

Week Beginning

18/04/16



Numinbah Valley State
School

Numinbah Valley State School NEWSLETTER

PRINCIPAL'S REPORT

Hello Everyone

Welcome back to term two. The morning temperatures are beginning to drop gradually as we progress through some of the most pleasant weather of the year in our part of the world. The sun is losing some of its potency and we look upon the mid-day warmth more welcomingly than even just a month ago. This term is unusually a week longer than normal and will be challenging for some of our younger children but I'm confident they will come through unscathed. I'm not so sure about parents? With the month of May comes NAPLAN testing and later in the term we have the small schools athletics carnival.

Mrs Fullerton will be taking some long service leave from week six this term while I also will be taking a week off at the end of the semester.

Facilities

As you may have noticed we have closed in the front veranda to essentially provide another learning area. I have long seen it as wasted floor space and decided that by providing greater privacy it could become another useful teaching and learning space secure enough to add some furniture and a whiteboard. The door will be fitted in the next week or so and we are exploring furniture options both existing and into the future. In addition I am having the sports shed door replaced in the not too distant future to modernise to some degree our downstairs area.

Staffing

Mrs Barrie will be spending two days per week at NVSS in the future with each Thursday being utilised as a learning support day. The resourcing for this will come from our Investment for Success funding to support students experiencing challenges across the curriculum.

We have also lost teacher aide hours for 2016 due to day eight figures. All state schools receive funding allocations based on each school's enrolment at day 8. Because our school's enrolment dropped we lose hours according to the model in place to determine funding in a fair and equitable way.

IN THIS EDITION

- Principal's Report
- Science/Technology
- Quote of the week
- Photo Page
- Michael Grose-
10 researched-backed
tips for raising happy
kids

UPCOMING EVENTS

April

25 ANZAC Day

2 Public Holiday

June

13 P&C Meeting

PRINCIPAL'S REPORT CONTINUED

Homework

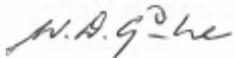
In the back of each 3-6 student's homework book is a weekly performance/progress report providing parents with a snapshot of their child's current progress. Parents can see the weekly spelling test results, number facts test results, behaviour and effort, 3 minute maths progress, homework points, oral presentation title and dates to be presented along with marks and comments about homework or general progress. Oral presentations are held every fortnight on a Thursday and students were aware of the titles and the presentation dates on the first day of term.

Classroom

English across this term finds the 3-6 students embarking on a unit reading Roald Dahl's "The Twits". This book lends itself to some interesting descriptions with a great deal of humour. The assessment item calls on our students to write an additional chapter utilising the various language devices evident in the book. We will be looking at noun groups, adverbial phrases, adverbs and prepositional phrases, text connectives and pronoun use. The knowledge and use of these different textual features supports student writing development and compels students to see how the author puts these features together to help the reader build a more vivid visual image of the characters and setting. Our P-2 boys are reading a range of books about a variety of loveable characters where character descriptions and personalities play a role in generating real interest and engagement. Here we explore texts to analyse how stories convey a message about issues that relate to families and friends. For assessment we are writing a biography about a character from a book.

Until Next Time

Regards



Warren



"lest we forget"

*"They shall not grow old, as we that are left grow old,
Age shall not weary them nor the years condemn,
At the going down of the sun and in the morning,
We shall remember them"*

SCIENCE/TECHNOLOGY

science - Juniors

This term in science students will explore materials and describe their properties. They will describe the actions they use when making physical changes to a material to make an object for a purpose.

Science - Seniors

This term in science students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students will pose questions; make predictions and plan investigation methods into the observable properties and behaviour of solids, liquids and gases. Students will understand that scientific understandings about solids liquids and gases are used to inform decision making and solve or prevent problems.

Digital Technology

This term in digital technology Juniors and Seniors will be using to code to create their own game.



'Your children will become what you are; so be what you want them to be'

- David Bly



TENNIS TERM 1



OUR VEGGIE GARDEN



10 researched-backed tips for raising happy kids

Michael Grose

I have just returned from a research trip to the Yale Center for Emotional Intelligence near New York. The Yale Center is home of the **RULER Program**, the world's best emotional intelligence program for children and families.

The thing that I love about the **RULER Program** is that it's totally evidence-based. Its effectiveness is backed by mountains of scientific evidence, so credibility is assured. But that's all I can tell you about the program now – you'll just have to wait.

In the meantime, there are plenty of other evidence-based tips for parenting that I can share with you. Here are 10 research-backed tips for raising what most parents want: happy, successful kids.

1. Birth order matters

Birth order is something parents need to work with. If you disregard the birth order of your children you are overlooking a vital piece of your parenting puzzle. For instance, research has shown that eldest children tend to experience greater mental health problems, particularly anxiety, than children in any other birth position.

2. Positive peers matter

Recent research I was involved in demonstrated that the wellbeing of teenage girls is highly influenced by their peer groups. A positive peer group usually equated with high life satisfaction regardless of what other factors were at play.

3. Parent mental health matters

If you want happy kids then you need to get yourself happy. Parent anxiety and depression is linked to behavioural problems in kids; it also makes our parenting less effective.

4. Sibling relationships matter

Research shows that over the long haul healthy relationships makes kids happier. But how do you go about teaching kids to get on? Start by encouraging children to build small acts of kindness, which builds empathy.

5. Developmental matching matters

A number of studies have shown that much of what is considered 'poor parenting' has more to do with poor developmental matching. Put simply, parents who raise an eleven-year-old like they did their eight-year-old may find that conflict and resistance become their constant companions, and unhappiness accompanies their child.

6. Good parenting matters

Permissive, laissez faire, autocratic or authoritative parenting? The links between authoritative parenting (a mixture of firmness, warmth and family participation) and children's happiness and wellbeing are well drawn.

10 researched-backed tips for raising happy kids-continued

7. Family dinners matter

Significant research links family strength and children's wellbeing with regular family mealtimes. Importantly, there is a high correlation between teenagers who eat with their family at least five times a week and good mental health.

8. Fun matters

Researchers believe that the dramatic drop in unstructured play time is in part responsible for slowing kids' cognitive and emotional development. Unstructured play helps children learn how to work in groups, to share, negotiate, resolve conflicts, regulate their emotions and behaviour, and speak up for themselves.

9. Helping others matters

The Positive Psychology movement know what they are talking about when they put volunteering at the forefront of an individual's wellbeing. Helping others makes you happy over the long term.

10. Emotional intelligence matters

Emotional intelligence is a skill, not an inborn trait. Kids learn best when they have concrete tools to assist their learning, whether learning to read (*books come in handy*), playing sport (*a ball and some goalposts helps*) or learning to dance (*some suitable music helps*).

