Dear Parents, Students and Friends of Seaford North,

Formal report Time
At this time of the term I always like to give parents something to think about before they read their child’s formal report. It reinforces the fact that all children are different; learn in different ways and at different rates and they really want to please you.

Reading your child’s report
By Michael Grose (author of nine parenting books, parenting educator to over 1500 Australian schools)
Reports can mean anxious times for children. Will my parents be disappointed or proud? This is the main concern of most children.

Could try harder . . . always does her best . . . lacks concentration . . . easily distracted . . . a pleasure to teach . . . Do these comments, taken from a batch of student reports sound familiar? Student reports bring mixed feelings for parents. Pleasure and pride if they are performing well but considerable angst when children are not progressing as you hoped.
Kids of all ages take their cues from their parents, so your reaction to their school report can affect the way they see themselves as learners and as people.
Before you rip open the sealed envelope containing the report do a little self-check to see if you are in the right frame of mind:

1. Are your expectations for your son or daughter realistic and in line with their ability?
Expectations are tricky. If they are too high then kids can be turned off learning. Too low and there is nothing to strive for. Pitch your expectations in line with your child’s abilities. A quick check of your child’s last report cards may provide you with a good yardstick.

2. Do you believe that children learn at different rates?
There are slow bloomers, late developers and steady-as-you-go kids in every classroom, so avoid comparing your child to siblings, your friends’ children and even yourself when you were a child. Instead look for individual progress.

3. Are you willing to safeguard your child’s self-esteem rather than deflate it?
Self-confidence is a pre-requisite for learning, so be prepared to be as positive and encouraging as possible.

School reports come in different formats. Some are prescriptive while some use grading systems such as A, B, C, etc. with room for teacher comments. Regardless of the format school reports should provide you with an idea of your child’s progress in all subject areas, their attitude and social development.
Here are some ideas to consider when you open your child’s report:

Focus on strengths. Do you look for strengths or weaknesses first? The challenge is to focus on strengths even if they are not in the traditional 3Rs or core subjects.
Take into account your child’s effort and attitude to learning.
If the report indicates that effort is below standard, then you have something to work on. If your child is putting in the required effort, then you cannot ask any more than that, regardless of the grading.

Broaden your focus away from academic performance to form a picture of your child’s progress as a member of a social setting. How your child gets along with his or her peers will influence his happiness and well-being, as well as give an indicator to his future. The skills of independence and co-operation are highly valued by employers so don’t dismiss these as unimportant.

Take note of student self-assessment.
Kids are generally very honest and will give a realistic assessment of their progress. They are generally very perceptive so take note of their opinions.

Discuss the report with your son or daughter talking about strengths first before looking at areas that need improvement. Ask for their opinion about how they performed and discuss their concerns. After reports are read and discussed celebrate your child’s efforts with a special activity or treat. In this way you will recognise progress and remind them that the holidays are just around the corner when they can forget about assessment, tests and reports for a while.

Tackling Banned
This is just a quick note to let all the parents know what the kids have known for the past two years—that there is no TACKLING in any ball games at school. This is emphasised with the children almost weekly and an extra yard duty teacher has been assigned to enforce this. Children will be withdrawn from the play areas if this happens, as this leads to fights. PLEASE reinforce this rule at home.

Enrolments for 2017
Enrolments are now being taken for 2017. It is now time for parents with school aged siblings to complete enrolment forms for our 2017 school year. If you are aware of friends, neighbours or relatives who have a child ready to start school in 2017 please let them know that enrolments are now being taken. To date we have received 43 Prep enrolments for 2017. The Information Evening conducted last month was a huge success! Thank you to the Prep Team and all staff who assisted on the evening. I am also available to answer questions or show interested parents and students around our school.

Arriving on time for school
An important aspect of setting up a great start for your child’s day is allowing enough time in the morning for your child to be ready for the school day. Having children arrive after the bell is not only disruptive for your child but it disrupts the smooth start for the entire class. Important information, already said to the class, needs to be repeated to latecomers. I know things happen to us all and sometimes it is unavoidable but there are way too many children continually late and missing important instruction time.

Reflecting on Term 2
It seems hard to believe that term 2 is almost over. As we reflect on our main aims and the significant achievements of the first semester, we wish our students and our hard working staff a relaxing break.

This week the first semester student reports will be issued. All students have made progress in their learning. Many students have made enormous gains. We trust you will identify aspects of your child’s school performance of which you can be very proud. As we, as school leaders, read through the reports, we were once again struck by how well our teachers know their students as well as by how comprehensive their reports to you are. The reports reflect our attention to academic rigour and regular assessment to determine the direction of our teaching. However, as you know, we continue to emphasise our commitment to the personal and social development of each child.

Doesn’t time fly! Our prep’s have been at school for almost two terms. It seems like only yesterday that they started their primary school journey with us. It never ceases to amaze us how quickly they settle into school life, gaining confidence in all areas of their learning each and every day.

This term’s Units of Inquiry throughout the school have been engaging. Inquiry units give students in all grade areas a great sense of individual involvement and engagement in and responsibility for their own learning. The research is telling us this is so much more sustaining for developing lifelong learners and capable adults than too much rote learning and teacher directed instruction. Our approach enables
teachers to differentiate the learning, thus better meeting the needs of all students across a range of abilities and preferred learning styles. We now look forward to next semester with excitement.

Men’s Health Project
Are you a man? Are you 18 years or older? Would you like to receive up to $200 in Bunnings or Coles & Myer Gift Cards?
In that case, we’ve got a project for you....
Attend an initial one hour meeting with the researchers at SNPS. Watch a three-part documentary at home. Complete a follow-up questionnaire. 
Bookings now open

Help improve the wellbeing of all Australian men.
Interested? Go to http://tinyurl.com/mensdocstudy
and don’t forget to tell your mates about it!
Please feel free to email or call me 0433 046 047.
Justine Fletcher-Dobson

Special thanks to the Parents Club for their tireless contributions in so many ways and support of the school.

Congratulations once again to all of our students on a great term’s work. The holiday break is timely as always so let’s all make the most of it and have a happy holiday. We look forward to seeing everyone back safely on Monday 11th July.

Lee Murnane
Principal

COMING EVENTS

JUNE
Friday 17th Prep T & PY Museum Excursion
Friday 17th Lightening Prem Grade 5/6
Friday 17th Reports go home
Tuesday 21st & Wed. 22nd Parent Teacher Interviews
Tuesday 21st 1DB parent teacher Interviews.
Wed 22nd Prep HW parent teacher Int.
Friday 24th LAST DAY TERM 2 1.30 FINISH

JULY
Monday 11th 1st day of Term 3
Tuesday 12th Polly Woodside 3/4 M & W
Friday 15th Polly Woodside 3/4 C & H

SEPTEMBER
TERM 3
Monday 5th School Concert

OCTOBER
Monday 31st Curriculum Day (To be confirmed)

Permission Slip Return Dates

Grade 3/4M & W Polly Woodside
Permission form and payment if levies NOT paid to be returned by Thursday 23rd June, 2016

Grade 3/4C & H Polly Woodside
Permission form and payment if levies NOT paid to be returned by Thursday 23rd June, 2016

Parent Teacher Interviews
Appointment time slips to be returned by Friday 17th June.

5C & 10C COLLECTION @10/06
Prep P $52.00 Prep W$24.35
Prep Y $24.90 Prep T $88.35
1DP $53.35 1G $6.45
1M $27.50 2B $26.95
2T $14.55 3/4M $27.20
3/4W $61.55 3/4C $50.65
3/4H $14.30 5/6J $18.50
5/6W $1.55 5/6P $33.65
TOTAL $525.80. Get those loose coins in every Friday morning.
THANK YOU
We would like to thank Mr Minit in Frankston for their kind donation of Engraving, we really appreciate their generosity.

Our 2016 school production, ‘UTOPIA’ will be taking place on Monday evening, 5th September at the Frankston Cultural Centre. Arrangements are well underway, and next term students will be participating in dance lessons (six sessions) at school. More information regarding concert arrangements and ticket sales will be distributed early next term. Thank you in advance for your continued support.

Frankston City Libraries School Holiday Program 29 June - 8 July, Bookings essential from Friday 10 June, phone 9784-1020 or online at library.frankston.vic.gov.au/whats_on

Wednesday 29th June POW! KA-BOOM! BANG 1.30pm to 2.30pm @ Frankston Library Long Room. 8+ years $3.00

Thursday 30th June JAWS, CLAWS, SCALES & TAILS 10am – 11am @ Seaford Library 4-10 years - $5.00

Friday 1st July WINTER CRAFT – SNOWDOMES 2PM-2.45 @ Carrum Downs Library 5-12 years FREE

Monday 4th July MARVELS OF MAGIC – ELIO THE MAGICIAN 11am-12pm @ Frankston Library – all ages $5.00

Wednesday 6th July COMIC BOOK MONEY BOX 10.30am-11.15am @ Seaford Library 3-8 years $3.00

Thursday 7th July ORIGAMI CRAFT 2pm-3pm @ Carrum Downs Library 5-12 years – FREE

Friday 8th July MOVIE SCREENING 10.30am-12pm @ Frankston Library Long Room 5-12 years FREE

Enjoy Frankston Resident Survey is now open
Over $5,000 worth of experiences to be won

Are you a tourism ambassador?
Tell us what you love to do locally for your chance to WIN!
By sharing your favourite things about your city, you have the chance to win some amazing experiences.
Council has partnered with 11 local businesses to create an exciting prize-pool valued at over $5,000, featuring more than 130 local experiences.
To view the experiences to be won and to take the survey, click here.
The Survey is open to all Frankston residents and closes on Sunday 31 July 2016.

ADVERTISING - Please Note:
The Department of Education and Training does not endorse the products or services of any private advertisers. No responsibility is accepted by DET for accuracy of information.

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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.

Introducing the Self-Management skills...........
This skill set is all about a student's independence; the way they handle themselves and look after themselves. The skill set is once again, the responsibility of all teachers that come into contact with the student. It is also the responsibility of parents and so this is something we need to work together on as your child moves towards independence.

<table>
<thead>
<tr>
<th>Self-management skills</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross motor skills</td>
<td>Exhibiting skills in which groups of large muscles are used and the factor of strength is primary.</td>
</tr>
<tr>
<td>Fine motor skills</td>
<td>Exhibiting skills in which precision in delicate muscle systems is required.</td>
</tr>
<tr>
<td>Spatial awareness</td>
<td>Displaying a sensitivity to the position of objects in relation to oneself or each other.</td>
</tr>
<tr>
<td>Organization</td>
<td>Planning and carrying out activities effectively.</td>
</tr>
<tr>
<td>Time management</td>
<td>Using time effectively and appropriately.</td>
</tr>
<tr>
<td>Safety</td>
<td>Engaging in personal behaviour that avoids placing oneself or others in danger or at risk.</td>
</tr>
<tr>
<td>Healthy lifestyle</td>
<td>Making informed choices to achieve a balance in nutrition, rest, relaxation and exercise; practising appropriate hygiene and self-care.</td>
</tr>
<tr>
<td>Codes of behaviour</td>
<td>Knowing and applying appropriate rules or operating procedures of groups of people.</td>
</tr>
<tr>
<td>Informed choices</td>
<td>Selecting an appropriate course of action or behaviour based on fact or opinion.</td>
</tr>
</tbody>
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It seems obvious that Gross Motor Skills are being developed in Physical Education lessons, but they could also be developed during Literacy, when they are working with Theatre’s workshop, or during Mathematics while they are measuring. Likewise Fine Motor Skills are definitely being developed during Visual Art lessons but also as they write or manipulate equipment during Mathematics, students are developing their fine motor skills.

Spatial Awareness could be about how students place themselves on a footy ground or how they layout their writing and pictures on a poster presentation. Classroom teachers are encouraging students to plan their poster, completing a rough draft so that they know how everything fits. Teachers are providing time for students to do this, providing strategies and assisting where necessary.
Organisation…..even parents know that the development of this skill is difficult! It may seem, with some students that this is not a strong point and as parents we despair. I have three sons and I have felt like I have been banging my head on a brick wall with this skill! The good news is that as they have had more responsibilities, they have needed to organise themselves and all the skills have finally kicked in…apart from their bedrooms!!

Year 5 and 6 students have just had a focus on time management. Teachers made a timeline for the classroom and used it to model time management strategies. For instance, when undertaking personal inquiry tasks about adaptation, students broke down the tasks that needed to be completed and arranged them on the timeline logically. This exercise allowed them to see the components, the sequence, what they needed to do next and how to successfully finish all requirements on time. This idea is completely transferable to other occasions when time needs to be successfully managed.

Safety is at the forefront of teacher’s and parent’s minds. However, ultimately, decisions about undertaking an activity falls on the individual student. Unpacking the reasons for having rules and discussing potential safety issues before students are confronted with decision making is an important strategy for teaching this.

Developing a healthy lifestyle is something children can only take charge of as they are allowed to make more of their own decisions. While they are young, adults take on this responsibility so we are the ones that set the foundations. Once children have learned more about the requirements of a healthy lifestyle, they may want to make some changes. This is a great moment because it means they are taking action on their learning. This can be annoying for a parent but should be handled respectfully. At school we hone into the physical, social, emotional, intellectual and spiritual well-being and observe the ways a range of cultures do this, broadening their understanding of this skill.

Our Essential Agreements in the classrooms support the work we do on Codes of Behaviour, but when working in groups, students also discuss how the group will operate. One thing that students and parents perhaps don’t realise is that we also have Essential Agreements for our teacher meetings which we all signed our name against. School Policies are also about what we are going to teach and how we will implement it; again about our behaviour.

Making a choice is one thing but making an informed choice is quite another. Firstly all choices need to be tabled and then the student must evaluate choices to make the best decision for them at that time. It means that students need to be open-minded enough to even consider a range of choices – a task we can work on together. A great example of when students practise this skill is when they are choosing something within their unit of inquiry to do a personal inquiry. Year 3 and 4 students have been investigating the central idea, “Explorers have made discoveries, leading to opportunities and understandings.” Students need to know what options they have when it comes to undertaking their own inquiry into an explorer so that students can then make an informed decision to focus on for their own inquiry.

Independence is the goal of these skills and that does take time….apparently 18 years. In a Primary Years Program, we are setting the students up for further growth over time in this skill set, the foundations and that is important! As parents, we are partners in developing the Self-Management Skills. Teachers can assist with some strategies for you to use at home if you feel the need to improve one or other of these skills.
As part of our inquiry into How We Express Ourselves, the preps explored their senses.

I was trying to touch the ice and it felt cold on my feet.

I was tasting the lemon and it tastes sour.
~ Nicolas,

It tasted a bit sweet, but a little bit sour too.
~ Elizabeth,

I was smelling the orange and it smelt very nice.

I tasted the pickle and it was a bit sour.
~ Lincoln, Prep P

I was shaking a box to hear what’s in it. And we found out it was full of coins.
~ Riley, Prep T

I was tasting pickle and it tasted yucky. It was sour.
~ Lily, Prep T
We enjoyed going to the Life Education van and meeting Harold, learning about healthy foods.

We learnt about taste and I was tasting the lemon. It was sour.

Lucia and Lexi were taking me around the room when I was blindfolded.

I was guiding her with Lexi, because she doesn't have her sight.

~ Luca, Prep Y

We were learning about healthy foods.

~ Amita, Prep P

I learnt that the heart pumps blood.

~ Oscar, Prep P

I was putting the lungs on the body. It can help you breathe.

~ Sam, Prep P

I am putting yoghurt on the Everyday Wheel.

~ Annie, Prep T

I met Harold and thought he was cool!