

Week Beginning

29/05/17



Numinbah Valley State
School

Numinbah Valley State School NEWSLETTER

PRINCIPAL'S REPORT

Hi Folks

Here we are 2017 and over half way through term two. Naplan is behind us. The days gradually becoming cooler and shorter and the weather during the day is quite pleasant. Autumn is nearly over as winter approaches and the flu season begins to sneak up on us.

I am very pleased to be back at Numinbah after my four week tenure at Beechmont. As Principal, I was well supported by the staff and parents and am very appreciative of that support making the transition much easier and needless to say much more efficient.

Hinterland Small Schools Athletics Carnival

This term we have the athletics carnival on the 7th of June at Pizzey Park. Permission slips have gone home with program times and food available on the day. The day commences at 0900 and it is anticipated that as per program it will conclude around 1430.

Hopefully most parents can attend at some time during the day acknowledging that work commitments do impact on these events. Please ensure that if unable to attend on the day that you let us know who will be transporting your child/children on the day.

Absenteeism

Could I please respectfully request that parents please contact the school to notify us when your child / children will be absent? A simple text or phone call to advise us the reason for the student's absence is essentially a matter of courtesy to your school assisting with our documentation and record keeping. Unexplained absences, giving no detail or valid reason generally compel staff to call parents for clarification or in essence a valid reason. I thank you in advance for your continuing assistance in this matter.

Naplan

It is anticipated that we will see the results of our recently completed testing sometime in September. Our four year five participants in 2017 will not be completing another test now until they are in year seven at their respective secondary schools. Next year our school will interestingly have four year three participants. As we progressively work toward that period we will be undertaking a process whereby we scan and assess student learning challenges and where they may have hit their limits. This will entail some practice testing along with explicit teaching in some areas where students identify experiencing challenges and conversely challenging those who can certainly achieve even better with a little additional encouragement and support.

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UPCOMING EVENTS

June

- 7 Athletics Carnival
- 23 End of School Term

FORMS TO BE RETURNED

- ◆ Athletics Carnival Permission

PRINCIPAL'S REPORT CONTINUED

Goal Setting

I have had some initial discussions with our 3-6 students around goal setting. We have divided the goals up into three areas: personal, literacy and numeracy intending to have students through discussion with parents and teachers establish goals that are achievable while challenging yet measurable in ascertaining direct student progress. It is very important to support our students in their quest to achieve these goals by providing regular feedback. Positive and constructive feedback can be a powerful tool engaging students to take greater ownership and responsibility as they work toward achieving their individually set goals.

Cross Country

I would like to congratulate Lucas Perry for his effort in representing Numinbah Valley in the district cross country last week at Pizzey Park. Lucas had been a quiet achiever always applying himself, remaining focussed and developing a sound work ethic.

Classroom

English

On my return I have reviewed our students' completed term one English assessments and am very pleased with the final products. The 3-6 task, creating a multi-modal advertisement promoting a holiday destination initially generated some issues, however the students knuckled down and produced a sound standard of work. Acknowledging that the varying degrees of effort, commitment and focus are reflected in the work I am generally pleased with the submitted products. Our younger groups' task was to respond to a picture book after developing their understanding of the purpose of imaginative texts including several unfamiliar texts. Their responses were built around questions where they demonstrated their growing knowledge by making connections with real life experiences.

Our students are currently putting the finishing touches to their English assessments for term two. Our P-2 students are working toward completing retells after hearing, reading and discussing several stories and choosing a favourite on which to base their topic. Here we are witnessing various samples of creativity, recall and understanding of how each student perceives a particular story and what they believe are important aspects and features. Our 3-6 students are completing the first chapter of a fantasy novel of their own creation. Here they are to develop and write the opening chapter about the struggle of good against evil revolving around opposing characters. We have read a variety of examples, discussed features and language elements and deliberated how our chapter might unfold. While the temptation to develop this chapter to reveal the unfolding plot is enticing the students are demonstrating reasonable restraint realising it's only the first chapter. We have invested a great deal of time in emphasising this is only the first chapter and the inclusion of limited insights into the developing storyline. Again I am very pleased with the efforts being displayed.

Oral presentations are due this week with the topic choice of: The Ghan Railway or Natural Disasters. We have seen some great improvement in this area recently and I'm sure the developing skills and confidence will benefit our students as they progress in their education.

Touch typing is another skill that only few people master and essentially very few need to progress or simply conduct their daily lives. However as a student it is an often neglected skill that when consolidated can save time and effort in completing many educational tasks. Our students are currently generating a pride in their typing skills in which they participate four mornings a week with some already up to 20 wpm and steadily improving.

School Review

Our school review has been scheduled for the 29th and 30th of August during the closing stages of term three. Reviews are conducted in a professional manner by trained reviewers, with the principal and school leadership team involved and kept informed throughout the process. Each review involves an analysis of the school's performance data and other information, as well as interviews with the school community including staff, parents, students and relevant external stakeholders. At the completion of the review, the review team presents its findings to the school. This is followed by a written report to guide their school improvement activities into the future.

Please contact me if you have any queries around this process.

Report Cards

Student academic report cards will be distributed during the last week of term two. We will be providing opportunities for parent / teacher interviews during the last two weeks of the term. Please don't hesitate to contact the school to arrange a suitable time acknowledging that Tracey and Cath are only available on Tuesdays.

Until Next time

Have a productive week.

Regards

Warren

CYSTIC FIBROSIS AWARENESS MONTH

MAY is the international month for Cystic Fibrosis (CF). It is the one month each year when we shout a little louder for the cause, raise more awareness & hopefully live long enough for CF to stand for Cure Found.

Cystic Fibrosis (CF) is a genetic, chronic disease that effects mainly the lungs & digestive system causing progressive disability & death!

Thick mucus production results in life-threatening lung infections, obstructs the pancreas & stops natural enzymes from helping the body absorb food.

On average one Australian child is born with Cystic Fibrosis (CF) every week. It is the most common life-shortening genetic condition in Australia.

Living with this chronic illness from birth is stressful for all involved - physically, financially & emotionally. The treatment for Cystic Fibrosis (CF) is life-long, ongoing & relentless. People living with Cystic Fibrosis (CF) take up to 80 pills per day, undergo tough physiotherapy regimes, hospital admissions several times a year & constantly cope with debilitating lung & gastrointestinal disease.

It is an invisible disease that is constantly life-threatening, life-shortening & life-long! The average life expectancy for Australians with Cystic Fibrosis is 37 years. There is NO CURE!

Quote of the week

"Doing your best is more important than being the best"

-Zig Ziglar

SCHOOL CAMP 2017

As you are aware, school camp will be held at Lake Ainsworth this year running from Wednesday 13th to Friday 15th September which is the last day of the term. Below is a link to the parent information on the camp website:

<https://sportandrecreation.nsw.gov.au/facilities/schools/parent>

Permission/medical forms will be sent home early next term.

P & C NEWS

Numinbah Valley P&C AGM was held on Friday 21st April, our new executive committee is:

President: Aimee Shepherd

Treasurer: Helen Perry

Secretaries: Danielle Holmes & Rachael Hardy

If you have not yet completed your membership form for 2017 please do so asap. If you intend to assist at our fundraisers this year, it is important that you are a member for insurance purposes.

A tuckshop roster has been emailed out and to date only one person has added their name to the roster. In order for us to keep our tuckshop operating please consider where you could help out. We will also place a copy of the roster in the tuckshop.

Our annual Kokoda Fundraiser is just around the corner 15th July, please keep this date free. Our hall is a half way check point for the Kokoda Challenge Event and together with the Hall Committee we run the car park and canteen throughout the day and evening of Saturday 15th July. Rosters will be compiled over the next few weeks.

MUSIC



The language of Independence-building – By Michael Grose

Independence-building is vitally important for parents. It's the pathway to children's competency, confidence and creativity, and the short cut to resilience and real learning.

Families always develop shared language around the values that have strong meaning for them. If resilience is a shared value then there invariably will be a strong set of words and phrases about resilience factors such coping, flexibility and perseverance.

Similarly, the values of independence and self-sufficiency are reflected in a family's proprietary language. In fact, it's through shared language that culture exists. If you are looking to building a culture of independence in your family then creating your proprietary language around independence is a great way to start.

These following twelve examples of independence-building language, and the principles behind them, will help you create your own family's language.

1. "Never regularly do for a child the things a child can do for him or herself"

Goal: Independence

This is perhaps the original parenting-for-independence manifesto, and it's a philosophy that guides many teachers and parents today. In effect, this sentence means that wherever possible - we give children the skills and competencies to look after themselves physically and emotionally. It requires a great deal of patience, time and courage from parents and teachers as the sentence is easier to say than to put into practice. But it's a worthy guiding principle that leads to self-sufficiency in children, and ultimately redundancy as parents.

2. "Is this something you can do?"

Goal: Self-help

Independence takes many forms but perhaps the most common is the development of self-help skills. The confidence, pride and, for most, sheer pleasure that kids doing the simple things for themselves such a toddler tying his shoelaces or a child making her own lunch is immeasurable. Yet it is so easily denied by well-meaning parents and adults who see it as their job to do everything for children. Independence begins at home with the development of self-help skills.

3. "Have you checked the help roster today?"

Goal: Contribution

A great way to develop a sense of independence is to give kids opportunities to help out at home. There is no need to overburden children with jobs, but a sensible allocation of chores according to their age and study requirements is not only a great help to you, but fantastic training for them. It also builds accountability and a work ethic, both highly valued characteristics for continuing success at school and later in life.

4. "Which of these two would you prefer?"

Goal: Decision-making

Parents as wise leaders need to call the shots on how the family life is conducted, including health and welfare issues such as appropriate bed and bath times. Some things are not up for negotiation. But there are areas where parents can rightfully hand autonomy to children and say, 'It's your call!' Choice of clothes, how they keep their bedroom, what they eat and who they play with are the types of decisions they can make. Naturally, this is age-related and you do need to have some influence on their choices.

5. "How can you make this happen?"

Goal: Problem-solving

Kids get used to bringing their problems to parents to solve. If you keep solving them, they'll keep bringing them. A problem-solving approach relies on asking good questions, which can be challenging if you are used to solving your child's problems. The first question when a child brings you a problem should be: 'Can you handle this on your own?' Next should be, 'What do you want me to do to help you solve the problem?' These questions are not meant to deter children from coming to you; rather, to encourage and teach them to start working through their own concerns themselves.

6. "We rely on you to do this."

Goal: Reliability

Reliability is closely connected to responsibility and other aspects of independence. Every child over the age of five, at the eldest, should do something that someone else relies on whether it's looking after a pet, clearing the meal table or emptying the garbage on a regular basis. Having others rely on you has its challenges and can be a learning curve. They'll inevitably forget to put the rubbish bins out on garbage night, meaning your bin will be overflowing for the next week. They'll need to be reminded about feeding the pet or clearing the table. Kids inevitably won't get things right, but that doesn't mean we should stop giving them responsibilities.

The language of Independence-building – By Michael Grose—continued

7. “What can you learn for next time?”

Goal: Self-sufficiency

Learning from mistakes is part of the independence-building process for children. Often adult impatience or unwillingness to put up with errors prevents us from giving kids the chance to do things for themselves or take real responsibilities. If independence is to be a major part of your family’s culture then it’s imperative that we help kids learn from their mistakes whether social, behavioural or just messing up while helping out at home.

8. “How do you feel about this?”

Goal: Emotional intelligence

An often over-looked aspect of independence is the ability to self-manage your emotional state. Emotional self-management starts with the recognition of how you feel about a particular event or action and then labelling that feeling. If possible prompt to identify their emotions before they act on them. You can also revisit events and ask children about the feelings that may have led to a certain behaviour such as hurting or yelling at a sibling.

9. “When you muck up, you make up.”

Goal: Accountability

Kids of all ages will make mistakes. In fact, mucking up is part of the learning process. But kids will just repeat their mistakes unless they experience the consequences of their decisions. The use of behavioural consequences is a way of teaching children to take greater responsibility for their lives and to learn to make smarter choices.

10. “How will you fix this?”

Goal: Restoring relationships

Independent kids are usually socially-smart kids who don’t operate in a bubble. They know that their behaviour impacts on others they are mindful of the thoughts, feelings and behaviours of others. They also make amends or restore relationships when their behaviour impacts negatively on others. Relationship restoration is a lifelong skill and involves the following: swallowing your pride, making up, giving something back, not holding a grudge and moving on.

11. “You need to do what’s right, not what’s easy.”

Goal: Integrity

A sense of integrity is important for a child’s independence because it’s the basis of reasoned and socially focused self-control and self-management. The job of parents is to move their children from ‘Me’ to ‘We’. Integrity is the great socialising agent for a child. They may get by without courage, endurance and grit but they won’t get far socially without integrity.

12. “Let’s find a way to make this happen.”

Goal: Positive risk-taking

One of the ways to develop independence is to work with them to build their skills and abilities to safely navigate an ever-broadening environment outside of the relative safe confines of their home. Ideas include adults and kids doing things together such as catching public transport until they are ready to go it alone or with friends; and giving kids smaller freedoms that lead to bigger liberties such as allowing a young child to walk part of the way to school on their own and then extending the distance as they get more experience and feel more confident.

Independence-building is vitally important for parents. It’s the pathway to children’s competency, confidence and creativity, and the short cut to resilience and real learning. We’ve gradually retreated from this approach over recent generations much to our children’s detriment. It’s time to help kids reclaim their independence. Getting our language right is a good place to start as family change always begins with shared language.

