, you will probably be better able to respond in a thoughtful or considered way to your child.

You will also be more likely to stay connected to what is going on for your children. You will be more aware of their experience of the situation and how they might be feeling.

Breathing Exercises

Snake breathing

Breathe in normally. Then with a long breath out, make a SSSSSSSSS sound like a snake.

Bee breathing

Breathe in normally.

Then make a humming or buzzing sound like a bee as you exhale an extended breath out.

Abdominal breathing

Place one hand over your heart and the other over your abdomen. Breathe normally, noticing the rise and fall of your chest and abdomen. Continue this practice for about 10 breaths.

1,2,3.....Sigh!

Count slowly 1..2..3 (either aloud or silently) as you breathe in. Then give a long sigh as you breathe out.

Repeat this several times until you feel yourself calming down.

Mindful walking

Mindful walking is another brief mindful awareness exercise that, like the 'Stop, Pause, Play' exercise, can be used anytime you feel like you need to anchor yourself in the present in order to respond in a calm and appropriate way with your children.

This is a practice that can be incorporated into your morning (eg before your shower, to start the day in a mindful way), or anytime of the day when you need to create peace in yourself.

Paying attention as you walk will help you to connect with the present mindfully - paying attention with flexibility, openness and curiosity.

A simple mindful walking practice is just to breathe in while taking a step with the left foot and breathe out when taking a step with the right foot.

Mindful Walking can be done very slowly or at a normal walking pace. It's simply a matter of synchronising breath and footstep.

Before you start walking it is a good idea to stand quietly and focus on your breathing for 3 breaths and then commence your mindful walking practice.

Walk for 3-5 minutes if time allows. If you are busy, walk for as long as time permits.

Even one minute of mindful walking will help bring you back into the present moment.



Persuasive Writing

4/5/6 Turner



Extend our lunch "NOOO"

Please if you are reading this do not vote extra lunch. It's a mistake! How could you even think about it! In my opinion I strongly believe NO EXTRA LUNCH!

Firstly, don't teachers just love it when student's heads are full to bursting with important information? Well if we spend more time in lessons we can study more science, writing, DIPL, novel study, literacy, and much, much more!

Secondly, lunch goes for a long time already. It is 25 minutes, well I didn't even include eating time! Eating time is 15 minutes so all together that equals to 40 minutes for lunch!

Thirdly, if we have an extra 10 minutes of lunch then we wouldn't learn that much and other schools would know more and if we go into contests or gala days then they would have more experience than us!

Conclusion, so, what do you think? I hope this text persuaded you! Now we can keep to the Jingili School routine!

By Emma

Should we add another ten minutes to lunch?

No longer lunch, No longer lunch.

Oh, hey there you caught me in the middle of protesting against ten more minutes of lunch. I strongly believe that we shouldn't add ten more minutes to lunch and our school day. Don't be fooled it will totally mess up our after school lives and sports. I'm sure some people are rushed to get ready for after school activities and sports. It will all so intervene with homework practices. My schedule is already time poor.

School goes for six and a half hours straight every day which is a long time for an 11-year-old kid. If there's ten more minutes each day there will fifty more minutes each week. There would be five hundred more minutes each term. Following onto being two thousand more minutes each year. To me that is a lot of time.

Kid's minds are not built for a big day of just sitting and just writing for hours on end. One whole day that goes by is many hours and minutes in the minds of a young kid. Lessons and play time is limited and the school day is limited. I know that you teachers don't want extended yard duty. This could mean more trouble happening because some kids may not get along with others when they play. For example in the rainforest, there has been lots of trouble over bases. So no to extended lunch play.

Lastly but definitely not the least. In my opinion, I think that our parents send me to school to learn not to play games with that extra ten minutes. I feel it's a waste of time when we could be learning and engaging in our favourite topics of maths, science and HASS ERP's. For that reason, I think that parents won't agree with ten more minutes.

In conclusion I strongly believe that ten extra minutes will mess up my whole after school life and I think some people will agree with me and the people that don't play sports might still agree me because they're probably gamers. I think that we go to school to learn not to play outdoor playground games in the hot sweaty Darwin heat. I really feel for the great teachers we have here, I am on their side to no extended lunch. I look at my teacher and she is overworked and underpaid. Poor thing. I believe my persuasion is strong; we should not have an extra ten minutes. Bye now I have to get back to protesting. No longer lunch. No longer lunch!

By Bradley, Jesse, Lucas and David

The Sports Gazette

Congratulations to all our students who participated in the AFL gala day with respect and enthusiasm, representing our school with courage and determination.

Meet our House Captains



Lachlan Davidson— I'm 11 years old and I play cricket, soccer and AFL. I love sports, fishing, reading and solving Rubik's cubes. Being a House Captain means that I am a leader, especially in sport and to have to be able to lead Earth to victory.

Aisha Yusoff— I'm 11 years old and I would love to see Earth win this year.

Savanah Garrett— I'm 11 years old and I do dance and nippers. I love singing, dancing and caring for my pets. The best part of my role is the leadership and knowing that I'm someone people can come to.

Rafael Espinoza-Hosking— I'm 11 years old and I play AFL and soccer. I love footy, walking my dogs, riding my bike and reading. My favourite part of being a vice-captain is helping to improve others and organising sports events.

Tara Edwards— I'm 11 years old and I play netball, AFL and soccer. I love helping out and planning sports days. Being a captain means that I have to be extra responsible and always be on time and try hard.

Billy O'Toole— I am 11 years old and I play cricket, and AFL. I love fishing and solving Rubik's cubes. As a captain, I want to help make our school better by running more sporting events. I enjoy the leadership and responsibility of this job.

Jordi O'Toole— I'm 10 years old and I play cricket, AFL, netball and nippers, and I love fishing! My favourite part of being a vice-captain is singing the chants. I want to be a role model and lead Ocean to victory.

Rex Scambary— I'm 11 years old and I play tennis and cricket. As a vice-captain, I like to see people working together and the best part for me is working for the people of Ocean.



Kass Yates— I'm 11 years old and I play rugby union and golf. I enjoy fishing and fixing stuff around the house. I think being a captain is fun and I love everything about it!

Matilda Clemmens— I'm 10 years old and I play netball, AFL and nippers. The best part of being a captain is being a leader for my house, being responsible and supporting my team.

Mara Stephensen— I'm 11 years old and I play hockey, netball and AFL. I like helping with sports activities, people and being responsible.

Mathew May— I'm 10 years old and I play AFL, tennis and cricket and I love fishing! As a vice-captain I'd like to lead Forest to victory.



Berry Street Classroom Brain Breaks

It is important that our children have the opportunity to develop a regulated body.

A strategy that teachers use at Jingili, and is part of our Berry Street approach, is 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.





Jingili is turning 50 this year in June.

We will be celebrating with a couple of events. **SAVE THE DATES**

Wednesday 16th June – (5.30pm -7.30pm)

Bring a picnic rug and dinner to share with your family, view our museum and visit Classrooms.

All Past and present students, staff and parents are welcome to come.

Friday 18th June (8.30am)

Whole school 50th Assembly. More details to come soon.

Saturday 19th June (Time TBC)

Evening Cocktail Event at Wharf One – More details to come soon with cost, time and how to purchase tickets.

We also have a private facebook page for past and present students, staff and parents to share photos and memories. Search for **Jingili Primary School 50th Birthday**

Please contact Di Sullivan at di.sullivan@education.nt.gov.au or the front office on jingili.school@education.nt.gov.au



Jingili Primary School

Annual School Improvement Plan 2021

Continuous improvement at Jingili Primary School is an evidenced based inquiry process in which a range of evidence from a variety of sources is used to inform decision making. Planning for improvement is a process in which effort and resources are directed towards achieving specific evidence-informed outcomes.

Design principles

- A sharp and narrow focus on actions that make a difference
- Actions are research informed and evidence based
- The school improvement agenda is everyone's business and we do whatever it takes
- The Jingili community: staff, families and the system have a shared understanding of our direction



Signature Strategy	Goals
E3 <i>Whole School Curriculum and Assessment Plan</i>	<p>To develop an explicit, coherent, sequenced plan for curriculum delivery across the years of school which makes clear what is taught, learnt and what is assessed and reported on.</p> <p>To develop a school-wide approach to reading including intervention, enrichment and acceleration.</p>

Evident changes will be

- All teachers will be designing for learning using the whole school curriculum maps, with HASS and Science aligning to both the Australian Curriculum and the UNESCO Sustainability Goals, integrating general capabilities where authentic links permit.
- The whole school curriculum plan will show vertical and horizontal alignment, intentionally building on prior learning and demonstrate a clear progression across the years of schooling in all key learning areas
- Teachers and students will have a deeper understanding of inquiry pedagogy
- Teachers will be exploring the connections between the general capabilities and Jingili's Learning Dispositions with students
- Consistent assessment practices for concepts, skills and learning dispositions
- Goal setting practices across the school
- Clear targets for reading will be set, monitored and analysed to inform intervention, enrichment and acceleration

Signature Strategy	Goal
A1 <i>Readiness to Learn</i>	To develop consistent strategies and language that prioritises the wellbeing of students and staff.

Evident changes will be

- Training of staff and parent champions in the Berry Street Education Model – Modules on Body and Relationships
- Introduction of a shared framework of strategies and language for well-being used by staff and community with consistent practices across the school and evidence in teacher planning for well-being
- Increased percentage of students who feel safe at school through the school survey
- Increased attendance and engagement of students in class

'Putting the Child First'

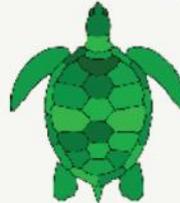
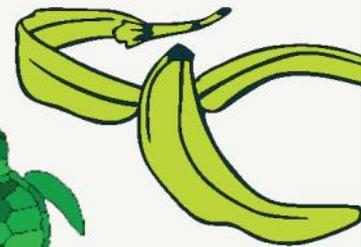
Jingili Rubbish Warriors



Saving our
Environment

Keep our School Clean

**Pick up any
Rubbish you see
everyday. It is all of
our responsibility**



**Throw
rubbish
away
responsibly**

**We do a rubbish clean
up every Tuesday at
lunchtime.**

Come and join us to
keep our school
clean!

Hi Jingili Community, we are the Jingili Rubbish Warriors. The Jingili Rubbish Warriors meet outside the library every Tuesday lunchtime to pick up rubbish around the school. We are trying to reduce the amount of plastic in our school so we do the plastic collection as well as the chicken buckets. Could you please try not to pack any plastic in your child's lunchbox.

