FROM THE PRINCIPAL AND ASSISTANT PRINCIPAL

Dear Parents and Families,

Vale Virginia Jackson

It is with great sadness that we advise the school community of the passing of Virginia Jackson last night. Virginia worked at our school from 1988 to 2014 in various roles, most recently as a member of the administration team in the front office. Virginia will be remembered for her professionalism, her strong work ethic, her wonderful sense of humour and her great inner strength day to day and particularly during extended periods of significant illness. She has left her mark on the hearts of many and she will be greatly missed by all her friends and colleagues.

On behalf of our school community we will extend our deepest sympathies to Virginia’s family.

Parent Teacher Interviews
Next week parents have the opportunity to meet with the class teacher, and Specialists if required, to discuss the progress of their child this semester. Interviews provide time for teachers to convey information about the child’s academic, social and emotional growth as well as other matters related to school overall. Student Reports will be sent home with the students on Thursday June 25th.

Curriculum Planning Week
The delivery of a carefully planned, detailed curriculum that both supports and challenges our students is the priority of this school. The last week of term is Planning Week. Our planning documentation is always prepared in advance to enable a smooth commencement to the next term.

Family tax deductions for contributions to our Library and Building Funds
As the end of financial year approaches a friendly reminder to the many families who have made contributions that they are tax deductible. Thank you in advance to families who may wish to make the most of the opportunity for a tax deduction by contributing to the Building and Library Funds before the end of this financial year. The contributions enable planned major and minor School Council projects to be realised to ensure the learning environment is contemporary and well presented for our students.

Communication to parents: fortnightly Statements of Intent F-6 on our website
We hope parents are finding the fortnightly overviews of the class program helpful. Their purpose is to you inform you of the fortnightly classroom focus to assist conversations with your children about their learning.

A friendly reminder: enrol now for Foundation 2016
If you have a child starting school next year please enrol by Friday 26th June 2015. Thank you.

Sheryl M. Skewes
Principal

Neven Paleka
Assistant Principal
Canteen News
Special Lunch Day this term is on Wednesday 24th June. An order form went home with students this week. Please order on Qkr or return your completed form with money to the office by 9am Wednesday 17th June.
As announced last week, the canteen will open on Fridays next term. The volunteer form will be coming home again this week, so please complete and return by Friday 19th June.
We are receiving some wonderful suggestions from our students for our "Name the Canteen" competition - keep them coming! Just a reminder that the canteen is closed during the last week of term and re-opens the second week of Term 3.

Scholastic update
Thank you to everyone who has purchased books from Scholastic this year. The great news is $690 of credits has been spent buying 8 sets of 6 guided reading books for the Year 5 classes & $111.50 went towards resource books to support this term’s History focus for Year 4 classes. Issue 5 will come out at the beginning of Term 3.

SUPER HERO DAY
Did you know 1 in 6 children in Australia live on or below the poverty line? Let's do something to help!

Support our Super Hero Day fundraiser by coming to school dressed as your hero and help us eliminate poverty in schools across Victoria.

When: Thursday 18th of June
Donation: A gold coin from each student. All donations raised will go to State Schools' Relief,

Who is State Schools' Relief (SSR)?
State Schools’ Relief (SSR) supplies footwear and clothing to thousands Victorian students each year for school. Amongst these are children experiencing a range of misfortunes such as family illness, homelessness, parental drug addiction, poverty, family disruption and house fires.

Recently, our staff received a call from a school principal in Victoria. “I’m desperate,” he told us, “One of our year 3 boys has arrived at school this morning without shoes or a jumper.”

On that day, snow fall had been forecast for the hills areas of Melbourne and The Age reported that the “wind-chill made what was a 10.4 degree morning feel more like a 1.3 degree morning”.

These stories are not uncommon; State Schools’ Relief works side by side with all Victorian Government schools. They support thousands of students each year with new footwear and clothing for school, following an application for assistance from the Principal.

Having a uniform and looking like everyone else ensures that all students feel included and valued. It provides everyone, regardless of background, with the opportunity to participate fully in schooling.

Participation in Education is the main way out of poverty and this pathway must remain open to every child.

Parents can find out more about State Schools’ Relief by going to www.ssre.org.au

Thank you for helping us support our community.

Junior School Council. ©

Term 3 Bollywood Registrations Now Open!
Register your child for Bollywood dance classes for a fun way to build confidence!

Enrol by Friday 19th June at the office.

Come and watch this term’s Bollywood students perform at school assembly on 19th June. Next term’s students will perform at the school fete in October!

Classes: Term 3, Tuesdays 14th Jul – 15th Sep 2015
3:30pm – 4:30pm.
Fee: $120. Limited places available!
Boys and girls prep - grade 6.
Questions? Call Jag on 0423 080 724
KidsMatter Primary commenced in 2006 as a collaboration between the Australian Government Department of Health and Ageing, beyondblue, the Australian Psychological Society, and the Principals Australia Institute. The initiative was piloted in 100 Australian primary schools between 2007 and 2008, and independently evaluated by Flinders University. The evaluation found KidsMatter Primary had a significant improvement upon children’s mental health and wellbeing.

What is KidsMatter? KidsMatter is a mental health and wellbeing initiative for primary schools and early childhood education and care services – preschools, kindergartens and day care centers. It’s not a program, but a framework that helps staff, parents and carers to work together to create settings that better support children’s social and emotional wellbeing needs.

KidsMatter has 4 focus areas: creating positive school and early childhood communities; teaching children skills for good social and emotional development; working together with families and finally recognising and getting help for children with mental health problems.

KidsMatter comes with professional learning for staff, resources, and ongoing support throughout implementation. This year the wellbeing team will be implementing component one – Positive School Community.

Please take 10 minutes to complete this anonymous survey (details below) that will give us vital information about the mental health and wellbeing of our students. This will help identify the initiatives that are working well and those that require further improvement.

Many thanks, the Wellbeing Team - Anna Redlich, Jenny Fildes, Catherine Churchward, Anne Thompson, Jo Pyke-Simmons.

Parent Survey

What is KidsMatter Primary?
KidsMatter Primary is an Australian initiative that aims to improve children’s mental health and wellbeing. It recognises the important role that parents and carers play in the lives of their children and encourages effective working relationships between school staff, parents and carers, and the broader community. For further information, including information sheets especially written for parents and carers, visit the KidsMatter website: www.kidsmatter.edu.au/primary

What is the survey about?
The survey asks your perspective on your child’s school and what you think is important for the school to consider in better supporting children’s mental health and wellbeing. We expect that it will take approximately 10 minutes to complete the survey.

Why am I being asked to complete this survey?
KidsMatter Primary encourages schools to reflect on how they are doing things - what they are doing well already and also what they can improve to promote children's mental health and wellbeing. It has been recognised that including the voice of staff, students, parents and carers assists the school with planning.

What choice do I have?
Completing this anonymous survey is entirely your choice. Whether or not you decide to participate, your decision will not disadvantage you or your child. However, we hope that you will contribute to helping us improve our school community. Please feel free to discuss any concerns you may have about completing this survey with any of the staff.

How is my privacy protected and what happens to the answers?
The answers provided by parents and carers are completely anonymous and it will not be possible to identify you or your child from your answers. Data is stored electronically by KidsMatter Primary in a password secured database. Only summarised results that align to the four components are used by the school to assist with school planning. KidsMatter Primary may also use data summarised at a state level to inform the national development of KidsMatter.

What do I need to do to participate?
Please read this information statement and be sure you understand its contents before you consent to participate. If there is anything you do not understand, or if you have questions, please talk to a staff member at your child’s school.

If you consent to participate, please complete the survey according to the instructions given by your school, which may either be to fill out the paper-based survey and return it to the school, or complete the online survey at: www.kidsmatter.edu.au/primary/parentsurvey

Thank you for your support.
LEVEL LOW DOWN

Foundation

We are starting to revise the vowel sounds this week. There is often an ‘a – u’ and an ‘i – e’ confusion for our emergent writers so we see the word ‘beg’ for ‘big’ for example. We have had fun reading Jack and the Beanstalk as a part of hearing the repetitive language used at the beginning and end of fairy tales. We are also learning to understand the difference between fiction and non-fiction texts. In Maths we tossed 10 'magic beans' to make 'friends of 10' - 5 and 5, 3 and 7, 8 and 2 etc. (the beans are red on one side and white on the other.) For a bit of science fun we planted some Lima beans! We think the beans in FR and FL may grow faster than the beans in FT and FA. Do you know why? We hypothesised!

Next week we will put up a parent helper sheet for you to sign if you would like to help with investigations which will start in Term 3. Please find the sign-up sheet for all Foundation classes on the entry and exit doors of the Foundation rooms. Also, each class will send home a notice about being a literacy parent helper. We plan to go to the Bayside Library very soon. If your child does not have a library card, please go to the Bayside Library website and apply for one so that your child can borrow a book on their first class visit.

Year One

This week in Year One we have been continuing our procedural writing unit. We have learnt how to write a procedure, what it looks like and what to include in it. In our procedures we include a:

- title
- goal
- materials or ingredients
- steps in order
- conclusion

This week we watched a YouTube clip about Jamie Oliver making pancakes. We watched the clip many times and used our jotter pads to write down all the ingredients and the steps he took to make his pancakes. After we had all the information we needed, we had a go at writing a procedure about Jamie’s pancake recipe. The procedures looked great!

Here is the link to the YouTube clip we watched.
https://www.youtube.com/watch?v=JPdpSAvmnHY

Year Two

Our school has been fortunate enough to visit the local Beaumaris Library while our school library is being renovated. Here is a snapshot of 2C and 2M visiting the library this week. The children just love it!

“I like to borrow animal fact books from the library. I found some great books about koalas and eagles.” Angelica 2C

“The library is nice and quiet. I really like to see all the different books.” Georgia K 2C

“I like going to the library because there are a lot of interesting books.” Silas 2M

“The Beaumaris Library has so many books! It has a lot of my favourites. ‘Weirdo’ is the best book!” Poppy 2M
Year Three
We hope our Year 3 families had a relaxing long weekend to celebrate the Queen’s Birthday (even though it’s not Queens’s actual birthday). This week our focus for Maths rotations has been subtraction and measurement. The students are really enjoying the opportunity to work with children from other Year 3 classes during their maths cling group sessions. They are finding the activities challenging and fun. Below are the students in 3E learning about decimals points including a game of Target Race. Please remember to encourage the children to use ‘Mathletics’ at home to assist with their understanding of concepts and practice the skills already acquired.

Year Four
This week the teachers were able to have a sneak preview of the new Year 4 learning space, still under construction but not too far away from completion. We also met with educational consultant David Anderson to discuss how the Year 4 teachers and students will use the new space. We are busy preparing for the House Athletics competition which will be early next term. It is important that the students wear suitable footwear on Thursdays and Fridays for safe participation in vigorous training activities. The children have completed their History ERP proposal and are involved in ongoing research for this process, both at home and at school. It is requested that the children keep any home research in their school bags for easy access when required to be worked on at school.

Year Five
Roses are red, violets are blue, The Expo is coming, we have lots to do. Students are researching all over the house, It takes a good deal of planning and plenty of nous. In maths we have 3D shapes up to our neck, There are faces, vertices, and angles to check. I’d tell you about English but I’ve run out of time - it’s something to do with words that rhyme.

A reminder that the Expo this term is 3:00pm to 4:00pm on Thursday 25th June. We look forward to seeing you there.

Year Six
This week in Year 6 we are half way through the auditions for our production Aladdin. The students have put in a lot of effort practising for these roles. Next will be the final week of auditions and we are all looking forward to the cast announcement. The Year 6 Expo will be Tuesday 23rd of June and at 9am continuing until 10:15am. The date for Hoop Time has changed and the details will follow once the new date is confirmed. Parent teacher interviews are now online. Please ensure you book a time to meet with your child’s teacher.
Term 3 2015

**Electronics**

8 week basic electronic course for fast learners. Children will be introduced to the principles of electronics and creating circuits which are activated by sound, light and water.

Contact Claudine Berman on 9578 2245, 0414 249 462 or email claudineberman@gmail.com

All children need to be qualified for the programme
10 best phrases to teach resilience to your kids

Michael Grose explains how children and adults in resilient families tune into each other’s needs, choosing situation-specific language, rather than simply regurgitating generalised ‘feel good’ or ‘get on with it’ platitudes. Resilient families develop their own words and phrases to help each other get through the inevitable tough times that each person experiences. The language of resilience generally refers to coping strategies such as empathy, humour and acceptance. Here are 10 examples of the language of resilience, the coping skills each reflects and the types of situations in which they are applicable.

1. “Come on, laugh it off”
   Strategy: Humour
   Good for: Kids who experience disappointment, failure and even loss. Humour is a great coping strategy and a powerful tool for resilience as it heightens feelings of control. Some children and young people will naturally crack jokes or make fun of seemingly serious situations. This is a fantastic way to release stress and handle feelings of helplessness. As a parent you may need to lighten up tense situations by introducing humour of your own, which is something that many dads do really well.

2. “Don’t let this spoil everything”
   Strategy: Containing thinking
   Good for: Kids who feel overwhelmed; kids who experience rejection; perfectionists.
   The ability to compartmentalise bad events and keep them from affecting all areas of life is a powerful coping skill. Sportspeople, politicians and others who work in the public arena need to be adept at it. When something unpleasant happens during recess, for example, kids need to park their thinking about that event so they can get on with the rest of the day. The ability to compartmentalise thinking is a fantastic life skill kids can learn within their family.

3. “Let’s take a break”
   Strategy: Distraction
   Good for: Kids experiencing stressful situations; kids who think too much; kids with busy lives.
   When kids are troubled by events or spend too much time brooding, it helps to do something to get their minds off things for a time. Playing games, spending time together, watching some TV, going out – are all good distracters for worried, anxious or stressed kids. Self-distraction is healthy, providing some welcome perspective. It also prevents kids from replaying awful experiences in their heads, blowing them out of proportion.
4. “Who have you spoken to about this?”
**Strategy:** Seeking help
**Good for:** Kids who experience bullying and social problems; handling all types of personal worries.
Resilient people seek solace in the company of others when they experience difficulty. That’s why social connection is such a strong preventative strategy for young people. The promotion of help-seeking behaviours is one of the best coping strategies of all. Even if kids don’t overtly talk about what’s bothering them, it can be immensely reassuring to spend time around others who are empathetic, understanding and willing to listen and help.

5. “I know it looks bad now but you will get through this”
**Strategy:** Offering hope
**Good for:** Kids experiencing loss, bullying, change or extreme disappointment.
There are times when parents can do nothing else but keep their children’s chins up and encourage them when life doesn’t go their way. Being the ‘hope’ person can be hard work, that’s why parents need to be supported by resilient people and workplaces, too. It helps to be mindful that a child or young person’s resilience is nurtured by the presence of at least one supportive adult. You may have to be that person.

6. “What can you learn from this so it doesn’t happen next time?”
**Strategy:** Positive reframing
**Good for:** Kids who make mistakes, let others down or experience personal disappointment.
One of the common attributes of optimistic people is their ability to find a learning, or look for a message, in difficult or negative situations. Parents can help kids reframe events to help them see things differently. For instance, rather than regarding a public speaking opportunity as problematic and a chance to look foolish it’s better to reframe it as a challenge and a chance to shine. It also helps when parents model reframing so kids see you changing how you view seemingly negative or worrying situations.

7. “Don’t worry – relax and see what happens!”
**Strategy:** Acceptance
**Good for:** Kids who worry about exams or performing poorly in any endeavour; pessimists.
If you’ve ever been driving to an important event only to be stuck in traffic then you would know that there are some situations you just can’t control. The only way to cope is to accept what’s happening because worrying and fretting won’t get you anywhere. Similarly, parents with a resilience mindset can help kids understand what’s worth worrying about and what’s not, and that some things won’t change no matter how much kids fret or beat themselves up!
8. “This isn’t the end of the world”
**Strategy:** Maintaining perspective
**Good for:** Kids who catastrophise or blow things out of proportion.
While most of us catastrophise at times, jumping to the worst possible conclusion, it is a habit that only exaggerates anxiety. When kids constantly think the worst case scenario, challenge their views. “Yes, you could end up not knowing anyone at camp but you won’t be the only one. Besides you’ll probably end up making new friends like you generally do.”

9. “You could be right. But have you thought about …”
**Strategy:** Flexible thinking
**Good for:** Kids who catastrophise; experience extreme feelings; who exaggerate. Many children and young people talk in extremes — ‘awesome’, ‘the best’, ‘the worst’ and ‘gross’ roll off their tongues easily these days. Unfortunately, their extreme language leads to extreme emotional responses. Develop the habit of winding back their language by introducing shades of grey, rather than black and white. Replace “I’m furious” with “I’m annoyed”. “It’s an absolute disaster” with “it’s a pain”. “I can’t stand it” with “I don’t like it”. Realistic language leads to realistic thinking, which helps kids handle many ordinary situations that they have blown out of proportion.

10. “What can we do about this?”
**Strategy:** Taking action
**Good for:** Kids who mope; who experience disappointment; who feel inadequate.
Kids can sometimes feel overwhelmed by events such as constant failure, constant rejection or always narrowly missing being picked for a team. They can be overwhelmed by feelings of inadequacy and helplessness. Action is often the best remedy. Help them take the first step forward. Set some goals. Make some plans. Identify the first step and hold their hand while they take it. Taking action is a quality shared by resilient communities, organisations and individuals.

**Bring resilience into your everyday language**
Resilient parents focus on building children’s and young people’s strengths for the future, while helping them cope with the present difficulties and challenges they experience.
The key to promoting resilience lies in the language that parents use. My challenge for parents is to make resilience an integral part of your family’s proprietary language. You’ll know you have succeeded if your children as adults remind you, when they hear any complaints or whinges from you in your dotage, to ‘hang in there’, ‘this too will pass’ and ‘find the funny side’. Granted they may be phrases you don’t want to hear, but at least you know that you’ve drummed into your kids some important core messages that have stayed for life.
Michael will talk more about Resilience and other vital parenting matters in the **Very Important Parenting** Saturday seminars conducted in five Australian capital cities in term three this year. Find out more about what’s been called the parenting event of the year at [Parenting Ideas](http://www.beaups.vic.edu.au).