DIARY DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri 6 Mar</td>
<td>Yr 6 Camp Coonawarra returns 3.00pm&lt;br&gt;Yr 2 Swimming Program at PARCS</td>
</tr>
<tr>
<td>Mon 9 Mar</td>
<td>Labour Day Public Holiday</td>
</tr>
<tr>
<td>Tues 10 Mar</td>
<td>Preps start full time this week&lt;br&gt;Yr 2 Swimming Program at PARCS&lt;br&gt;Prep &amp; Yr 6 Incursion - The Cosmodome</td>
</tr>
<tr>
<td>Wed 11 Mar</td>
<td>Division Swimming at Carnegie (selected Yrs 3 - 6 students)&lt;br&gt;Yr 2 Swimming Program at PARCS</td>
</tr>
<tr>
<td>Thur 12 Mar</td>
<td>Yr 2 Swimming Program at PARCS</td>
</tr>
<tr>
<td>Fri 13 Mar</td>
<td>Yr 2 Swimming Program at PARCS&lt;br&gt;Yr 3 Excursion to Scienceworks 9am&lt;br&gt;Yr 5 Bike Ride to Bicentennial Park 9am&lt;br&gt;Yr 6 Summer Sport Lightning Premiership</td>
</tr>
<tr>
<td>Mon 16 Mar</td>
<td>Planning Week - No Assembly&lt;br&gt;Specialist Planning Day&lt;br&gt;Yrs 5/6 Swimming Program at PARCS</td>
</tr>
<tr>
<td>Tues 17 Mar</td>
<td>Yrs 5/6 Planning Day&lt;br&gt;Yrs 5/6 Swimming Program at PARCS&lt;br&gt;Yr 2 Sport Coach Approach Incursion&lt;br&gt;Parent Forum - School Self Assessment in the Yr 6 Room at 7.30pm</td>
</tr>
<tr>
<td>Wed 18th Mar</td>
<td>Yrs 1/2 Planning Day&lt;br&gt;Yrs 5/6 Swimming Program at PARCS&lt;br&gt;Yrs 3/4 Sport Coach Approach Incursion&lt;br&gt;Hot Cross Buns Orders due today</td>
</tr>
<tr>
<td>Thur 19th Mar</td>
<td>Yrs 3/4 Planning Day&lt;br&gt;School Photos</td>
</tr>
<tr>
<td>Fri 20 Mar</td>
<td>No Canteen Online Orders today&lt;br&gt;Prep Planning Day&lt;br&gt;Yrs 5/6 Sport Coach Approach Incursion&lt;br&gt;National Day Of Action Against Bullying and Violence - Wear a touch of purple.</td>
</tr>
<tr>
<td>Mon 23 Mon</td>
<td>Yrs 5/6 Swimming Program at PARCS&lt;br&gt;Yr 1 Excursion to Ricketts Point 9am&lt;br&gt;Whole School Assembly 2.55pm</td>
</tr>
<tr>
<td>Tue 24 Mar</td>
<td>Yrs 5/6 Swimming Program at PARCS</td>
</tr>
<tr>
<td>Wed 25 Mar</td>
<td>Yrs 5/6 Swimming Program at PARCS&lt;br&gt;Hot Cross Bun Orders will be ready for collection today</td>
</tr>
<tr>
<td>Thur 26 March</td>
<td>Easter Bonnet Pde and Easter Raffle 9am&lt;br&gt;Free Dress Day in donation of a gold coin to raise money for the Royal Children’s Hospital Good Friday Appeal.</td>
</tr>
<tr>
<td>Fri 27 March</td>
<td>Yrs 6 Earth Ed Incursion&lt;br&gt;End of Term 1 - 2.30pm dismissal time</td>
</tr>
</tbody>
</table>

PRINCIPAL’S REPORT

SCHOOL COUNCIL ELECTIONS

Congratulations to Louise Lees, Karen Donavan and Kim Culpin who have been appointed as Parent Members to School Council for 2015 - 2017. I also wish to acknowledge the contribution of exiting parent councillors Ruth Letch, Jodi Kitchen, Julie Howick, Judith Allatt and Kristen Mellet.

Ruth has been a strong advocate for parent involvement throughout the school, in particular new parents, and was involved in the establishment of Parent Class Representatives program, the resurrection of the Parents and Friends Association and maintenance of the Parents’ Facebook page. Jodi and Julie have been significant drivers of school fundraising over the past 4 years, and have formed a strong partnership with Julie Shaw to ensure that fundraising monies are appropriately targeted to meet the needs of the school. Judith and Kristen were responsible for policy and overviewing and upgrading the school canteen menu to a healthier balance of foods.

Teacher Representatives [DE&T] will be announced next week following an election.

1:1 INFORMATION SESSION NEWS

I wish to thank the large number of parents who attended last Thursday’s 1:1 Information Session. The session allowed for robust conversation in relation to introducing a 1:1 program for Years 3 and 4 students in 2016.

At the end of the session, an overwhelming majority of parents endorsed the school’s proposal of introducing a 1:1 program for Years 3 and 4 in 2016.

Even though there were concerns in relation to the cost of devices and why other BYOD options were not considered, most of these concerns were addressed. The school will be sensitive to any genuine hardship cases, as it has always been during my principalship.

A Q&A information sheet will be distributed to all Year 2 and 3 parents shortly, summarising key questions that were asked during the information session. A further information session will be held in Term 2.

PARENT FORUM - SCHOOL SELF-ASSESSMENT

Patterson Lakes Primary School Council invites parents to a Parent Feedback Forum on Tuesday 17 March at 7.30pm in the Year 6 Rooms. The purpose of the forum is to gain your insights in relation to school performance and service delivery.

The session will be conducted by school council parent representatives in 3 key areas:

- What the school does well?
- What areas could be improved?
- What initiatives could be introduced to improve how the school operates?
ASSISTANT PRINCIPAL’S REPORT

STUDENT OF THE WEEK AWARDS

Congratulations to the following students who won our ‘Student of the Week’ awards for Week 6 of this term. Students will receive their certificates at their next assembly. Keep up the fantastic work everyone!

Our Yr 6 students are away on Camp this week, so we will publish their awards in next week’s newsletter.

PA – Eleanor L for always contributing wonderful ideas during our reading sessions. Keep up the great work Eleanor!

PB – Marley H for showing excellent study habits in class and working very hard on Mathletics at home. Congratulations on a wonderful start to school Marley!

PC – Isla L for her wonderful efforts with Independent Reading. You are always focused, keep up the great work.

PD – Tamara T for doing such a wonderful job of your handwriting. Your hard work is really paying off! Keep up the great work

1A - Brock S for your hard work in class, producing an excellent “At the beach” recount. Keep up the great work Brock!

1B - Will K for being a kind and caring classmate.

1C - Megan S for having so many wonderful ideas to add to our class report on “How to stay safe at the beach”. Great work Megan.

1D - Tahlia S for writing a fantastic recount of Peppa Pig’s day exploring the rock pools.

12Z - Jack C for being the first fastest Word Champion in our Step Back game.

2A - Harry M for being organised in all areas of school. Well done Harry.

2B - Ryan T for being very responsible and helpful to others at swimming. Great job Ryan!

2C - Isaac S for a fantastic drawing and correct labelling of the water cycle. Well done Isaac!

2D - Matthew M for achieving 7th in Mathletics’ World Top 100. What a super star!

3A - Hamish N for persisting with challenging maths tasks and always working enthusiastically. Keep up the amazing work Hamish!

3B - Lara B for your perseverance in maths during our challenging tasks. Great job!

SPECIALIST CLASS AWARDS for last week were: P.E – 1C, Music – Prep B and 1/2Z, Spanish – Prep B, and Computers – 1/2Z. Congratulations to these classes on their super efforts with our specialist teachers.

PRINCIPAL’S REPORT

PARENT FORUM - SCHOOL SELF-ASSESSMENT cont.

The information gained from the forum will assist the school to complete its 2011 - 2014 Self-Assessment Review and provide guidance in setting the future direction of the school over the next 4 years.

An invitation from School Council will go home this week.

RETIREMENT OF GAIL RICATO

After 27 years of committed service as the Manager of the Patterson Lakes Community Centre, Gail Ricato resigned her position last Friday.

PLPS had a long term partnership with the community centre, using the hall for assemblies and numerous school functions.

We thank Gail for her dedication to our school community, and wish her every happiness and success in the next phase of her life.

ASSISTANT PRINCIPAL’S REPORT

HAPPY BIRTHDAY

<table>
<thead>
<tr>
<th>NAME</th>
<th>BIRTHDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Koutgor G</td>
<td>5 March</td>
</tr>
<tr>
<td>Henussikan B</td>
<td>5 March</td>
</tr>
<tr>
<td>Augustina M</td>
<td>5 March</td>
</tr>
<tr>
<td>Max W</td>
<td>5 March</td>
</tr>
<tr>
<td>Grace B</td>
<td>5 March</td>
</tr>
<tr>
<td>Zara B</td>
<td>6 March</td>
</tr>
<tr>
<td>Oliver L</td>
<td>8 March</td>
</tr>
<tr>
<td>Maddy J</td>
<td>8 March</td>
</tr>
<tr>
<td>Logan S</td>
<td>8 March</td>
</tr>
<tr>
<td>Jonathan N</td>
<td>8 March</td>
</tr>
<tr>
<td>Mitchell J</td>
<td>9 March</td>
</tr>
<tr>
<td>Stirling F</td>
<td>9 March</td>
</tr>
<tr>
<td>Caytlin R</td>
<td>9 March</td>
</tr>
<tr>
<td>Cohen T</td>
<td>11 March</td>
</tr>
</tbody>
</table>
**YEAR 2 SWIMMING PROGRAM AT PARCS**

Our Yr 2 students commenced the beginning of their 2 week swimming program at PARCS on Tuesday 3rd March 2015. This program will run from Tuesday to Friday inclusive for two consecutive weeks.

Below is a table of swimming times for the Year 2 Swimming Program at PARCS.

Please note times may change without notice.

<table>
<thead>
<tr>
<th>GRADES</th>
<th>BUS DEPART TIMES</th>
<th>SESSION TIMES</th>
<th>BUS ARRIVAL TIMES AT PARC</th>
<th>BUS ARRIVAL TIMES AT SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A, 2B</td>
<td>9:45am</td>
<td>10:15-11:00am</td>
<td>11:15am</td>
<td>11:30am</td>
</tr>
<tr>
<td>2C, 2D</td>
<td>10:30am</td>
<td>11:00-11:45am</td>
<td>12:00pm</td>
<td>12:15pm</td>
</tr>
<tr>
<td>1/2Z</td>
<td>11:15am</td>
<td>11:45-12:30pm</td>
<td>12:45pm</td>
<td>1:00pm</td>
</tr>
</tbody>
</table>

**REGIONAL ATHLETICS - CONGRATULATIONS**

**SOUTHERN METROPOLITAN REGIONAL ATHLETICS CHAMPIONSHIPS**

Congratulations to Liam W (5B), Archer M (4A), Abby T (5D), Katie T (3C) and Nikita D (5C), who all participated at the Southern Metropolitan Regional Athletics Championship on Saturday 21st & 22nd February.

The Patto students competed under their individual clubs in both field and track events. Both Archer M (Triple Jump) and Nikita D (1100m walk) won gold and will continue on at the next level at the State Championships in March. Liam W also made it through in the 400m. This is an outstanding achievement from all students.

**FREE DRESS DAY**

In line with our Easter Bonnet Parade and Easter Raffle on Thursday 26th March 2015, we invite all students to come to school in Free Dress. In return we are asking for the donation of a gold coin to help support the Royal Children’s Hospital Good Friday Appeal.

All gold coins donated to the school will be given to the Royal Children’s Hospital Good Friday Appeal.

**MUNCH MONITOR ONLINE LUNCH ORDERS**

Lunch Orders are available online on Monday, Thursday and Friday.

**NO LUNCHES AVAILABLE ON FRIDAY 20TH MARCH**

How do I set up an account to order online:

Go to: [www.munchmonitor.com](http://www.munchmonitor.com)

Click LOGIN then REGISTER

Enter School Id: plps and Password: munch3197

Then follow the 4 easy steps to create your account:

**STEP 1**: Create a Parent Profile by entering information about yourself.

**STEP 2**: Add your Students to your account.

**STEP 3**: Transfer money to your account by clicking the Account Top-up button

**STEP 4**: Click MY ORDERS and you’re ready to Order lunches!

**PREP 2015 POLO TOPS**

“I’m a 2015 Prep”

Short Sleeve polo shirts, sizes 8 & 10 are being sold at the discounted price of just $20.00!

Limited stock available. Contact the office.

**SOUTH EAST PREP 2015 POLO TOPS**

“"I’m a 2015 Prep”

Short Sleeve polo shirts, sizes 8 & 10 are being sold at the discounted price of just $20.00!

Limited stock available. Contact the office.

**SOUTH EAST PREP 2015 POLO TOPS**

“"I’m a 2015 Prep”

Short Sleeve polo shirts, sizes 8 & 10 are being sold at the discounted price of just $20.00!

Limited stock available. Contact the office.
Well done to all students who represented the school at the District Swimming Carnival on Monday 2\textsuperscript{nd} March at the Pines Pool. We had an excellent day with two relay teams through to Division, plus a number of students through in their individual events. Unlike previous years only 1\textsuperscript{st} place progressed to Division, making it a lot harder for students.

A big thank you to Nicole Tregellis for assisting on the day.

Good luck to the following students who will be swimming at the Division Swimming Carnival on Wednesday 11\textsuperscript{th} March at Carnegie Swim Centre

<table>
<thead>
<tr>
<th>Age</th>
<th>Name</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10 G</td>
<td>Charli R</td>
<td>Freestyle Relay</td>
</tr>
<tr>
<td>9/10 G</td>
<td>Jasmine M</td>
<td>Freestyle Relay</td>
</tr>
<tr>
<td>9/10 G</td>
<td>Olivia P</td>
<td>Freestyle Relay</td>
</tr>
<tr>
<td>9/10 G</td>
<td>Charlotte K</td>
<td>Freestyle Relay</td>
</tr>
<tr>
<td>9/10 B</td>
<td>Orlando R</td>
<td>50m Backstroke</td>
</tr>
<tr>
<td>9/10 B</td>
<td>Liam R</td>
<td>50m Butterfly</td>
</tr>
<tr>
<td>9/10B</td>
<td>Lachlan L</td>
<td>50m Breaststroke</td>
</tr>
<tr>
<td>11 G</td>
<td>Abbey T</td>
<td>Freestyle Relay 50m Freestyle 50m Butterfly</td>
</tr>
<tr>
<td>11 G</td>
<td>Sapphire H</td>
<td>Freestyle Relay</td>
</tr>
<tr>
<td>11 G</td>
<td>Kasey S</td>
<td>Freestyle Relay</td>
</tr>
<tr>
<td>11 G</td>
<td>Emma H</td>
<td>Freestyle Relay</td>
</tr>
<tr>
<td>11 B</td>
<td>Kobe M</td>
<td>50m Breaststroke</td>
</tr>
</tbody>
</table>
Welcome to my next blog series “What Prep - 2 teachers want parents to know”. This is a series that will focus on common parent issues that teachers of Prep, Year 1 and Year 2 children face every day. The series aim is to give parents more information about each area of concern and offer practical tips to ensure that these concerns do not become an issue in your household. One of the biggest issues that are often brought to the teacher by a parent of a 5-8 year old child is the concern about what reading level their child is at. Many parents worry that their child is significantly below another child in their class or not moving up levels as fast as they should. The first thing that teachers want to shout from the rooftops is “Parents, stop obsessing over reading levels!”

A reading level (whether it be a number, colour or letter, depending on the book) indicates to the teacher what type of reader the child is. A child could be a beginner reader, emergent (developing) reader or an independent reader. The level is usually displayed at the front or back of the book. A reading level is given by a teacher who has conducted a “running record”, which is a reading assessment tool.

Below are 10 facts that teachers want parents to know about reading levels

1. Do not look at the back of the book
   It is interesting to teach Prep in the first term. Not for all the obvious reasons but rather to observe the way parents use reading levels as a way of competing against each other. At the beginning of first term in Prep, children are given reading books and are happy to read them with the teacher during a guided reading session. They take them home at the end of this session to practice reading with their family. In Term 2 it all starts to change. When children are given their new reading books, they flip their books to the back to see what level they are on. The children say comments like “yes, I am on level 3″ or “My mum said I should be on a higher level than this” or “Level 3 again!” It is these comments that change the idea of what reading is about. It moves from reading for enjoyment and a chance to practice reading skills to a tool for parents to compare their child against other children. As a parent, it is important not to show your child your interest in the number, colour or letter but focus on the reading skills that your child is developing.

2. The book should be easy
   The book that comes home should be easy for your child. Reading at home should be an opportunity for your child to practice a smooth clear reading voice. Reading for them at home needs to be enjoyable and not a time for struggling and arguing. Parents can ask lots of questions while their child is reading to check that they understand the story line or facts of the text.

3. Read the book many times
   Many parents are concerned that their child has had the same book for a few nights or a week. They inform the teacher that they can read it easily and require a harder book. Teachers want the children to feel that reading is easy at home. Harder texts are given in the classroom under the guidance of the teacher. They do not want a child to believe that it is so difficult. Praise the child for how they read. Emphasise how smooth their voice is or congratulate them on working out an unknown word. Reading a book each time can be a different experience. Have a different focus for each time you read it with them. You could focus on the use of punctuation one time, working out unknown words one time, the story line one time and what’s in each picture another time.

4. Staying on one level for a long time
   Parents voice concerns about their child staying on a level for a long time. Teachers need a child to be secure (very competent) at a level before moving on. Being secure means that their reading voice is smooth and fluent, they can read a variety of texts at that level, have a variety of reading strategies they use to work out unknown words independently and they have great comprehension of the text. Children need to be exposed to both fiction and non-fiction books at each level. Non-fiction books tend to be harder for children as the vocabulary is more demanding. Lots of exposure to non-fiction texts will help your child increase their vocabulary.
WHAT PREP - 2 TEACHERS WANT PARENTS TO KNOW – READING LEVELS

5. Reading strategies

A child needs to develop a variety of reading strategies to work out unknown words in texts. While listening to your young child read, try to encourage them to work out the word independently. Informing your child of the word straight away will not develop their reading skills. Many children cannot move to a new level as their undeveloped reading strategies will not support them at a new level. For further information about reading strategies refer to my previous blog “How to read with young children: Reading strategies”

6. Do not compare children

Everyone has their own strengths and weaknesses, children are no different. Each child develops their reading skills at their own pace. A parent’s concern about a child’s reading level can be due to the fact that another child in their class is at a reading level much higher than their own child. Most children when they are learning to read have times where they move up levels quickly and other times when they plateau for a while. As long as they are making progress and their teacher is happy with this progress there is nothing to worry about.

7. Do not compare teachers

Another main issue that teachers face daily is the constant comparison of classrooms. As each child is different, each teacher is different as well. A teacher has their own idea of the most effective way of teaching reading; therefore some focus on moving up levels, some want to ensure a child is really secure before moving them up and some want the child to have more exposure of different texts at that level before moving up. Your child will have to work with all different types of people in their life so it is important that your child is given that opportunity with each teacher they have. As a parent you may not be completely happy with how the classroom is run but have faith that the school ensures that all teachers are working to the best of their ability for each child. If you have a real concern about a teacher, always approach them first for some clarification.

8. Comprehension

The most important part of reading is to be able to understand what you have read. So many times I listen to beautiful oral reading from a child, who is able to work out unknown words easily and pronounce all words correctly. However, they are unable to answer questions about what they have read. Moving up levels too quickly may cause more harm than good. A lot of children’s comprehension strategies are undeveloped as the focus has always been on how the child sounds. Parents need to ask lots of questions starting with “why” and “how” about the text. Having a discussion about what has come up in the text is invaluable for a student's comprehension.

9. Children going backwards

Over the school holidays it is very common for a child to go back a few levels in reading. During the school holidays they are not having their targeted reading sessions at school, getting new readers and working on new strategies. Give your child a few weeks to get back into the routine of school before approaching their teacher about reading levels.

10. Assessing Reading levels

Teachers are constantly assessing reading levels of each child in their class. They observe how the child reads each guided reading session and writes notes about that child for the next reading session. They conduct “running records” regularly to give the appropriate levelled text. A running record is when a child reads a text at a particular level and the teacher records all the mistakes and self-corrections the child makes. Using a few calculations, the teacher will know whether the text is too easy, correct or too hard for the child.

I hope this blog has given parents more insight into the world of reading levels. Teachers want parents to focus more on how a child is reading than what the reading level is. The more focus a parent places on a reading level the more focus a child places on it. Encourage reading for enjoyment and open their eyes to a whole new world inside books.
The Importance of Reading Aloud to Big Kids
by Melissa Taylor

Only 17% of parents of kids ages 9–11 read aloud to their children. Yet 83% of kids ages 6–17 say being read to is something they either loved or liked a lot. (Scholastic’s “Kids & Family Reading Report”)

Mum Andrea Chisholm, echoes this sentiment, “Even though my older one can easily read books himself, he still loves to be read to at night.”

For many kids, being read to by their parents is a cherished ritual. But it’s also much more than that. Reading aloud to kids helps expand their literacy skills, love of reading, worldview, and more. Here are some key reasons it’s important to read aloud to your older kids:

Let's Them Experience the Joy of Story
The goal is to love the story. That’s the point of reading, unless you’re reading for meaning. When my oldest daughter didn’t “take” to reading as I’d hoped, I let her listen to hours of audiobooks and read aloud to her multiple times a day. I wanted her to get hooked on the stories in the chapter books, without the frustration of reading them. Like her, all readers – and especially struggling readers – learn to love stories by hearing stories.

Models Fluent Reading
When you read to kids, you’re modeling how to read language. You pause at commas and periods. Your voice inflection changes when you read questions or exclamations. And you can show what you, a fluent reader, do when you come to a word you don’t know. (Even if you’re faking that you don’t know it.)

Helps Expand Their Vocabulary
Kids’ auditory comprehension is higher than their reading comprehension. When you pick a challenging book that your kids can’t read on their own, you are exposing them to a wealth of new vocabulary words. This stretches a child’s language development, particularly if you stop to talk about the meaning of these harder words.

Exposes Kids to New Authors, Texts, and Genres
Reading aloud can get kids hooked on a new author or series of books. Once a child falls in love with the story or author, it’s hard to hold them back from reading it on their own. Plus, reading aloud gives kids a chance to explore genres and texts they wouldn’t normally select.

“I often read the first chapter or two of a new book to my daughter to pull her into a book that she might not have chosen otherwise,” says Natalie Figge of Planet Smarty Pants.

There are so many amazing books that kids don’t pick to read on their own. These books make great read alouds – in what I call the “just give this book a chance” category.

Builds Awareness and Empathy
Literature is one of the best ways to help kids understand something without experiencing it for themselves. And books do this with all sorts of subjects and concepts, building our children’s understanding of humanity and the world around them.

Improves Kids’ Long Term Reading Success
Finally, you probably know that decades of research shows that reading aloud to a child daily is one of the most important activities for her reading success. That goes for older kids, too. Kids who are read to have good vocabularies, write well, and do well overall in school (Hiebert, Scott, & Wilkinson, 1985 U. S. Department of Education meta-study of 10,000 studies). They’re also more likely to keep reading on their own.
<table>
<thead>
<tr>
<th>Hot Cross Buns (per 6 pack)</th>
<th>57.00</th>
<th>15.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contact No: 

Students Full Name: 

Class: 

Remember to ask family and friends if they would like to order some too.

Simply fill in the details below and select how many and which Hot Cross Buns you would like to order. Bring your order form together with full payment back to school by 15th March.

For every 6 pack of Hot Cross Buns you order, Bakeera Delight will donate $2 to our school/clubs.

Bakeera Delight would like to offer you the opportunity to purchase delicious Hot Cross Buns and make a profit for our school!

EASTER 2017
HOT CROSS BUN ORDER FORM
Shop 16 Lakeview Shopping Centre Patterson Lakes

We're For Real!

[Signature]
Easter Raffle Tickets have already been sent home with students. There are 20 tickets in a book and Raffle Tickets are $1.00 each. Please see the front office if you require more books.
National Day Against Bullying and Violence

Friday 20th March

Friday March 20 is National Day Against Bullying and Violence. We will be celebrating and encouraging harmony, friendship and empathy within year levels.

If your child talks to you about bullying:

1. **Listen** calmly to get the full story.
2. **Reassure** your child that they are not to blame.
3. **Ask** your child what they want to do about it and how you can help.
5. **Contact** the school.
6. **Check-in** regularly with your child.

More than 634,000 students at over 1370 schools across the nation are registered for the 2015 National Day of Action against Bullying and Violence!

Please wear a splash of purple.

Thank you for your support!
School Banking 2015.

Account Opening Day

This year's School Banking program is taking your child on an intergalactic mission to learn smart savings habits with the Dollarmites.

For more information on getting started, get to your school's Account Opening Day.

Date: THURSDAY 26TH MARCH
Time: 9AM
Location: IN THE HALL

Note: Please bring your driver's licence for identity verification.
We currently have 600 users registered on Tiqbiz since the launch of our school’s Tiqbiz app, showing even more so that it’s certainly proving to be a valuable communication tool for our school.

If you haven’t downloaded the school app yet and wish to do so, please follow the simple instructions below. Should you require any assistance you can contact Tiqbiz direct on 9800 1489 or contact Rachael Grady at the school on 9772 4011.
Helping kids be brave

Anxious kids, like worriers and sensitive types, benefit from a parenting style that is empathetic but at the same time empowers them to tackle their fears.

Currently around 11% of children have problems coping with anxiety. Around 3% experience some form of depression.

As reported on the Kidspot website, Macquarie University psychology lecturer Dr Carolyn Schniering has stated that anxiety problems are the most common emotional disorders that children experience.

It’s important to understand that anxiety is not something to be afraid of. As Dr Schniering says, “It’s a normal emotion and an important part of how we engage with the world.”

Experiencing some anxiety in new social situations or some specific situations such as around water is quite normal and, in some regards, healthy. It’s not healthy when anxiousness stops kids doing things they want or are able to do or interferes excessively with their school or pre-school experiences.

Genetics plays a part

Macquarie University research shows that children who display high levels of anxiety from a young age, and who have a parent who is excessively anxious or depressed, are seven to 11 times more likely to develop long-term anxiety.

This finding supports my experience that anxious parents beget anxious kids. But it’s not that simple.

Some children are simply more prone to experiencing excessive anxiety than others. These kids are typically classified as worriers, shy types and more sensitive souls who wear their hearts on their sleeves. (I’ve parented one of these types and I learned first-hand that some situations they experienced needed to be handled with some parental care and attention)

I want to stress that these children are not necessarily going to experience debilitating anxiety. However, they do benefit from a parenting style that is sympathetic while empowering them to tackle their fears.

It’s worth noting that if you yourself are overly anxious or experiencing depression, then self-care needs to be your first priority before you can assist your kids.

When should I worry?

Dr Schniering says, “As a rule of thumb, parents should be more concerned if the fears or worries they experience become excessive and their child is unable to deal with every day life.”

I would also add that when children become overwhelmed by their fears it may be time to seek professional help. A first port of call may be a General Practitioner or your child’s school. (Our research shows that parents are more likely to seek help from their child’s school than their GP; however, my experience has been that local doctors often have a good handle on these issues as well as knowledge of local providers.)

Helpful parenting practices

Before looking at helpful practices, let’s quickly list some practices that are unhelpful for parenting anxious kids:

► Fixing kids’ problems.

Jumping in too soon only increases anxiety and doesn’t enable kids to build their capabilities.

► Allowing avoidance.

Letting kids escape new or fearful situations validates their fears.

► A ‘get over it’ attitude.

There’s a difference between “You can do this!” and “For goodness sake, get over it!” The latter often comes from parent impatience and stress.
COMMUNITY NEWS

**Chelsea Yacht Club - A Great Club To Join**
Long Beach Sail Training Centre. Open for sailing on Saturdays 8.30am until late. For details contact Colin on 0431 835 813 for www.chelseayachtclub.com.au

**5th Annual IMF Classic Car Day**
Sunday 15th March from 10am - 3pm. Bicentennial Park, Scotch Parade, Chelsea $20 per class car and general entry is a gold coin donation. Visit www.isabellaandmarcusfund.or.au for further details.

**City of Kingston - Vacation Care Program**
Enrolments start Monday 2nd March and close Friday 20th March 2015. For further details phone Vacation Care Team on 03)9581 4846 or visit www.kingston.vic.gov.au

**Chelsea Basketball Holiday Camp**
USA Imports Corey Standefer & Jasmine Lovejoy, 10am - 3pm Mar 31st, April 1st & 2nd, Apr 7th, 8th & 9th. Bonbeach Stadium. $90 for 3 days or $35 per day. Registration Forms available online www.chelseabasketball.com.au

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**Easter School Holiday Fun**

* Kids have lots of fun producing:
  1. a framed picture
  2. baked goods
  3. a special place of art

* $45 for 4 hours in the studio of local Patterson Lakes artist Ali Hill

* Bookings - www.alihillart.com
* Enquiries - Ali – 0419 873 532

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Ph: 8796-3071 or 0419 118 976
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www.bigbensboxing.com.au

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Patterson Lakes Community Centre
54-70 Thompson Rd Patterson Lakes
Ph: 0414 628 096 Email: taniarobins@hotmail.com

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0419 999 909
Charli B (5C) and Emma H (5C) are participating in the World’s Greatest Shave/Colour on Thursday the 12th March.

Get behind the girls and help them reach their target while supporting a great cause.

You can sponsor them by heading to the World’s Greatest Shave website and sponsoring their team, ‘Chema’ being a mix of Charli and Emma.