Principal’s Message
Hi and welcome to Week 3. This week our Year 3 – 6 students will be participating in our annual school swimming carnival. This is the first opportunity that our House Captains have had to exercise their leadership skills and promote pride in their respective sports houses. I’m sure that they will do a great job! I wish all of the students the best as they compete. I wasn’t a competitive swimmer when I went through school, but the best piece of advice my class teacher gave me was to still enter as many events as I could because there are two benefits – one you get wet more often; and two you earn points for your house. I hope the students will adopt a similar approach tomorrow.

This year the Department of Education is rolling out a new Finance and Administration system to be used by Principals and school office staff. The new system will be very different from the previous system and as such, our office staff and I will require a number of days out of the school to attend training. The training is quite extensive and there are a number of tasks that need to be completed in school before the system goes ‘live’. Whilst it will be a good thing to have this new system up and running, the training will have an impact on how quickly our office staff is able to respond to requests from both staff and parents. You will also see some less familiar faces in the office (relieving) on days when they are at the training, particularly at the end of Term 1 and throughout Term 2. I mention this for two reasons: firstly to keep you informed and secondly to ask that you consider checking the newsletter or the Skoolbag app before ringing the office with an inquiry. We have fantastic office staff who are friendly and who love to assist parents wherever they can, but both they and I will appreciate those times when you are able to find the answer to a question yourself. The office opening hours have also been adjusted slightly, if you need to visit the office to make a payment or drop something off the office will open at 8:40am each morning and close at 3:30pm.

I look forward to seeing some of you tomorrow at Wallsend Pool. Have a great week.
David Holland

Congratulations
Students of the Week!

Junior Student Award

Abbey Wise
2/3 Blue

Senior Student Award

Java Murray
4/5 Maroon
Parent Information Night

Next Tuesday 16\textsuperscript{th} February, we will be opening up classrooms for Parent Information Night. Each classroom teacher will run a session in their room at the times listed below. We have spread out the times a little in order to allow parents with students across multiple grades to attend each class session. Sessions have not been planned for Kindergarten students as the Kinder Orientation process covered most of the key information, however K/1 Green parents are encouraged to attend the K/1 session and meet Mrs Singh. Parent Information Night is a great opportunity to meet your child’s class teacher, hear about class routines and expectations and ask any questions that you may have. It is preferable that students do not attend, however if you are unable to make alternative arrangements for your children, perhaps they could bring a quiet activity to do outside the classroom while each session is on. The times are as follows:

- 5:00pm: K/1 Green, 1/2 Aqua and 1/2 Orange
- 5:30pm: 2/3 Blue, 3/4 Purple and 3/4 Silver
- 6:00pm: 4/5 Maroon, 5/6 Jade and 5/6 Ruby

We hope that you are able to attend.

Swimming Carnival

Our annual swimming carnival will take place tomorrow. The carnival is for all students in Years 3-6. Students may wear their swimmers under their sports uniform and are reminded to pack their hat, sunscreen, towel, a water bottle, lunch and recess and possibly a spare pair of underwear at the end of the day. Pool entry for spectators is $3. Should your child need to leave with you from the venue, please sign them out with the class teacher, however please understand this must be recorded as a ‘partial, unjustified absence’. Students are not permitted to remain at the pool once they are signed out. Because of the difficulty in getting a booking at the pool, we will do our best to proceed even in wet weather, however if the weather poses a threat to the students safety and we need to postpone - a push notification will be sent out via the Skoolbag app before 9am.

Reach Workshops

In 2016, we are trialling a new program for our senior students (Years 5 and 6) which is aimed at helping them in the transition process from primary school to high school. The program runs in a workshop format with a series of four 90 minute workshops which will be delivered at school. The workshops incorporate fun and creative activities designed to encourage students to explore themes such as bullying, the importance of empathy, understanding and appreciating difference, and the impact of our beliefs on our behaviour. Notes have been sent home with all students in Year 5 and 6 today. The cost of the program is being covered by the school, if you would like to know more or if you do not wish for your child to participate, please speak with Mr Holland.

Scripture
Today each child should bring home a note explaining the arrangements for Special Religious Education (SRE otherwise known as Scripture). Part of the Department of Education’s practice is the provision of SRE in schools by an approved provider. In 2016, the school will be continuing its association with the same organisation that has delivered scripture in our school over a number of years. Each lesson goes for half an hour, is non-denominational, based on Christian faith and presented by approved persons (the classroom teacher will be present in the room during the lesson). Children will work from an approved text. As parents you have the right to withdraw your child for these lessons. The Department is clear however, in that, other curriculum areas are not to be taught while SRE is being conducted for the nominated group. This means that if your child does not attend SRE with their class, they will be asked to complete any unfinished work, or read etc for the period of the lesson. Unfortunately, we have not yet obtained volunteers to run alternative Ethics classes, if you are interested in learning more about teaching Ethics please make an appointment to speak to Mr Holland. To ensure that we have accurate records about your wishes in relation to your child’s participation in scripture, we ask that you take a minute to read the SRE note sent home today, fill out the slip and return it to school before next Wednesday.

**Kluwell Home Reading Journals**

Included in this year’s book packs is an individual reading journal for each student K-6. These have been purchased following the School Council’s updated homework policy as a way of encouraging students to read more at home. The teachers will explain them better at Parent Information Night, but the basic idea is that we would like students to try to read at home 5 nights per week for about 10-15 minutes (no need to record weekend reading if your child is one of the super keen readers). When they read, the students can read aloud to a parent, caregiver or even an older sibling or if they are competent readers - silently to themselves. They then record in their journal which book they read and for how long and we just ask that a parent sign each day’s entry to verify that the students have indeed read for 10 mins or more. For older students who are more likely to be reading novels, it is OK to record the same book night after night until the book is finished. The ‘dream’ is that all our students get in the habit of reading 5 nights a week and filling in their journals, but we know that realistically that there will be some nights when reading is missed or not possible. Missed nights are OK, we are simply trying to encourage our students to develop lifelong habits of reading. As students continue to read, prizes will be awarded as the students reach particular milestones (nights do not have to be consecutive):

- 40 nights reading – a merit card
- 80 nights reading – a library award
- 120 nights reading – morning tea with the Principal
- 160 nights reading – a presentation day award

If for some reason your child loses their Reading Journal during the year, you can either replace it with an ordinary exercise book or you can purchase a replacement journal through office for $4.50.
Term Statements
Next week we will be sending home a term statement, one per family, which outlines all of the anticipated expenses for Term 1. It will include excursions, in-school performances, discos etc. We’d ask that families pay the statements promptly where possible. If yours is a ‘split’ family and the invoice has gone home to the other side of the family, the office can update you on what money is outstanding. As has been our policy previously, students will not be permitted to take part in activities for which they have not paid. If your family is experiencing financial difficulty at any point during the year, please make an appointment to speak with Mr Holland to discuss your circumstances, as you may be eligible for some assistance.

Volunteering at School
Volunteers and parent helpers play a vital role in our school and the education of our children. Volunteers help in classrooms, in the canteen or uniform shop and sometimes at specific events. If you visit our school as a volunteer, please remember that in order to do so, consistent with DoE policy, you must first have completed a working with children declaration at the office. This has to be done annually. So even if you did this last year, it must be done again at the commencement of each new school year. When you complete a declaration you also need to provide proof of identification up to 100 points (just like when you renew your driver’s licence). Once this is finalised, please ensure that each time you visit our school you sign-in at the office, collect and wear a visitor’s lanyard and also sign out and return the lanyard when you leave. Our helpful office staff will talk you through it you are coming in for the first time. Your assistance in our school is such a big help and we appreciate all our volunteers.

School Assembly
The first assembly for the year will be on this Thursday 11th February and will be led by the School Captains. Please join us in the hall at 2:10pm if you would like.

Jelly Beans
The wonderful Jelly Beans program which was so popular with the students last year has kicked off again this week. The students attend one lesson per week and the program as a whole runs for eight weeks. Lessons will again be taught by highly qualified and experienced music teacher Karen Green. It is designed to develop the students’ understanding of musical concepts including: singing, moving, performing (using percussion instruments and recorders), aural listening skills, composing and improvising. If you’re interested in keeping abreast of what musical pieces the students are learning, please see last week’s newsletter for information on how to access them on-line.

Canteen Roster

<table>
<thead>
<tr>
<th>Wednesday 10</th>
<th>Friday 12</th>
<th>Monday 15</th>
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<tbody>
<tr>
<td>D.Reilly</td>
<td>J.Catalozski</td>
<td>D.Reilly</td>
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<tr>
<td>K.Lambert</td>
<td>E.Daly</td>
<td>L.Jones</td>
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<tr>
<td>P.Thompson</td>
<td>M.Howe</td>
<td>M.Thompson</td>
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<tr>
<td></td>
<td>C.Redpath</td>
<td>L.Walter</td>
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### Swimming Carnival

Students to arrive by 8.50am for a prompt departure.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9.30</td>
<td>House Cheer Squads</td>
</tr>
<tr>
<td>9.45</td>
<td>50m freestyle 8Yr, 9Yr, 10Yr, 11Yr, 12/13Yr</td>
</tr>
<tr>
<td>10.10</td>
<td>50m Backstroke 12/13Yr, 11Yr, Jnr, Jnr novelty events / non-swimmers</td>
</tr>
<tr>
<td>10.35</td>
<td>50m Breaststroke 12/13Yr, 11Yr, Jnr, Snr novelty evnets / non swimmers</td>
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<tr>
<td>11.00</td>
<td>Recess</td>
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<tr>
<td>11.20</td>
<td>Open 100m freestyle 25m Freestyle 12/13Yr, 11Yr, 10Yr, 9Yr, 8Yr</td>
</tr>
<tr>
<td>12.15</td>
<td>Novelty events</td>
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<tr>
<td>11.00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1.30</td>
<td>House Relays</td>
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<tr>
<td>2.00</td>
<td>Pack up and return to school</td>
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</table>
Building parent-school partnerships

10 confidence-building strategies every parent and teacher should know

Instilling confidence takes more than heaping praise on kids. Here are 10 practical confidence-building strategies for parents and teachers of children and young people.

Children with healthy self-esteem and self-confidence learn more, achieve more and are generally happier than those with low confidence levels. Building children’s and young people’s confidence is complex. It’s more than being a praise robot and heaping positive comments on a child at the first sign of them doing something well. Confidence building requires a number of approaches that impact on how they think, how they feel and what they can do.

Here are ten practical strategies that you can use to build real self-confidence in kids of all ages:

1. Model confident thinking
   Kids soak up the language, thinking and behaviour of those closest to them in their environment. Parents and teachers play a part in modelling confident thinking and behaviour particularly when it comes to tackling new activities. In particular, let kids hear positive self-talk when you tackle something new. They should hear something like, “I’ll have a go at this. If I don’t do so well then I can try again tomorrow.” This is far more effective than “I’m no good at this. I’ll probably stuff it up.”

2. Focus on effort & improvement
   Current thinking shows that people who believe that they can increase their intelligence through effort and challenge actually get smarter and do better in school, work, and life over time. One way to develop a growth mindset is to focus your language on effort and improvement rather than on the results of what they do. By linking success with effort you are teaching them success comes from something other than purely their ability, talents or smarts.

3. Praise strategy
   While effort is key for achievement, it’s not the only thing. Kids need to try new strategies and seek input from others when they’re stuck. They need this repertoire of approaches — not just sheer effort — to learn and improve. It helps too to focus language on better and smarter ways on improving. Comments such as “That was a smart idea to tackle the hardest task while you were fresh!” (strategy) and “You recognised the first few steps were the most important but then after that you were right” are descriptive statements that have significant instructional value for kids.

4. Develop self-help skills from an early age
   A child’s self-esteem comes as a result of his or her successes and accomplishments. The most important competencies to build confidence are basic self-help skills. These form the building blocks upon which other competencies such as organisational skills and many social skills are formed.

5. Give them real responsibility
   From a young age start giving children responsibility for some aspects of their lives. By giving kids responsibility we are sending a powerful message that we think they are capable. Also they are learning the skills necessary to care for themselves.

6. Practise unconditional acceptance
   Your ability to accept children and young people’s best efforts in any area of endeavour, irrespective of the results, will go a long way toward determining their self-esteem and confidence.

Want more ideas to help you raise confident kids and resilient young people? Subscribe to Happy Kids newsletter, my FREE weekly email parenting guide at parentingideas.com.au. You’ll be so glad you did.

parentingideas.com.au

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... 10 confidence-building strategies every parent and teacher should know ...

If a child makes their bed to the very best of their ability, resist fixing it, even though it may fall short of your adult standards. Instead remind them next time of how to do it well.

7 Expand their horizons
Some kids are confident and capable at home but are fearful and nervous when it comes to new social situations and unfamiliar environments. Children today have less opportunity than those in the past to negotiate and explore unpredictable situations. Wherever possible look for opportunities to expand children’s horizons to include unfamiliar places and unfamiliar locations including catching public transport and walking to friends’ places unattended when capable.

8 Recognise improvement
Focus your comments on children's effort and improvement rather than on winning the game or getting top marks. Help kids set realistic goals in line with their capabilities and interests. Learning five new spelling words a week maybe more realistic than 20 words that school may require.

9 Put the training wheels on to support learning
Putting training wheels on a bike is a great way to teach a young child to ride. They keep them upright and mobile while they are getting the knack of balancing. We can use the same principle to support kids learning while they develop independence in many areas of life. For instance, we can accompany anxious kids to birthday parties and stay for a short time so they become comfortable before leaving.

10 Build teaching and training into your day
Teaching and training needs to be part of the every day repertoire of a parent. This means we need to add a little extra time to many of our interactions so we can help children acquire many of the basic skills of living, whether it is a young child learning to do up his or her shoelaces or a teenager learning how to fill out his or her tax form for a part-time job. When adults are busy it is often easier to do things ourselves.

Ask children for help
Doing things together is a great way to build competency and build the confidence that mastery brings. A simple way to initiate joint activity is to ask your child or young person to give you a hand with something. Better still, get them to teach you or show you how to do something you are unfamiliar with. Being a teacher rather than the learner is a great confidence-builder particularly for those kids who struggle with activities that others find easy.

Most importantly, great parents and teachers have a knack of communicating confidence in kids. They find ways to let kids know that they believe in them – that they know their kids will perform and succeed, that they have faith that they can deal with life’s challenges and know that they can become more independent.