Dear Parents, Students, Teachers and Friends,

As a part of the Grade 1 & 2’s current Central Idea ‘Journeys might connect people and cultures’, we were lucky to have many of our parents come in to share their stories about their culture and background with the students. Our volunteers shared artefacts, pictures and clothing that relate to their culture. Here are pictures of a few of the talks.
Friends for Life
Our annual Friends for Life program will commence once again with our year 3/4 students. The Friends for Life program was created to assist children to build resilience and self-esteem and to learn important skills and techniques to cope with feelings of fear, worry and depression. The symbolism drawn from the word FRIENDS is based on the following principles:

☐ The word FRIENDS helps children to remember each of the skills taught throughout the program (i.e. each letter stands for a new skill learned).
☐ Our body is our FRIEND and tells us when we are feeling worried or nervous by giving us clues.
☐ It is important to learn to be our own FRIEND and reward ourselves when we try hard.
☐ It is important to make FRIENDS, so that we can build our social support network and feel happier.
☐ FRIENDS can help us to cope with difficult situations more effectively.

Parent Opinion Survey
Last week a small random sample of parents were issued with the annual Parent Opinion Survey. This annual survey provides valuable feedback and is increasingly used by both the State and Commonwealth Governments as an indicator of school performance. This data, together with survey responses from staff and students, is used to inform school direction and improvement. If you are one of the families with a survey we ask that it is returned by the due date stated on the form. Thank you for your assistance.

Five ways to know you are over-parenting
By Michael Grose
It’s a quirk of twenty-first century parenting that we need an objective measure to assess our parenting. Past generations were satisfied with more subjective measures such as whether their kids were happy; whether they got good marks at school; whether they were employable; and whether or not if they stayed out of trouble (read goal in extreme cases)! It’s safe to say the parenting waters were far clearer in the past than they appear to be now. But the parenting industry has come a long way in a short time so we now have stringent indicators that let us know what parenting track we maybe on. And that, for many people, would appear to be the over-parenting track.
You know you are over-parenting if:

1. You take on all, or nearly all, of a child’s problems. Kids are good at handballing their problems to their parents. They’ll bring disputes with siblings for you to sort; expect you to take forgotten school lunches to school and pester you to organise their after-school lives. Mums and dads that over-parent invariably end up sorting out all their children’s problems which may make life easier in the short-term, but can mean kids become more dependent on their parents than children in the past.

Point to remember: Leave some problems for kids to solve.

Working Bee Sunday 31st July

I would like to thank the following people who turned up for the Working Bee on Sunday, if I have missed anyone I apologise, it was a great morning with lots achieved. Graeme Cater, Scott Boreham, Stuart Thompson, Ryan Parker, Glenn Roberts, Vicci and Chloe, Johanna Korsch, Sam & Charlotte Milkovic, Allan Puppa and Tristan Burley, Mark, Avi and Charlie Jackson, Katrina Flaherty, Beck, Neil, Alyssa, Will & Poppy Cowley, Josie James with Chloe and Lily.

Lee Murnane  
Principal

COMING EVENTS

**JULY**
Thurs 28th Grade 1 & 2 Football

**AUGUST**
Thurs 4th 5/6 Melbourne CBD Walking  
Tour Excursion  
Wed 10th Prep Starlab Incursion  
Fri 12th Winter Wonderland DISCO

**SEPTEMBER**
Monday 5th  School Concert

**OCTOBER**
Monday 31st  Curriculum Day (To be confirmed)

MELBOURNE CBD WALKING TOUR 5/6
Permission forms and payment if levies NOT paid to be returned by Tuesday 2nd August.

Prep Starlab Incursion Wed 10th August
Permission forms and payment if levies NOT paid due by Tuesday 9th August.

Winter Wonderland Disco Fri 10th Aug
Ticket order forms due back by Thursday 11th August

NO TICKETS WILL BE SOLD ON THE NIGHT

Free dental check up
Forms to be returned by Friday 12th August.

PARKING IN SCHOOL GROUNDS

The School Car Park is for STAFF ONLY, the bottom gates are locked at drop off and pick up and if you are parked in the school grounds you will have to wait until the gates are reopened at 9.15am or 3.45pm. Please inform anyone that picks up your child/ren so they don’t find themselves locked in the school grounds. This is for the safety of all children.

Thinking about YOUR future career?

Do you want to work in a job where you are helping to improve people’s lives every day?

From early August, BSL Training is delivering Aged Care course:

CHC33015 Certificate III in Individual Support (Ageing and HACC)

Secure your spot and study in a supportive environment where your success is our focus.

Get in touch today on: 8781 5900 or email chook@bsl.org.au
5C & 10C COLLECTION @22/07
Prep P $52.00 Prep W $36.95
Prep Y $25.25 Prep T $109.10
1DP $68.05 1G $30.40
1M $27.80 2B $28.30
2T $18.20 3/4M $28.10
3/4W $67.00 3/4C $50.65
3/4H $20.75 5/6J $18.50
5/6W $1.55 5/6P $33.75
TOTAL $616.15. Get those loose coins in every Friday morning.

FREE DENTAL CHECK UP AND TREATMENT FOR ELIGIBLE STUDENTS
Forms went home to every child earlier this week, if you wish your child/ren to participate please return the forms to school by Friday 12th August.

Cassanova on school holidays with his friend Wilbur.

SEAFORD NORTH PRIMARY SCHOOL CONCERT

 Econo

UTOPIA

Seaford North Primary School Presents

UTOPIA

An adventure to discover Utopia.
Monday 5th September, 2016
7.00pm – 9.00pm

Tickets on sale
Frankston Arts Centre
Telephone: (03) 9784-1060 or online at http://artscentre.frankston.vic.gov.au
Navigate to What’s on – Buy Tickets;
Event Type – School Production and follow the prompts to purchase your tickets.

SNPS students do not require a ticket.

UNIFORMS
Could all parents please check that they have their own child’s uniforms. There is a Grade 6 size 12 jumper at the office with no name on it, please check that your child has their own jumper
It's that time of the year again so dust off your books, Kindle, iPad or tablet and get ready to take part in the MS Readathon. The MS Readathon was launched 37 years ago in Australia and over the years thousands of students have picked up their books and raised over $40 million - all to support Australians living with MS.

Registrations are now open at www.msreadathon.org.au Registration forms are also available at the office.

The program is open to all ages, and we encourage everyone to register and raise funds. As little as $50 will help a newly diagnosed person attend an information session where they can learn about their diagnosis and get much needed support. Last year Seaford North Primary School raised over $3000!

A Certificate of Appreciation will be awarded to all students and schools and the Top 100 individual fundraisers will each receive their very own digital tablet!

For more information call 1300 677 323, email msreadathon@ms.org.au or see Miss Marriott.
Nationally Consistent Collection Data  Education Council

School Students with Disability

WHAT IS THE NATIONAL DATA COLLECTION?
The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students with disability and the level of reasonable educational adjustment they are provided with. The national data collection counts students who have been identified by a school team as receiving an adjustment to address a disability under the Disability Discrimination Act 1992 (the DDA). The DDA can be accessed from the ComLaw website at www.comlaw.gov.au.

WHAT IS THE BENEFIT FOR MY CHILD?
The aim of the national data collection is to collect quality information about school students with disability in Australia. This information will help teachers, principals, education authorities and families to better support students with disability to take part in school on the same basis as students without disability.

The national data collection is an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

WHY IS THIS DATA BEING COLLECTED?
All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

When undertaking the national data collection, every school in Australia will use the same method to collect information. Therefore, a government school in suburban Sydney will collect and submit data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The information provided through the national data collection will enable all Australian governments to improve target support and resources to benefit students with disability.

WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?
All students are entitled to a quality learning experience at school. School principals are responsible for ensuring the information identified about each student is accurate.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the DDA and the Disability Standards for Education 2005 (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together so that students with disability can participate in education. The Standards can be accessed via the ComLaw website at www.comlaw.gov.au.

WHAT IS A REASONABLE ADJUSTMENT?
A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as students without disability. Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting class lessons) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

WHAT INFORMATION WILL BE COLLECTED?
Every year your child’s school will collect the following information for each student with a disability:

• the student’s level of education (i.e. primary or secondary)
• the student’s level of adjustment
• the student’s broad type of disability

The information collected by schools will be provided to all governments to inform policy and programme improvement for students with disability.

WHO WILL BE INCLUDED IN THE NATIONAL DATA COLLECTION?
The definition of disability for the national data collection is based on the broad definition under the DDA. For the purposes of the national data collection, students with learning difficulties such as dyslexia or auditory processing disorder as well as chronic health conditions like epilepsy, diabetes or asthma, that require active monitoring by the school, may be included.

WHO WILL COLLECT INFORMATION FOR THE NATIONAL DATA COLLECTION?
Teachers and school staff will count the number of students with disability in their school and the level of reasonable adjustment they are provided based on:

• consultation with parents and carers in the course of determining and providing reasonable adjustments
• the school team’s observations and professional judgments
• any medical or other professional diagnosis
• other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

HOW WILL MY CHILD’S PRIVACY BE PROTECTED?
Protecting the privacy and confidentiality of all students and their families is essential. Personal details such as student names or other identifying information will not be provided to local or federal education authorities.


IS THE NATIONAL DATA COLLECTION COMPELSSORY?
All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students with disability in their care and the level of adjustment provided to them. Information about the arrangements that may apply to your school in relation to this data collection is available from your child’s school principal and the relevant education authority.

FURTHER INFORMATION
Contact your child’s school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability. You can also visit www.education.gov.au/nationally-consistent-collection-data-school-students-disability.

An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at http://resource.dse.theeducationinstitute.edu.au/.
**The Transdisciplinary Skills**

Transdisciplinary means across the disciplines, and in SNPS’s case, they are the learning areas of Numeracy, Literacy, Humanities, the Arts, Chinese and Physical Education.

Skills are capabilities. Students need to use these capabilities to succeed in this changing, challenging world.

**Thinking skills**…..yes we all need to use them so we all need to learn them. Being able to think means that we can comprehend, create, solve, apply and make judgements effectively. IB PYP have a very comprehensive list of thinking skills that we need to teach and practice in order to participate in today’s world.

<table>
<thead>
<tr>
<th>Thinking skills</th>
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<tbody>
<tr>
<td>Acquisition of knowledge</td>
<td>Gaining specific facts, ideas, vocabulary; remembering in a similar form.</td>
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<tr>
<td>Comprehension</td>
<td>Grasping meaning from material learned; communicating and interpreting learning.</td>
</tr>
<tr>
<td>Application</td>
<td>Making use of previously acquired knowledge in practical or new ways.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics.</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Combining parts to create wholes; creating, designing, developing and innovating.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Making judgments or decisions based on chosen criteria; standards and conditions.</td>
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<tr>
<td>Dialectical thought</td>
<td>Thinking about two or more different points of view at the same time; understanding those points of view; being able to construct an argument for each point of view based on knowledge of the other(s); realizing that other people can also take one’s own point of view.</td>
</tr>
<tr>
<td>Metacognition</td>
<td>Analysing one’s own and others’ thought processes; thinking about how one thinks and how one learns.</td>
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We use these skills constantly without realising what the skills are even called! When we teach the thinking skills, we do try to use the thinking language mentioned in this list so that students are able to identify and articulate what process they are using. When we teach your child these skills we could use graphic organisers, or thinking routines.

Some graphic organisers you may have heard of include:

- A PMI which are charts where students write what pluses, minuses or interesting thoughts they have in relation to an experience such as an excursion. This helps the student direct their thinking about an event in quite a specific way and they direct their thinking in a linear...
way by firstly focusing on the pluses, then the negatives and finally the interesting thoughts are noted.

- A KWL which identifies what student know about a subject matter, what they want to know and what they have learnt. This makes a great pre-test tool in that teachers can find out what students want to know and then, at the end of the unit, what they actually learnt that they found interesting.
- Flow charts to help students sequence their thoughts
- Funnel charts to help group thoughts,
- Cogs to show the flow on affects,
- Fish bones for cause and effect,
- Venn diagrams for similarities and differences

All of these, and many others, help us to organise our thoughts.

Thinking routines are simple processes students can use to process or generate or reflect on information. Some that we commonly use include:

- See Think wonder routines where we start by noting what we actually see, then what we think and then what we wonder. For instance, we might see a hat flying through the air, we might think the wind blew it off someone’s head and we might wonder whether or not the owner will find it again. Staff will be using a see hear think wonder when they visit other PYP schools to note information about inquiry teaching and learning.
- I used to think, now I think which shows a change in our understanding,
- Circle of viewpoints which ensures many viewpoints have been considered,
- Think, Pair, Share where we start with our own ideas then we extend to include a buddy’s ideas and then share with the whole group. This ensures all students thinking is valued and considered.
- What makes you say that which requires justification
- Compass points were several propositions are noted before decisions are made, ensuring sound decision making processes.

Students enjoy thinking and they enjoy learning how to use they tools. Our goal is to make sure all students are thinking and participating and that it is not just left to those students that are engaged with their learning already.

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Thinking: the talking of the soul with itself.

Plato

QuotePixel.com
AROUND THE GROUNDS . . .

Featuring 5/6W

Students put on a fair to display the amazing work they had completed on their summative assessment tasks. Our central idea focused on 'As I grow and develop my sense of identity changes'. We had timelines, items from their past, photos and diagrams all showing the development of their individual ide
SEAFORD NORTH PRIMARY SCHOOL
ANIMAL PALACE presents

Winter Wonderland

Friday 12 August
6.00 - 8.00 pm

Experienced DJ
Sausage Sizzle Available

Come dressed for the winter wonderland

PRE-ORDER YOUR