

Issue 3
7 March 2019

Red Hill School Newsletter

Coming Events

Friday 8 March

Year 6 House Leaders and
Playground Mentor Program

Monday 11 March

Canberra Day

Tuesday 12 March

Year 5/6 Choir 8:30am

Wednesday 13 March to Friday 15 March

Year 6 Camp

Wednesday 13 March

Kenny Koala visit Year 3

Friday 15 March

Whole School Assembly
Kenny Koala visit Year 4

Monday 18 March

Year 4 Legislative Assembly
Excursion

Tuesday 19 March

Year 5/6 Choir 8:30am
Year 5 Swimming Carnival

Thursday 21 March

Harmony Day
Newsletter

Red Hill School is a Nut Free Environment



Myra Ali -Griffith Preschool 'My first preschool painting'

Notes Home

Third Party Permissions Years 3 and 4

Third Party Permissions Years 5 and 6

French Australia Preschool Construction Works (via email)

6LF and 6T Letter to Parents (via email)

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Our Next Assembly

Will be a WHOLE SCHOOL ASSEMBLY held on Friday 15 March at 9:25am

Hosted by: Executive Team

All welcome, please be seated by 9:20am for a prompt start

*Parents are invited to attend croissants and coffee
in the parent hub at 9.00am*

CANTEEN

The student leader canteen will be closed next week (week 6) due to Monday being a public holiday. The canteen will re-open in week 7 and will be operating on a Thursday first half of lunch instead of a Monday.

We expected the Y-Bites canteen lunch service to reopen last week. Unfortunately, the head chef left suddenly, and Y-Bites are recruiting a new person to run the service. We will keep you updated as we hear more.

Thank you
Cherie and Louise

Leadership Team Overview

Dear Parents and Carers,

Improving teaching and learning in mathematics at Red Hill School

Mathematics continues to be a focus in our school plan for 2019. Staff have engaged in significant professional learning about teaching mathematics over the last two years.

We are using latest research to inform the decisions we are making in our school, ensuring we are meeting the needs of our students. Learning from experts in mathematics such as [Catherine Attard](#), [Jo Boaler](#), [Peter Sullivan](#), [Peter Farmer](#) and [Paul Swan](#) has informed our written and taught curriculum decisions.

As a staff, we believe that “mathematics is a language and way of thinking” and that numeracy involves teaching children to effectively use mathematics in their daily lives. Teaching mathematics is not just about learning skills and formulas, it is also about learning to think mathematically and to use a language that helps articulate strategies and reasoning and work out real life problems.

This belief impacts how we teach maths in our school. We allow plenty of opportunities for students to practise and apply learning. This may look quite different to how parents learnt maths at school. If you walk into a classroom nowadays you will often see your child playing a game: this might be as warm up for a maths lesson, an opportunity to introduce and discuss mathematical language or an opportunity to manipulate concrete materials to develop conceptual understanding. You should also see students working in pairs or groups, using their knowledge and stretching their thinking by talking and problem solving together. There are many opportunities for inquiry and open-ended problem solving related to real life application, coupled with the teaching of explicit skills and strategies to a whole class, a small group and/or individual.

Mathematics should be an exciting and stimulating part of the day and include different elements each day, depending on where students are at: learning something new, practising skills and thinking that has already been introduced or applying their knowledge in challenging ways. Students must have daily opportunities to hear and use mathematical language, explain, justify and debate mathematical thinking and be exposed to the reasoning of others. In home learning, students may be practising skills and reviewing concepts (by completing a school set task or using Mathletics), they may be collecting information for the next maths lesson at school or they may be asked to explore real life application with parents. Please speak to your child’s teacher or make a time to see me if you are interested in discussing maths in our school further.

The PYP attitude of Respect

A current whole school focus is respect. Respect is one of the attitudes the PYP believe is important for us to model and develop in our students. It encompasses being respectful of the individual self, other people and the local and global environment. This can mean different things at school; being respectful of people, their beliefs, ideas and interests, being respectful of belongings (our own and others) and being respectful of the environment. We are particularly talking at present about being respectful of spaces at school – the playground, classroom and corridors – keeping them tidy, not dropping rubbish, putting things away after use. We are also reminding students to be respectful of their own property, putting things where they belong so they do not get lost. Having names on everything helps this process. We appreciate any support you can give us by talking to your children about being respectful at school and discussing how they can show respect at home and in the community.

Yesterday’s carnival went ‘swimmingly’ well. Students were courageous, taking part in events even when a little nervous. They were also very respectful of each other, encouraging and congratulating their peers on ‘personal bests’ and following staff instructions. Dickson Pool commented on this as we left the venue. However, we had many items of clothing, towels and even a pair of shoes left at the pool. Students will be reminded today that these items are in the Breezeway for collection. If an item does not come home this afternoon, please check the Breezeway on Tuesday. Unfortunately, most items are not labelled so we cannot return them to their owners.

Kind Regards, Emma Campbell (Deputy Curriculum & PYP Coordinator)

Year 4

'The Best Part of Me' by 4KS:

'My nose has a nice tingle when I sneeze.' by Luca

'My brain can store lots of memories.' by Isabel

'The best part of me is my personality because I am kind and loyal...' by Emily

'Without my brain I would have no personality...nothing in fact.' by Annika

'... my brain because (it is) where my knowledge is stored and memories and every word.' By Adia

'The best part of me is my back ... it is very flexible because I do gymnastics.' By Annabel

'The best part of me is my head ... because it holds (my) brain.' By Alex

'I like my eyes because I can see different things.' By Anna

'I love my hair because it is soft and long.' By Mahaniya

'...without (hands) I wouldn't be able to write. If I used my feet...(they) would be harder to write with.' By Chelsea

'I like my hair because I can grow my hair long.' By Armaiti

'The best part of me is in my head, yep it's my brain!' by Grace

'I love the hippocampus because it's very fascinating ... it's where your memories are stored.' By Harrison

'...my eyes enable me to identify and analyse this world.' By Eugene

'...my brain... helps me think and it prevents me from making dangerous or silly choices.' By Lijia

'I like my feet because I can do so much with my feet.' By Emma

'I like my hands because they can help me touch things' by Toby

'Without my eyes I could not see the amazing things that happen around me' by Lilah

'If I didn't have hands I wouldn't be able to play any music, chess (or) be a goalkeeper' By Sebastian

'The best part of me is my stomach...the wall of the stomach makes sure you don't die' By Leonard

'I use my hands more than I use my mouth' By Eli

'My brain allows me to talk and be a communicator' By D'Arcy

'My hair is brown with a teensy bit of blonde. It keeps my head warm.' By Will

4SN having fun learning



4O enjoying the library furniture



4S Artwork

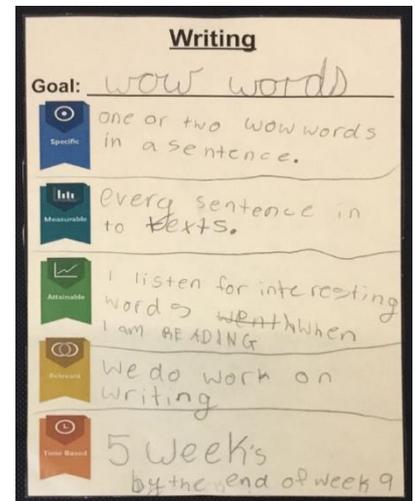
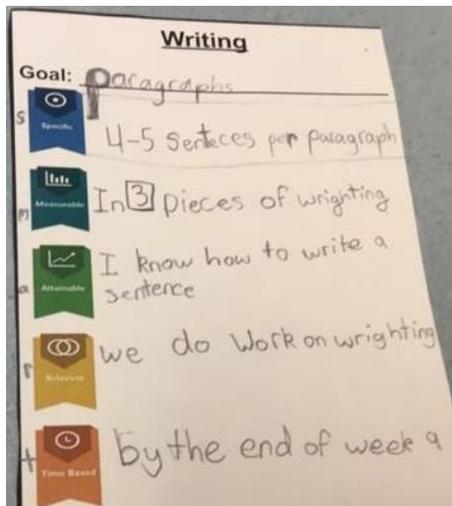


Year 3 2019

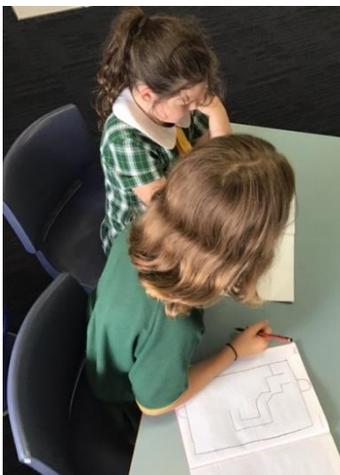
Year 3 have started the year by exploring *Who we are* through the central idea, "A sense of self shapes wellbeing." Students have uncovered their own character strengths and considered the strengths they see in others



We are also exploring the meaning of growth and wellbeing by engaging in fitness circuits, obstacle courses, mindfulness and goal setting.



In preparation for students designing their own obstacle course, we are learning about the design, make and appraise process through the creation of mazes. Students have developed their measurement skills to improve the accuracy of their designs.



Drumming News

Wassa Wassa performed very strongly at the CAT Awards on Saturday 23rd February. The students were very confident even though this was their first major performance outside of school and they were only 3 weeks into year 6! We didn't win the award we were nominated for but the audience gave them 'sustained applause' and he got a lot of positive comments after the show.

Dan Graetz

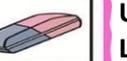
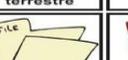
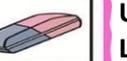
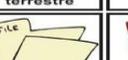
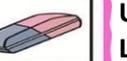
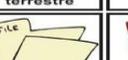


French

Year 3: Year 3 are undertaking a unit of work dealing with how systems across the world respond to the needs of humans (the French School system).

<p>Year 3 Main learning intentions for students</p>	<p>Year 3 <u>Vocabulary and language structures</u></p>
<ul style="list-style-type: none"> • To be able to name and say the most common school objects in French • To be able to ask and tell their age and what class they are in at school in French • To be able to talk about school at home and in France (in French) • To become aware of how to ask and answer simple questions in French 	<p><u>French Language expressions:</u></p> <p>Classroom objects Qu'est-ce que c'est? = What is this? C'est = It is..... / un cahier = a jotter un stylo = a pen / un crayon = a pencil / un livre = a book un sac = a bag / une calculette = a calculator / une gomme = a rubber / une règle = a ruler / une trousse = a pencil case un tube de colle= a glue stick</p> <p>Classroom furniture C'est ... it is ... / une chaise = a chair / un poster = a poster / une porte = a door / un bureau = a desk / une fenêtre = a window / un lecteur de CD = a CD player / un écran = a screen / un projecteur = a projector / une table = a table / un ordinateur = a computer / un tableau = a board / un/une professeur = a teacher / un placard = a cupboard</p> <p>Classroom Expressions Qu'est-ce qu'il y a dans le sac? = What is in the bag? Il y a..... there is..... Tu as un/une.....? Do you have a.....? Oui, j'ai un/une..... Yes, I have a Non, je n'ai pas de No, I haven't got a.... regardez! = look! / répétez! = repeat! / écoutez! = listen! / comptez! = count! / levez la main! = raise your hand / asseyez-vous! = sit down! / levez-vous! = stand up! / vite! = quickly! / silence! = quiet! / doucement ! = quietly! Take it easy! / lisez! = read! écrivez! = write! / entrez! = come in! Maintenant je vais faire l'appel. = Now I'm going to do the roll.</p>

Year 4 : The year 4 inquiry is dealing with the relationship between and the interconnectedness of individuals and civilisations from global perspectives.

Year 4 Main learning intentions for students	Year 4 Vocabulary and language structures																																																												
<ul style="list-style-type: none"> To understand about Egypt, one of the Francophone countries, and research relevant information To be able to connect and contrast the two countries: Egypt and France. To recognise that written language works differently from spoken language Understand that learners write to communicate information/ message to particular audiences in any language. 	<p>Le vocabulaire L’Egypte - Egypt La reine – the queen Le roi – the king Le dieu – God Les dieux – the Gods Le soleil- the sun La barque – the boat Le ciel – the sky La couronne – the crown Le pharaon – the pharaon Le cobra - the cobra Un égyptien – the egyptians Le fleuve Nil – the Nile river Les hiéroglyphs – the hieroglyphs Une pyramide – the pyramide Les papyrus – the papyri Les feuilles – leaves Le sphinx – sphinx Le scribe – scribes Le tombeaux- the tombs Le travail – the work Les masques – the masks Le funéreau – the funeral La tablettes - tablets Le temple – temple Les monies- mummies Le dèsert – desert Le vautour –the vulture Le nèmès – the nemes (is the striped headcloth worn by pharaohs) Le fouet – the whip Le baton de berger– a shepherd staff (stick) Une fausse barbe – a false beard</p>																																																												
<div style="text-align: center;"> <h3>Vocabulaire de la salle de classe</h3> <table border="1"> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. l'enseignant</td> <td>2. Le tableau</td> <td>3. Le cartable</td> <td>4. La poubelle</td> <td>5. Une gomme</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. l'étudiant</td> <td>7. Le sac à dos</td> <td>8. l'étudiante</td> <td>9. Le casier</td> <td>10. Le crayon</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>11. Le porte mine</td> <td>12. Le taille crayon</td> <td>13. Le stylo</td> <td>14. Le globe terrestre</td> <td>15. La colle</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>16. Les ciseaux</td> <td>17. La règle</td> <td>18. Le surligneur</td> <td>19. La chemise</td> <td>20. Les marqueurs</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>21. Une feuille de papier</td> <td>22. Le cahier à spirale</td> <td>23. Le classeur</td> <td>24. Le bureau</td> <td>25. Le bloc de notes</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>26. Les crayons de couleurs</td> <td>27. Le blanc</td> <td>28. Le trombone</td> <td>29. La punaise</td> <td>30. L'agrafeuse</td> </tr> </tbody> </table> </div>							1. l'enseignant	2. Le tableau	3. Le cartable	4. La poubelle	5. Une gomme						6. l'étudiant	7. Le sac à dos	8. l'étudiante	9. Le casier	10. Le crayon						11. Le porte mine	12. Le taille crayon	13. Le stylo	14. Le globe terrestre	15. La colle						16. Les ciseaux	17. La règle	18. Le surligneur	19. La chemise	20. Les marqueurs						21. Une feuille de papier	22. Le cahier à spirale	23. Le classeur	24. Le bureau	25. Le bloc de notes						26. Les crayons de couleurs	27. Le blanc	28. Le trombone	29. La punaise	30. L'agrafeuse
																																																													
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Do you remember when the French Club is on?
It's every Thursday at lunchtime.
Don't miss it!

Safe School Travel in the ACT – Information Sheet 9

Cycling to school

Cycling is an ideal form of transport for young people, providing a healthy, cheap and environmentally friendly way to get about, together with a degree of freedom and independence. As cycling is about three times faster than walking, it is perfect for journeys to school which are too far to walk, and is an easy way to keep fit.

Australian governments recommend that young people should have a minimum of sixty minutes of moderate physical activity each day, to keep healthy and help prevent serious illness in later life.

Cycling to school is a simple way for children to incorporate physical activity into their everyday lives. When this replaces car journeys to school the extra physical activity can improve health outcomes. Additional benefits include easing traffic congestion,

reducing greenhouse gas emissions, creating safer environments and improving social cohesion.

It is vital that children can handle their bikes competently, and that they know how to ride safely and with consideration for others. A national cycle training organisation, AustCycle, offers cycling proficiency and skills training for adults and children in all major cities including Canberra. Cycle training is also useful for adults who want to share the enjoyment of cycling with their children.

Pedal Power ACT is an organisation for adults and children who cycle for transport and recreation in the ACT. They work closely with ACT Government on Ride and Walk to School programs and can provide practical advice to schools who want to encourage more cycling to school. Contact: www.pedalpower.org.au



Safe School Travel in the ACT – Information Sheet 6

Parking safely near schools

Illegal and unsafe parking can put children's lives at risk. High penalties apply for illegal or unsafe parking in an operating school zone.

A high penalty applies for stopping or parking a vehicle on or near:

- A pedestrian crossing.
- A children's crossing.
- Any marked foot crossing (Zebra).

The following behaviours put children at risk outside the school

- Calling children across the road.
- Dropping children on the wrong side of the road.
- Leaving children in a vehicle without adult supervision.
- Double parking.
- Parking in a bus zone or driveway.
- Making an illegal U-turn.
- Illegally parking on the verge.



Red Hill P&C



P&C Annual General Meeting
Monday 25 March @ 6.00pm
*We will provide pizza and wine!!!
(RSVPs would be appreciated)*
Followed by the
General P&C Meeting @6.45pm
in the school staff room

Welcome BBQ **\$3000**

Thanks to all those families who attended, and to the many volunteers who made the welcome BBQ such a success. Attendance numbers exceeded our expectations, and we raised almost \$3000, which is brilliant.

As always, there were lessons learned, and thanks for everyone's patience when waiting for the volunteers to serve food and drinks.

2019 P&C Plan

The draft **2019 P&C Plan** was sent out last week for comment, please provide your feedback to the P&C Committee by 15 March. The final 2019 P&C Plan will be tabled at the next P&C Meeting.

We need to fill all Class Coordinator positions!

- Class coordinators will support communication to and from the P&C.
- They will coordinate volunteers for the event allocated to the year.
- If you are the class coordinator, please email the P&C Committee to advise which class you are the coordinator for.
- Please provide your details to your class coordinator ASAP, if you want to receive information, and be involved.

P&C Event Calendar

Last week the **2019 P&C event calendar** was sent out.

The next events to start planning for are our major fund raisers:

- the Election BBQ (Year 3) and
- the raffle (Year 2)

Volunteer roles

Last week a list of volunteer roles we are aiming to fill was sent. We can achieve so much more as a team of many, rather than just a few! If we can fill all **24** roles, it will be easy, fun, and we can make a real difference for the school and our children.

All P&C roles will be filled at the AGM. If you have questions, or would like to put your hand up for a role but cannot attend the AGM, please email the P&C Committee.

Check out the new P&C information board

The information board in the breezeway is another way we will provide you with information regarding P&C events and meetings.

Join the P&C Community Facebook Page search Red Hill School Community to join.

Red Hill School Uniform Shop

Item	Price
Hat Surf	\$10.00
Hat Bucket	\$12.00
Hat Slouch	\$10.00
Hat Microfibre	\$12.00
Dress Summer	\$45.00
Polo Shirt Short Sleeve (green)	\$22.50
Polo Shirt Short Sleeve (gold)	\$22.50
Polo Shirt – Long Sleeve (green)	\$22.50
Jacket Waterproof Flying	\$41.00
Jacket Microfibre	\$41.00
Polar Fleece Jumper	\$28.00
Skorts Pleated	\$21.50
Skorts Gabardine	\$21.50
Shorts Knit	\$16.50
Short Gabardine	\$21.50
Pants Long Gabardine Double Knee	\$26.00
Pants Long Stretch Boot Leg	\$36.50
Track Pants Microfibre	\$31.50
Track Pants Straight Leg Fleece	\$21.00
Socks Ankle Green	\$5.50
Tights Bootle Green	\$12.00
Headband Green/Gold	\$2.00
Hair Tie Scrunchie	\$2.00
School Back Pack (M)	\$45.00
School Back Pack (L)	\$48.00



Purchase Options

* *Uniform Shop hours*

Wednesday 8.30-9.00am and Friday 2.30-3.30pm.

Payment options include cash, EFTPOS, credit cards (no AMEX or American Express).

Flexischools is an online ordering and cashless systems created for use by school which streamlines payment, ordering and processing of purchases and events. The system is quick and easy to use, can be accessed 24/7 from your PC or mobile App on Iphone/Ipad or Android. Some fees may apply. The Red Hill School P&C

Association uses Flexischools for uniform shop sales and will deliver orders to your child's classroom.

For further information and to register please visit: www.flexischools.com.au

- * payments by Credit Card or Bank transfer
- * orders placed by 3.40pm on Wednesday are filled and delivered to your child's classroom by Friday of the same week.
- * details on sizing, including height, chest and waist are noted with each garment listing.
- * you will need to include your child's name and class (for families new to the school and not yet been allocated a class please enter "New Student" and orders will be held at the front office for collection. purchase in person at the uniform shop - Red Hill School.

The Red Hill Uniform shop is staffed by volunteers from our parent community who kindly donate their time to help. If you have some time to help, please email rhps.uniformshop@gmail.com

School Banking

School Banking day – Friday



Leave banking at Front Office by 9.00am on Friday Morning **CommonwealthBank** 
Collect after 3.15pm on Friday Afternoon

Open a Dollarmite account at any Commonwealth Bank branch and start banking today
every \$ you bank raises money for the school

Dear Red Hill students, parents and carers,

At the front office you will find a letter and a petition to the Commonwealth Bank.

With this letter we hope to convince the bank to change the type of prizes they give out to Dollarmites savers.

We want to stop them using so much plastic, as there is already enough in the environment.

We suggested some alternative prizes that do not involve plastic.

We would like you to join us, because with your support, we have greater chance of succeeding in convincing a big bank.

If you agree with our petition, please sign the petition at the front office before the 15^h of March.

**Thank you for considering this important cause,
Chloe, Year 6 and Lia, Year 4**

Red Hill School Calendar 2019 – Term 1

Mon 4 Feb – 12 April

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Feb 4 – 8 Feb	First Day of School For Kindergarten and new Students	First Day of School for Year 1 to 6		Newsletter	
Week 2 Feb 11 - 15					Assembly
Week 3 Feb 18 - 22	PIPS	School Board Meeting 5:45pm	Parent Information Night – Positive Education – Dr Justin Coulson	Newsletter	RHIPP (Years 1 – 6)
Week 4 Feb 25 – Mar 1		P&C Meeting 6.30pm Staff Room	Year 5/6 Choir 8:30am	Think U Know Student Presentation 9:15am to 11:15am Think U Know Parent Presentation 6pm to 7:30pm	Preschool Parent Information Night
Week 5 Mar 4 - 8		Year 5/6 Choir 8:30am	Year 5 Camp		
				Newsletter	Kidfit Course – Year 6 House Leaders and Playground Mentors
Week 6 Mar 11- 15	11 March Canberra Day	Year 5/6 Choir 8:30am	Year 6 Camp		
				Kenny Koala – Year 3	Whole School Assembly Kenny Koala – Year 4
Week 7 Mar 18 - 22	Year 4 Legislative Assembly Excursion	Year 5/6 Choir 8:30am Year 5 Swimming Carnival		Harmony Day Newsletter	Ride to School Day Matt Giteau Cup RHIPP (Years 1 – 6)
Week 8 Mar 25 - 29		Year 5/6 Choir 8:30am School Board Meeting 5:45pm		RTI Information Session 8:30am to 9:00am	Junior Assembly – Year 2 to Host
Week 9 Apr 1- 5	P&C Meeting 6.30pm Staff Room	Year 5/6 Choir 8:30am	Christian Education	Newsletter	RHIPP (Years 1 – 6)
Week 10 Apr 8 - 12		Year 5/6 Choir 8:30am Preschool Excursion to Boundless		Preschool Excursion to Boundless	Whole School Assembly



6287 3833

Being a parent is the hardest job we'll ever have. All parents at some time experience difficulties and stress.

Parentline ACT

is a confidential and free telephone and face-to-face counselling and information service.

Phone Parentline if you would you like:

- To talk with someone about those parenting issues.
- Help with some ideas on raising children.
- Support in the important job you are doing.
- To know what is available for parents, teenagers and children.
- To build better relationships in your family.
- Help to understand your child or teenager's behaviour.
- Make an appointment for a counselling session.

Parentline ACT.

Monday to Friday (except on public holidays), 9am to 5pm.

Phone: 6287 3833

The logo for Woden Community Service, featuring the text "Woden Community Service" in white on a purple background with a tagline "working together, enriching lives" in orange script below it.
Woden Community Service
working together, enriching lives

Lollipop Early Learning Centre

Places now available for babies and children up to five years of age in **Long Day Care** or **Occasional Care** at Lollipop Early Learning Centre.

26 Corinna Street, Woden
(opposite Westfield Woden behind Chemist Warehouse)

Contact us on **6234 6886** or **lollipop@wcs.org.au**

www.wcs.org.au

Hope · Community · Integrity · Responsiveness

A SEMINAR FOR
PARENTS/TEACHERS

PRESENTED BY DR LANNIE KANEVSKY

Learning: Focusing on Strengths

How is the learning of gifted students similar to and different from that of others their age?

How do learners learn? How is the learning of gifted students similar to and different from that of others their age? Dr Kanevsky will answer these fundamental questions and identify features of learning that can be adapted to respond to gifted learners' strengths. Dr Kanevsky will introduce a chart that can help them, their children, and educators match learning strategies to their child's strengths. We'll explore the free resources on her website to find those that will nurture and extend each child's extraordinary abilities.



Dr Lannie Kanevsky is now an Associate Professor in the Faculty of Education at Simon Fraser University (Vancouver, Canada) but began her career teaching primary school and programs for students needing additional challenge and/or support to thrive in school. For more than 30 years, her research has focused on the nature and nurture of the potential of highly able learners, how we can better understand them, and optimize the development of their abilities. Advocating for student voices in their learning has been a consistent feature of Dr Kanevsky's research and the materials she's developed to help them co-construct their learning experiences with their teachers. She's shared her work in print, presentations, and workshops with students, educators, parents, and scholars in Europe, Asia, Australia, New Zealand and North America.



ACT Gifted Families
Support Group

Join us at 5:30pm for a drink of tea/coffee and conversation before the start of the seminar at 6pm

Time: 5:30pm – 7:30pm

Date: Thursday 21 March 2019

Where: Campbell High School Treloar Crescent Campbell ACT 2612

Ticket Pricing:

Early Bird offer until 7 March 2019: \$40

After 7 March 2019: \$50

ACT GFSG Members: Free

(Ticket cost included in annual membership fee)

Tickets available at:

<https://www.eventbrite.com/e/learning-focusing-on-strengths-for-gifted-learners-tickets-57303213454>

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