Wednesday 13 February 2013

Calendar Week 3

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 15 February</td>
<td>Welcome BBQ</td>
</tr>
<tr>
<td>Monday 18 February</td>
<td>District Swimming Carnival</td>
</tr>
<tr>
<td>Friday 1 March</td>
<td>Clean Up Australia Day</td>
</tr>
<tr>
<td>Wednesday 20 March</td>
<td>4/5/6 Camp</td>
</tr>
</tbody>
</table>

NOTES TO BE RETURNED TO SCHOOL

- K-6  2013 Permission Notes Pack
- K-2  ChiMe
- K-6  Special Lunch Order
- 3-6  District Swimming Carnival
- 3-6  Southern Stars
- 4/5/6 Narrabeen Camp

Principal’s Message

Swimming Carnival Results
Congratulations everyone! Great weather! Great fun! You represented your school with pride. The students listed below will be representing us at the District Swimming Carnival on **Monday 18 February**. We wish them lots of luck!

Harry 10 yrs 100-50 m freestyle, 50m breaststroke, 50m backstroke
Coby  10 yrs 50m freestyle, 50m breaststroke, backstroke
Bennet 11 yrs 50m freestyle
Lachlan 11 yrs 50m breaststroke, backstroke
Lachlan 12 yrs 50m freestyle, breaststroke

Students who have been invited to attend will need to return their notes as soon as possible so that private transport can be organised.

Narrabeen Camp
Notes went home this week for the Year 4-5-6 camp at Sydney Academy of Sport Narrabeen commencing on **Wednesday 20 March – Friday 22 March**. A non-refundable deposit of $50 is due by **Friday 1 March**. More details to follow.

I am also looking for an enthusiastic dad who might like to accompany us on our trip to Narrabeen camp. You will require three days off work. You will need stamina, nerves of steel and the ability to participate in activities without sleep! If this sounds like you and you match the above criteria please do not hesitate to contact the school to book yourself a trip on camp. No experience necessary!

Choir
Anyone interested in choir should be at school by **8.30am** this **Friday 15 February**. Lucinda will meet you in the Special Purpose Room. This is a wonderful opportunity. Thank you Lucinda for your time and enthusiasm.

Southern Stars
Last week an expression of interest note for Southern Stars was sent out. Please return by this **Friday 15 February** so that we can gauge whether we can be involved. Southern Stars provides an opportunity for students to experience what it is like to work as part of a
Welcome BBQ
Just a reminder that everyone is invited to the ‘Welcome BBQ’ this Friday 15 February between 5.30-7.30pm. Please RSVP as soon as you can to allow for catering.

Premier’s Reading Challenge
As previously mentioned in our ‘Welcome Back to School’ newsletter we welcomed Mrs Kylie Dufty, our new teacher-librarian, to our school. Instead of implementing our Otford Reading Challenge (ORC), this year we have decided to take part in the Premier’s Reading Challenge. Registrations open on Friday 1 March for our school to enter, but reading to record on your reading log can commence immediately.

The reading list can be accessed on the NSW Premier’s reading Challenge website.

To make sure you are reading the right books, please check the rules for your Challenge on the website: http://www.premiersreadingchallenge.nsw.edu.au.

Student Reading Records must be entered online by parents. Online entries will be available when schools register on 1 March 2013.

There is a Personal Reading Log print out to record what you read until the registration date when you can then enter your books online.

Mrs Dufty will be organising the Premier’s Reading Challenge books that we have available in our school library. Other titles may be sourced from public libraries.

Happy reading!!! Let’s see if we can get the whole school involved.

Rules
1. The Challenge runs from 1 February to 1 September 2013. It is a condition of entry that students entering and successfully completing the Challenge will receive a PRC certificate and appear on the PRC Honour Roll.

2. Teachers, teacher-librarians and public librarians can assist students to choose the Challenge level and books that are appropriate for their age, interest and maturity levels. K-2 students who can read simple chapter books independently are encouraged to attempt the 3-4 Challenge.

3. Students must complete a set amount of reading to meet the Challenge, see table below:

4. Special Notes
   - Independent K-2 readers should attempt the 3-4 Challenge.
   - To experience a book a child can listen to the book, participate in a shared reading of the book or read part or all of the book independently.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Number of books needed to complete the Challenge</th>
<th>Minimum number of PRC books for your Challenge</th>
<th>Maximum number of personal choice books</th>
<th>PRC booklist selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>30</td>
<td>25</td>
<td>5</td>
<td>K-2, 3-4, 5-6, 7-9</td>
</tr>
<tr>
<td>3-4</td>
<td>20</td>
<td>15</td>
<td>5</td>
<td>3-4, 5-6, 7-9</td>
</tr>
<tr>
<td>5-6</td>
<td>20</td>
<td>15</td>
<td>5</td>
<td>5-6, 7-9</td>
</tr>
<tr>
<td>7-9</td>
<td>20</td>
<td>15</td>
<td>5</td>
<td>5-6, 7-9</td>
</tr>
</tbody>
</table>

2013 ICAS-UNSW Educational Assessments Australia
If you are interested in sitting for any of these assessments payment must be made by FRIDAY 5 April. Applications are available at the office.

<table>
<thead>
<tr>
<th>ICAS Subject</th>
<th>ICAS Sitting Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td>Tues 21 May</td>
</tr>
<tr>
<td>Science</td>
<td>Wed 5 June</td>
</tr>
<tr>
<td>Writing</td>
<td>Mon 17 June</td>
</tr>
<tr>
<td>Spelling</td>
<td>Tues 18 June</td>
</tr>
<tr>
<td>English</td>
<td>Wed 31 July</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Tues 13 August</td>
</tr>
</tbody>
</table>
Habits of Mind – **knowing how to behave intelligently when you DON'T know the answer.**

Educational outcomes in traditional settings focus on how many answers a student knows. When we teach for the Habits of Mind, we are interested also in how students behave when they *don't* know an answer. The Habits of Mind are performed in response to questions and problems, the answers to which are not immediately known. We are interested in enhancing the ways students *produce* knowledge rather than how they merely *reproduce* it. We want students to learn how to develop a critical stance with their work: inquiring, editing, thinking flexibly, and learning from another person's perspective. The critical attribute of intelligent human beings is not only having information but also knowing how to act on it.

A Habit of Mind is a composite of many skills, attitudes, cues, past experiences, and proclivities. It means that we value one pattern of intellectual behaviours over another; therefore, it implies making choices about which patterns we should use at a certain time.

This year we are trialling the introduction of ‘Habits of Mind’ in our classrooms K-6. There are 16 habits that each and everyone one of us use, but often don’t realise that we are using them.

We have introduced the *habits* to our students already and make reference to them in our daily activities. The idea is not to teach the *habits* in isolation. Which poses the question?

Which Habit of Mind should I start with? Are some more important than others? Basically we start with all 16 Habits of Mind! We introduced the *habits* to our classes as a set, and explained why they were important. We then focus on examples that are displayed in our everyday teaching and learning activities.

To keep you informed I will include two habits every fortnight so that you can understand what your child is talking about when they share what they are doing in the classroom.

The *habits* are at the heart of effective, student-centred, lifelong learning.

---

**Last week's habit was:**

**Persisting**

Success seems to be connected with action. Successful people keep moving. They make mistakes, but they never quit. —*Conrad Hilton*

Efficacious people stick to a task until it is completed. They don't give up easily. They are able to analyze a problem, and they develop a system, structure, or strategy to attack it. They have a repertoire of alternative strategies for problem solving, and they employ a whole range of these strategies. They collect evidence to indicate their problem-solving strategy is working, and if one strategy doesn't work, they know how to back up and try another. They recognize when a theory or an idea must be rejected and another employed. They have systematic methods for analyzing a problem, which include knowing how to begin, what steps must be performed, what data must be generated or collected, and what resources are available to assist. Because they are able to sustain a problem-solving process over time, they are comfortable with ambiguous situations.

Students often give up when they don't immediately know the answer to a problem. They sometimes crumple their papers and throw them away, exclaiming "I can't do this!" or "It's too hard!" Sometimes they write down *any* answer to get the task over with as quickly as possible. Some of these students have attention deficits. They have difficulty staying focused for any length of time; they are easily distracted, or they lack the ability to analyze a problem and develop a system, structure, or strategy of attack. They may give up because they have a limited repertoire of problem-solving strategies, and thus they have few alternatives if their first strategy doesn't work.

The next fortnight's habits are:

**Managing Impulsivity**

Effective problem solvers are deliberate: they think before they act. They intentionally establish a vision of a product, an action plan, a goal, or a destination before they begin. They strive to clarify and understand directions, they develop a strategy for approaching a
problem, and they withhold immediate value judgments about an idea before they fully understand it. Reflective individuals consider alternatives and consequences of several possible directions before they take action. They decrease their need for trial and error by gathering information, taking time to reflect on an answer before giving it, making sure they understand directions, and listening to alternative points of view.

Often, students blurt out the first answer that comes to mind. Sometimes they shout an answer, start to work without fully understanding the directions, lack an organized plan or strategy for approaching a problem, or make immediate value judgments about an idea (criticizing or praising it) before they fully understand it. They may take the first suggestion given or operate on the first idea that comes to mind rather than consider alternatives and the consequences of several possible directions. Research demonstrates, however, that less impulsive, self-disciplined students are more successful. For example, Duckworth and Seligman (2005) found

We want students to learn to devote their mental energies to another person and to invest themselves in their partner's ideas. We want students to learn to hold in abeyance their own values, judgments, opinions, and prejudices so they can listen to and entertain another person's thoughts.

High School News

Wollongong High School of the Performing Arts
Expressions of Interest applications are available from the office for Year 6 students wishing to enrol at Wollongong Performing Arts for Year 7 2014. Applications close FRIDAY 8 MARCH.

Enrichment Class Bulli High School
Bulli High offers opportunities for students to excel academically in a comprehensive school environment. As well as offering a class for students with high academic ability, Bulli High School has an extensive talented student program featuring sport and the performing and creative arts. Bulli High will be creating a class for students with high academic ability that are entering Year 7 in 2014. Demand for inclusion in an academically oriented class has grown to the extent that it is now necessary to formalise the selection process and make that process as transparent as possible. An enrichment placement Test will be held in Bulli High School hall at 9.30am on Thursday 4 April, 2013.

More detailed notes were handed to Year 6 students today.
STUDENTS ARRIVING LATE or LEAVING EARLY
If your child arrives late they must report to the front office where they will sign in and have the reason for being late, and time of arrival, recorded. If you wish for your child to leave early, you are asked to send a note to the class teacher and visit the office to sign the Early Leavers Book and collect a slip to take to the class teacher.

ADMINISTERING OF PRESCRIBED MEDICATIONS DURING SCHOOL HOURS
If your child requires any form of prescribed medication to be administered during school hours, the appropriate forms must be completed and signed. These forms are available from the school administration office. For safety reasons, students are not permitted to have medications in their school bags.

MindQuest 2013
On Saturday 6 & 7 April 2013 the 68th NSW Talent Enrichment Weekend MindQuest will be held for primary students from Years 1-6 at St George Girls HS. These include gifted and talented students, gifted underachievers and students with above average ability with a special interest. Closing Date: 8 March, 2013. Please contact Shelagh Poray on 4232 2494 for more details.

Tissues Request
To help us cope with the coming winter sniffles could your child please bring in a box of tissues. Thank you in advance.

February Birthdays
Thomas G
Isabella
Josh D
Elena
Nick
Connor

Merit Awards
K/1  Joe, Eadie, Isabella & Ava
2/3/4  Cooper, Grace, Lucy, Stella & Connor
4/5/6  Riley, Chloe, Joel & Declan
Robotics Lego
Hello all. The Robotics Lego group are resuming in 2013. Last year we had a fabulous start to the activity with a group of 8 to 10 year olds meeting every Tuesday in the Helensburgh School library from 3.30 to 5.30pm. The cost is $20 per two hour session and we are a not-for-profit group. The Robotics Lego League uses teamwork and fun to teach children, design, construction, robotics principles and basic computer programming. It is aimed at children between the ages of 8 and 12 years old. It is run worldwide with a large number of clubs and a national competitive league in Australia, go to http://firstlegoleague.org/ for further information. Although when you look at the site please keep in mind that not all Lego Leagues enter the competitions. If your child is interested in becoming a participant or you are interested in becoming a mentor please contact me – lilli@thestoryline.com.au.

Shamrocks Junior Rugby
Registration Days 2013
Sat 9th & 16th Feb 12pm - 2pm
Wed 13th & 20th Feb 5pm - 7pm
Age groups - U7's, U8's, U9's, U10's, U11's, U12's, U13's, U14's, U15's, U17's

New players welcome.
Registrations to be held at Ocean Park Woonona
Contact: Andrew Cracknell
ph 0432 944543
or Megan Cracknell
ph 0403796246
Birth certificate required for new players.

Helensburgh Junior Rugby League Football Club
registration dates for 2013
Saturday 9 Feb 10 - 2
Thursday 14 Feb 4.30-6.30
@ Helensburgh Workers Club
Registration $110 includes shorts & socks
New players bring birth certificate and Medicare card
Contact: registrarhjrfc@hotmail.com
Helen 0403980831

Phart Class for Kids
Thursdays 4-5pm in Stanwell Park
Creative and fun
Mixed media – includes photography, art, sculpture, print-making, puppetmaking
Call Robyn 0438 712 476 $15 per class

Bringing up Great Kids workshop
(In partnership with Big Fat Smile) is being run from Friday 15 February to 22 March, 2013.
Times: 10am to 12pm
Length: 6 weeks
Venue: Corrimal Community Centre with child care.
If you have any questions, please phone 4255 5333.

Jargon buster
Wondering why your kids talk about playing under the school COLA? Baffled at parent-teacher discussions about KLA’s? This list of common abbreviations or terms will help you to become familiar with the world inside school.

Avoiding injuries
Have you ever wondered if your child may be suffering physically from using a computer for schoolwork? Or if carrying their school bag may be causing them pain?