NOTES TO BE RETURNED TO SCHOOL

K-6  2013 Permission Notes Pack
4/5/6  Narabeen Camp - Deposit & Medical Due

Principal's Message
What a great turn out for our ‘Welcome BBQ’ which was held on Friday 15 February. It was fantastic to see so many of our new Kindergarten families in attendance, as well many of the old ones (maybe not so old), but you know what I mean.

It was a chance to have a chat, for the kids to socialise in an informal setting and a chance to also welcome some overseas visiting families as well. Thanks must go to the P & C for their organisation that ensured the evening was a success. As the first social get together of the year the ‘Welcome BBQ’ is also an integral part of ensuring that

our already strong school – community partnership strengthens even further as we lose some families through progression to high school and gain new ones with our Kindergarten enrolments every year.

Thank you Paul for your wonderful organisation of the ‘Special Lunch’ last Monday. We had some very appreciative children with HUGE smiles on their faces. I know that many of the seniors were keen to devour any leftovers. Thank you Bronwyn for assisting! It is terrific to see the Kindergarten parents already getting involved in school life. Many thanks to the both of you!

We had our first P & C meeting on Monday 18 February. Again it was great to see some new faces. Welcome! We hope that many more new and interested parents will attend the next one on Tuesday 12 March. The P & C have decided that they might like to vary the night that the P& C meetings are held as Monday nights are sometimes difficult at the beginning of the week for some people to get there. By varying the night it is hoped that a greater cross section of parents may be able to attend. Hope to see you at the next meeting on a TUESDAY night.

Looking after our neighbours is paramount in our small community. Please try and refrain from using our neighbour’s driveway at the bottom of Station Road. Can you also take care and ensure that you are not parking too close to neighbouring driveways. I have had a complaint that in the last couple of weeks some cars have pulled into a tight space close to the driveway of neighbours who then find it difficult to get out of their own driveways. Your thoughtfulness is appreciated.

Southern Stars
Due to the small response from interested students, we have decided not to be involved in Southern Stars this year.
Clean Up Day
This Friday 1 March we will be cleaning up the school grounds and the local area. Remember to bring your gardening gloves! Please ensure you have returned the permission notes which we handed out earlier this term. There was a general permission note for outside of school activities, this note needs to be signed. Only the students who have this signed by their parent/carer and returned it to the school office will be able to clean up out of the school grounds.

Sport
Congratulations must go to our swimming representatives at the District carnival held at Corrimal Pool on Monday 18 February. We are extremely proud of your efforts. Congratulations to Chloe who made it to the Regional Carnival for 50m Freestyle. We wish you success at the upcoming Regional Carnival at Dapto.

Congratulations to Lachlan Mc and Chloe for being elected School Leaders for Term 1 2013. Our Sports Leaders for Term 1 are Ruth and Nathan.

Bulli High School Discovery Day – Friday 1 March
All year 6 students need to be at school by 8.30am in order to catch the bus at 8.50am. Mrs Matthews will walk all students from school to the Fire Station.

Year 6 Transition to High School 2014
Today we are sending home forms to all parents of year 6 students who will be going to high school next year. Please complete and return the forms by Friday 15 March. Even if your child is going to an out of area high school, or a non government school, the form still needs to be completed and returned. Please note that this is an important document and we will be unable to issue a new one if lost.

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.
Last fortnight’s Habits of Mind were:

Thinking Flexibly
An amazing discovery about the human brain is its plasticity—its ability to "rewire," change, and even repair itself to become smarter. Flexible people have the most control. They have the capacity to change their minds as they receive additional data. They engage in multiple and simultaneous outcomes and activities, and they draw upon a repertoire of problem-solving strategies. They also practice style flexibility, knowing when thinking broadly and globally is appropriate and when a situation requires detailed precision. They create and seek novel approaches, and they have a well-developed sense of humor. They envision a range of consequences.

Flexible people can address a problem from a new angle using a novel approach, which de Bono (1991) refers to as "lateral thinking." They consider alternative points of view or deal with several sources of information simultaneously. Their minds are open to change based on additional information, new data, or even reasoning that contradicts their beliefs. Flexible people know that they have and can develop options and alternatives. They understand means-ends relationships. They can work within rules, criteria, and regulations, and they can predict the consequences of flouting them. They understand immediate reactions, but they also are able to perceive the bigger purposes that such constraints serve. Thus, flexibility of mind is essential for working with social diversity, enabling an individual to recognize the wholeness and distinctness of other people's ways of experiencing and making meaning.

Some students have difficulty considering alternative points of view or dealing with more than one classification system simultaneously. Their way to solve a problem seems to be the only way. They perceive situations from an egocentric point of view: "My way or the highway!" Their minds are made up: "Don't confuse me with facts. That's it!"

Thinking About Thinking (Metacognition)
When the mind is thinking it is talking to itself - Plato

The human species is known as Homo sapiens sapiens, which basically means "a being that knows their knowing" (or maybe it's "knows they're knowing"). What distinguishes humans from other forms of life is our capacity for metacognition—the ability to stand off and examine our own thoughts while we engage in them.

Intelligent people plan for, reflect on, and evaluate the quality of their own thinking skills and strategies. Metacognition means becoming increasingly aware of one's actions and the effect of those actions on others and on the environment; forming internal questions in the search for information and meaning; developing mental maps or plans of action; mentally rehearsing before a performance; monitoring plans as they are employed (being conscious of the need for midcourse correction if the plan is not meeting expectations); reflecting on the completed plan for self-evaluation; and editing mental pictures for improved performance.

We want students to perform well on complex cognitive tasks. A simple example might be drawn from a reading task. While reading a passage, we sometimes find that our minds wander from the pages. We see the words, but no meaning is being produced. Suddenly, we realize that we are not concentrating and that we've lost contact with the meaning of the text. We recover by returning to the passage to find our place, matching it with the last thought we can remember, and once having found it, reading on with connectedness. This inner awareness and the strategy of recovery are components of metacognition.
I thought you might like some more information about families. Thank you Kaz for sending through this very important information. It is very relevant in today’s ever changing society.

Ten Hints for Creating Resilient Families

Resilience is the fine art of being able to bungy jump through life. The pitfalls are still there but it is as if you have an elasticised rope around your middle that helps you to bounce back from hard times. The following ten hints are a summary of methods that teach resilience from a workshop given by Andrew Fuller, a well-known clinical psychologist, specialising in the family unit.

1 Promote Belonging

Resilience is the happy knack of being able to bungy jump through the pitfalls of life. It is the strongest antidote we know of for self-harm, depression and drug abuse and it’s built on our sense of belonging.

2 Have Some Mooch Time

We live in a world that suffers from attention deficit disorder. We rush children from activity to activity, from lesson to lesson and from one organised event to another. Then we wonder why, when there is a lull, that they say, “I’m bored”. Be a counter-revolutionary. Find some time each week just to be at home without anything structured happening.

3 Rediscover Some Family Rituals

It doesn’t matter whether it is the family walk after dinner, the Sunday roast, the Friday night pizza or the Saturday morning clean-up, rituals are highly protective. The best rituals often cost nothing. These are the activities you hope that later on your children will reminisce and say “Mum always made sure we did,” or “Dad always made sure we did”.

4 Spontaneity and Curiosity

Spontaneity and curiosity are the building blocks of good mental health. You cannot tell someone how to have better mental health and you can’t give it to them by getting them to read a book. So the really hard message here is that if you want to raise your children to have mentally healthy lives you are going to have to have a good time yourself. If you want your children to succeed you need to show them that success is worth having.

5 Love Kids For Their Differences

When families function well people are allowed to be different and to be loved for those differences. We all know that children take on different roles. A father of three said, “It’s as if they have a planning meeting once a year and say: ‘You be the good kid, I’ll be the sick kid and the other one can be the trouble-maker!’ And then, just when you think you’ve got it figured out they change roles again”. Having children who are strongly individual and who have a sense of who they are is a sign of good parenting. The problem may, of course bethat they will then express their independent spirit in ways that you don’t like. The ideal is a mix between someone who preserves their own uniqueness and is able to work with others without becoming dictated to by them. Someone who has their own independent nature but is comfortable enough with themselves to allow inter-dependence.

6 It is Clear Who is in Charge

Families do not work well as democracies. In fact they seem to work best as benevolent dictatorships in which the parent or parents consult a lot with their children but at the end of the day, the parent has the final say. Some parents fear that if they take charge that they will lose the friendship of their children, but often the reverse is true. In families where parents fail to take their own role seriously, children may feel that to express their independence, they need to assume control.

7 Consistency

Consistency is the ideal. Having parents who agree on rules and standards and who convey the same sorts of messages and who value compassion over coercion, clearly has the best outcome in terms of children’s wellbeing. It is also important that parents not be open to manipulation and work together as a team. Life however is not always so simple and we all know from sad and sour experience that parents cannot always be consistent. Sometimes parents have different value systems or can’t come to a consistent way to handle particular areas. In these situations, a second possibility is for one parent to take charge of a particular area. This is not the most desirable solution but it is better than having parents in conflict over management issues or worse, undermining one another. In single parent families or where parents are separated the same principle applies.

8 Teach the Skills of Self-Esteem

Families that work well seem to praise one another often. Compliments are made, positive efforts are commented on. Optimism is in the air. Even in these families, teenagers still shrug and say, “Yeah Mum” or “Yeah Dad” whenever a compliment is made. Teaching the skills of self-praise is useful. One way of doing this is to ask
questions extensively about any achievement or accomplishment. Asking questions like, “How did you do that?” “How come you did so well at that test?” “What did you do?” and “Have you been doing homework behind my back?”

9 Know how to Argue
Families that work well know how to argue. It seems strange to say this because we all have the sense those families that work well don’t have conflict. The family is really where we learn to resolve disputes fairly. The way that parents teach children to resolve differences of opinion with their brothers and sisters provides the basis for sharing, negotiating and problem solving in the world beyond the family. While differences of opinion should be allowed to be expressed, children also need to learn that they will not be able to win at all costs.

10 Parents are Reliably Unpredictable
With young children it is important to provide consistency and predictability. This allows them to feel sure of you. After a while though, a bit of predictability can go a long way. To many children, most parents are about as predictable as a washing machine cycle. It is important to have structure and consistency but it is also useful to act in ways that your children wouldn’t expect. This keeps them interested in learning from you or least wondering what you are up to.
Perhaps the most important feature of parents in healthy families is that they realise that all of the above is desirable but not always possible and so they look at how to promote good functioning while not wasting energy on blaming themselves for the times when things don’t quite work out as they had planned.
At school, we constantly work with our students to develop good, healthy attitudes to all challenges and to equip them with the self-esteem and confidence to attempt anything life has to offer.

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**March Birthdays**

Huon
Oliver B
Charlie
Gus
Tom
Matilda

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**Merit Awards**

K/1 Oliver, Ava, Josh & Matilda
2/3/4 Oliver, Thomas, Chloe & Sophie
4/5/6 Nathan, Lachlan C, Ruth & Tom

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**Premiers Reading Challenge**

We will be registering for the challenge this **Friday 1 March**. Go online to check out how to participate.
Apple Order - Glenbernie Orchard

Please have your order in on **FRIDAY 3PM**
Delivery will be the following Tuesday afternoon

**Childs Name:** .........................  **Class:** .........................

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Any questions please email or call Karen 0403 789 617 karenmcd@bigpond.com

**Please support this fundraiser we need a minimum of $50 to order.**