Dear Parents, Carers and friends,

Welcome to the 2017 school year! I’m really excited for the year ahead and look forward to being part of your child’s learning journey. It was warming to see the excitement within the children yesterday morning when coming back to school. While only a few students were a little nervous, by the end of the day and this morning, all were enthusiastic and excited to be in their classrooms and catching up with friends in the playground.
My door is always open and you are always welcome to catch up about any school achievements, issues or concerns at any time. I believe open and honest communication regularly is the key to creating a happy and successful environment. When coming into school, please take the time to pop in and say hello. I look forward to getting to know our new families and students in coming weeks.

Staff are looking forward to a productive year with your children. Communication, maintaining and building effective relationships through your child’s learning journeys is a key focus for us. Individual Learning Plans (ILP’s) will be sent home at the end of Week 2 while student diaries/communication books will be utilised weekly. Please acknowledge any written communication by responding or initialling comments so teachers know that you have seen their comments and communication. Thank you for your cooperation.

Building on school and student leadership through the Student Representative Council (SRC Reception to Year 7), School Captains and House Captains (Year 6 & 7) will also continue this year. Mrs Schmaal, Pastoral Care Worker, will continue to work closely with staff, students and families on social and well-being aspects.

Welcome
On behalf of the school community I’d like to welcome the following Reception students and new families to our school:
James Boxall (Daniel & Skye); Elsie Goodfellow (Sam & Emily);
The following new Reception students also join their siblings:
Riley Saunderson, Julia I’Anson, Keiran Vandeleur, Maggie Allen, Georgia Dixon and Archer Heinrich.

Schoolstream App
Have you downloaded the free Schoolstream app on your iphone (apple), samsung (google play store), laptop or desktop computer? Go to your play store, and download the schoolstream app, then add Saddleworth Primary School. Please see either myself or Mrs Schoenberg if you would like some assistance.

Term Planner
Attached to the newsletter is the Term 1 planner.

We try and give as much notice as possible for important events. Please add these to your calendar and refer to the ‘Important Dates’ in each newsletter for changes and different things that may arise.

Parent Information Evening / BBQ
On Wednesday evening in Week 3 (15th February) a parent information session will be held in classrooms at 6pm. This is a good opportunity for parents to go into their child’s classroom and meet class teachers and find out about expectations, learning and routines. After this we have a barbecue dinner. Families will be asked to bring either a salad or sweet. A note will be sent home closer to the date.

R-5 School Camp
This term the Reception to Year 5 students will be attending school camp at Narnu Farm in Week 10 (Wed 5th April - Friday 7th April). This is a great learning and fun-filled opportunity for all students and staff. We require a $50 non-refundable deposit per family by the 24th February. Please see either myself or Mrs Schoenberg if you would like to create a payment plan. The total cost for the camp per student is $120. This includes travel, accommodation and most meals. Students will be required to bring their recess and lunch on the first day and to donate a snack for the trip back. More information will be sent home closer to the date. The Year 6 & 7 students will not be attending the camp this year as they are going to Canberra. Next year there will be an R-7 whole school camp as the Canberra trip is alternate years.

SRC Term 1 Reps — CONGRATULATIONS
The following students have been elected by their peers for Term 1:
Reception - Georgia Dixon
Year 1 - Eloise Plueckhahn
Year 2 - Tameka Saunderson
Year 3 - Paul Herrmann
Year 4 - John Herrmann
Year 5 - Kalee Noble
Year 6 - James Nicholls
Year 7 - Blake Dixon

Governing Council & AGM
Our AGM is locked in for Monday 20th February (Week 4) at 7pm. All parents are welcome to attend. You will find an agenda attached.
**Assembly Times**

Please be reminded that assemblies take place on even school weeks (Weeks 2, 4, 6, 8, 10) from 3-3:20pm in the school library. This is the opposite week to newsletters. All welcome to attend!

**Holiday Thanks**

I’m sure that you would all agree that the weather in recent months has been quite extreme.

I’d like to acknowledge our groundsman, Darren Heffernan, for doing a fantastic job at maintaining the grounds in wild, windy and wet conditions. The amount of trees coming down during storms and the mess that the weather has created has certainly created lots of extra work.

Thank you also to Shaun Noble and Martin Roocke for removing the large trees and branches that have come down in recent weather. We appreciate you fitting in time from your busy work and family lives to make our school a safe place. I’m sure that most of us were sitting in air conditioning on Sunday while this job was tackled! Thank you.

Pat Ablett has also continued to care for the school chooks over the break and has ensured that they stay fed and watered. Pat also hand watered some vegetable plants during the break. Big thanks for keeping them alive over the 6 week break. Thanks Pat!

Josh Nourse also took the time in the holidays to pop in and complete a quick health check on the chooks. Thank you too Josh! Joy Roocke, our worm guru, also took great care of our worm farm over the holidays.

We are really lucky to have such excellent and generous community support and families that make our school great.

**Maths and Mental Computation Strategies**

As numeracy is a strong focus for staff and students this year, each fortnight a mental computation tip will be placed in each newsletter. Please contact class teachers if you would like some extra information and support for your child.

**Head Check**

We will be conducting head checks by the end of this week. Can you please check your child’s hair if you have not given the school consent to do this.

**COUNTING ALL (especially in the early years)** - Counting is essential and children need to match the action of touching an object with the counting sequence, knowing the last number they say is HOW many.

With kind regards,

Mrs Sheree Mader

**GLENN VALLEY UMPIRES CLINIC**

**Friday 3rd February 2017**

5pm to 8pm

**Do you Referee?**

Would you like to referee?

Learn the basics of the rules of basketball?

Open to All who would like to learn more about the game.

Please bring Pen & drink bottle

Dress casual and shoes for on-court

**please note beginners welcome**

**RSVP to Annie**

Email: annie@ryelands.net.au

Mob. 0457 719 096

A shared Tea will be provided
MATERIALS & SERVICES FEE

Materials & Services Fees for 2017 will be $231 per student. Invoices were sent home yesterday. If parents would like to pay by instalments please come and see either myself or Rachel. If M&S fees could please be paid by **Friday 7th April**.

Some families may be eligible for School Card which will cover the 2017 M&S fee. Please refer to information below.

Please note – our school does not have CREDIT CARD facilities Payment may be made by EFT.

SCHOOL CARD

Parents are asked to complete a SCHOOL CARD APPLICATION 2017 form if they think they are eligible for school card.

Parents will require a **Centrelink Customer Reference number**, (or previous years ATO Tax Return and Group Certificate(s) and/or Centrelink Payment Summary) and a **declaration** that the combined gross family income is within the School Card income limits (see below).

**Hardship Application** -Applicants who are over the School Card limits but have experienced hardship in the 2015/2016 financial year which has resulted in the family’s average weekly gross income being within the School Card income limits based on the number of dependent children, you may apply on hardship grounds.

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<td>1</td>
<td>$37,274</td>
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<td>2</td>
<td>$38,291</td>
<td>$737</td>
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<td>5</td>
<td>$41,342</td>
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<td>each additional child</td>
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Please come into the front office or see Sheree for an application form or further information. An application form has been sent home to all families who were eligible for School Card last year.

Forms need to be completed and returned to the school with a copy of Centrelink card by **week 3, Friday 17th February**.

BUSHFIRE INFORMATION

Our school is a “LEVEL 2” school and will therefore be **CLOSED** on Catastrophic Fire risk days in the Mid North area. Parents will be notified by phone after the 4.30pm Fire Ban announcement on the day prior to the declared Mid North Catastrophic Fire risk day.

Notice will also be sent via the Schoolstream app.

No school buses will run on that day.

Please come in and see Sheree if you have any other queries regarding our bushfire action plan.

SCHOOL UNIFORM

Our official school uniform is navy shorts, skorts or navy pants, leggings with navy polo shirt and a school jumper, summer dress or navy pinafore. If you are buying new items of uniform, please ensure you buy navy for the bottom. Avoid buying track pants with stripes. Uniform is available from the school.

SCHOOL TIMES

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8.30am</td>
<td>Staff supervision starts</td>
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<tr>
<td>8.55am</td>
<td>School commences</td>
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<tr>
<td>10.55am</td>
<td>Recess time</td>
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<tr>
<td>12.45pm</td>
<td>Lunch time</td>
</tr>
<tr>
<td>1.40pm</td>
<td>Classes recommence</td>
</tr>
<tr>
<td>3.20pm</td>
<td>School finishes</td>
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STUDENT ABSENCES

Parents are reminded that if students are absent for any reason, the school needs to be notified either via schoolstream, text, phone call or completing an absence note. Please use the absence forms provided or a note in the child’s diary including the **DATE AND SIGNATURE**.

A student **Exemption** form is required if students are going to be away on family holidays or similar. Exemption forms are available from the front desk.

Please refer to the “Attendance Policy” in the information booklet sent home yesterday.
TERM DATES FOR 2017

<table>
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<tr>
<th>TERM</th>
<th>Dates</th>
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<tbody>
<tr>
<td>TERM 1</td>
<td>30 January - 13 April</td>
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<tr>
<td>TERM 2</td>
<td>1 May - 7 July</td>
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<tr>
<td>TERM 3</td>
<td>24 July– 29 September</td>
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<td>TERM 4</td>
<td>16 October -15 December</td>
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MONEY
If you are sending money to school, please ensure that it is in an envelope, clearly labelled with your child’s name, class and purpose of the money.

SUN SMART POLICY
Could you please ensure children have a (named) school wide brim hat. Our school has a “no hat – no play policy”. Sunscreen is available in the classrooms.

Please ensure that your child has a refillable drink container. Summer is the time for bees and wasps and we wish to ensure the safety of all our students and certainly don’t want anyone stung while drinking from a tap.

MONDAY SPECIAL HELPERS
If you could please return the Monday Special slip ASAP so we can organise helpers for this Term.

ASSEMBLIES
Assemblies will be held fortnightly on a Thursday at 3.00pm in the Library. Parents are welcome to attend. Our first assembly will be next week.

MEDICATION
Please ensure you have read the medication information in the ‘Important Information’ handbook sent out yesterday.
No medication (this includes prescribed, over the counter and alternative therapies, vitamins, minerals and supplements) will be accepted by staff without a medication authority.

STUDENT LUNCH FRIDGE
Students are welcome to put their lunches in the Artroom fridge during the warmer months. Please ensure that the lunch is in a suitable, labelled container.

BIKES & SCOOTERS
All students who ride to school are to get off their bikes/scooters and walk them across the school crossing and into the school yard.
Students are not to ride in the school grounds. Helmets are to be worn at all times!

SCHOOL PHOTOS
School photos will be on Tuesday 14th March.

SCHOOLSTREAM APP
We recommend downloading the free Schoolstream app for easy access to all school notices and information on your mobile devices.

FORMS
Please ensure all forms sent home yesterday are returned by Friday 5th February to ensure we have the most up to date information for your child.

BASKETBALL
Basketball will commence tonight with a skill session. Information was sent home yesterday.
**Private Music Lessons**

Enrolments are now being taken by Pauline Garrard for piano, keyboard or singing lessons in 2017. Ph 0888430038 or 0417867142 as soon as possible. Thank you

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**FOR SALE**

**Kyocera Photocopier**
The school has purchased a new photocopier and would love to hear from anyone keen to make an offer on the old one. Kyocera Taskalfa 4550CI Multifunction

Please contact Sheree at the school 88474 227

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**SADDLEWORTH LAWN TENNIS CLUB**

**Saturday Morning - Juniors**

Have a go and Games Practise

9.30 - 11.00am at Saddleworth Courts.

Interested Juniors are invited to come along and practise.

Children will be given match practise, doubles and singles.

Enquiries to Chris 0499022218.
Talking so kids will listen

Effective communication is the essential building block for strong families.

A high level of trust is an essential element for effective family communication. When trust is high parents and kids can talk freely about important issues such as sex, drugs or the future.

Communication doesn't always produce agreement. However, family members are able to speak freely and openly with each other without blaming, condemning or being condescending.

Members of strong families are generally very good listeners. They are likely to listen to other people's points of view and ask questions rather than try to read other people's minds.

Humour is an important part of functioning families. The stronger the family the more likely members are to use humour to reduce tension,

maintain a positive outlook on life, to express warmth, to facilitate conversation and to help cope with difficult situations.

Another feature of positive communication in strong families is the ability to give compliments and positive feedback for activities, behaviour or good performance. Kids' good behaviour is recognised. Encouragement, rather than bribes, is given to induce good behaviour or a better effort in school.

Members of strong families feel that they can share negative as well as positive feelings. They find acceptable ways of voicing their feelings and are more likely to use assertion than aggression when they are angry.

Quick Parenting Quiz

1. When you read your child's school report and it is less than impressive an appropriate response is:
   a) You're just like your father/mother.
   b) You did well at recess and lunch-times, how about the rest of the time?
   c) Did you go to school this year?
   d) Your maths is strong, now let's look at the other subjects.

2. Which of the following responses indicate the listener is helping a child develop a vocabulary for their emotions?
   a) There is no need to feel upset.
   b) Don't be upset, it's not that bad.
   c) You seem angry about being left off the team.
   d) What a rotten thing to happen!

Answers: 1d) 2c)

Vitamins for parents

Four ideas to promote better communication:

1. Have regular shared mealtime - meals can be great social occasions - more than just refueling stops.
2. Talk while doing an activity - conversational clams often open up when their hands are busy.
3. Talk with children on their turf - bedrooms can be safe havens for open communication.
4. Stay in touch during busy periods - perhaps the greatest challenge for parents is to keep communicating when you or the children are busy.

Bright idea

One-on-one time
Children and young people generally enjoy spending one-on-one time with a parent. It makes them feel special and helps develop relationships. Research shows that one-on-one time promotes positive family memories.

Wise & Witty Words

"You should only have as many children as you have window seats in cars."
- Irma Bombeck

"Never do regularly for a child the things a child can do for him or herself."
- Maurice Baison.
Pastoral Care Corner

Dear Parents, Caregivers and Students,

Welcome to all our new reception students and their families and welcome back to returning students, families and staff for 2017. My position at Saddleworth Primary as Pastoral Care Worker, continues for 2017. As the Pastoral Care Worker, my role is to be alongside students, staff and community and give service wherever there is a need. Our vision is to give Purpose, Value and Hope to whoever we work alongside, underpinned by our Christian beliefs. This year I will be spending time at school on Thursday’s in my role. As part of my caring for students I will be involved in teaching social/life skills and themed wellbeing topics in each class. The students who receive awards at our Assemblies will also continue to join me for ‘Awards Cooking’ activities on the following week that they receive their award. During lunchtimes, I am available to help students in their play activities or provide an activity for them to be involved in.

We will continue to have a Value for the week. These will be introduced and part of the student’s awards are based on the actions of children as they live out the value.

I am available during various times of the days if students, with permission, have the need to chat with me. If parents have concerns or need help with a Wellbeing resource, you can phone the school, chat with me before and after school, or make a time to see me.

To celebrate the beginning of the school year and welcome new and old parents, I would like to invite parents/caregivers to an early morning tea this Thursday from 8.30 – 9.30am in the Art Room. (I did notice a lot of parents smiling as they dropped their children to school and left on Monday, so I think an official celebration that school is back is in order!)

Stay tuned for our afternoon coffee and chat time on Wednesdays 3.00 – 3.30pm.

Kind Regards
Chris Schmaal

Values of the Week

- Friendliness - Be welcoming and friendly, say Hello with a smile.

- Confidence - Be prepared to try new things. Have a go and tell yourself that you are worth it!
What is your parenting style?

Parents are the most important influence in children’s lives. The relationships we have with our children, the values we give them and the example we set have more impact than things like how much money we have or where we live. While there are many different parenting styles, children benefit when parents are warm and loving and provide clear guidance and support. Understanding more about parenting styles and how they affect children can help you work out the kind of parent you want to be.

What influences our parenting?

Our ideas about parenting come from things such as how we were brought up, our life experiences, our culture and religion and what we have read or seen others do. You may have had positive experiences as a child and want to do things the same way your parents did, or you might want to do things differently.

Values

Our parenting is also influenced by our values, whether we realise it or not. We might do things a certain way because of our values — the deepest desires about life that drive us. You might:

- take time to make healthy meals because you value health and wellbeing
- encourage children to do things for themselves because you value responsibility.

You might decide that in your family it is important to:

- show love and kindness
- be patient and fair
- accept each other’s differences
- have a safe home with no yelling or hitting.

Being a parent

Raising children can bring great joy as you watch them grow and develop and become their own unique person. There can be challenges too and most families find that parenting is a journey of ups and downs. It can help to remember that:

- there is no such thing as a perfect parent, or one right way to be a parent. A loving relationship with your child is what’s important
- each child is an individual with their own temperament and unique qualities. You need to adapt your parenting to meet each child’s needs over time
- you are a person as well as a parent. Looking after your own needs makes parenting easier
- all parents need help at times. It’s OK to seek advice and support from family, friends and services when you need it.

Most parents learn about parenting ‘on the job’ and grow into their role with experience. It is important to believe in yourself and have confidence in your parenting.

Parenting together

Parenting will be easier if you work with your child’s other parent, whether you live together or not. Talk about what is important to you both and for your family. As time goes on you can think about whether your parenting matches your values. If you value respect for others and then yell at your children or each other, you might ask whether you are living by your values.

Children benefit when parents work together in their parenting.
Parenting style

Studies show that there are four broad parenting styles. Parents may use a mix of these but tend to use one the most. The styles and what they mean for children are below.

Authoritarian style

Authoritarian parents:
- tend to tell children what to do and expect them to obey
- may not give reasons and say ‘Because I said so’, or ‘Just do it’. The aim is obedience rather than helping children learn what is expected
- can be controlling, lack warmth and be overly strict or harsh
- may have limited understanding of children’s development and expect them to do things they are not yet able to
- can react based on their own mood rather than the situation or the child’s behaviour.

Children raised this way may be quite obedient. They know the rules but may have lower self-worth and happiness and may become defiant or aggressive. They may depend on others to make decisions and be less likely to take on responsibilities or solve problems. Parents can have high expectations of children’s learning but may not provide the support children need.

Permissive style

Permissive parents:
- are warm, loving and responsive but provide very little or no discipline or guidance
- may give in to children’s demands too often
- tend not to set firm limits, are inconsistent and don’t follow through on consequences, e.g. say children can have one hour of TV but not enforce it
- can allow children to behave poorly even when it affects others.

Children may grow up feeling loved but insecure due to the lack of boundaries. They don’t learn appropriate behaviour and to be responsible. They may lack self-discipline, have poor social skills and be too self-involved. Parents may not provide the structure and focus that children need to do well at school.

Disengaged style

Disengaged parents:
- take little interest in children, don’t pay much attention or get involved in their activities
- may provide for basic needs but don’t offer much love, affection or cuddles
- don’t tend to set limits or provide structure such as regular bed times. Discipline can be minimal or non-existent.

Children who grow up with disengaged parents are less likely to feel loved and can miss out on the guidance and support they need. They may be socially withdrawn, lack social skills and have problem behaviour. They can feel anxious and stressed from the lack of support. Parents may not have high expectations of their children achieving or even attending school.

Supportive style

Supportive parents:
- are calm, reasonable, predictable and involved
- listen to children, explain and discuss options
- support and guide children’s behaviour rather than punish
- allow children to be independent and learn for themselves
- give responsibilities suitable for children’s age and ability rather than over-protecting or doing too much for them
- understand children’s temperament and stage of development
- respond to situations based on the needs of the child rather than being overrun by their own emotions.

Children who grow up with supportive parents are likely to be more emotionally mature, have better social skills and self-confidence and feel greater happiness and wellbeing. They are supported to do well at school and encouraged to try their best and achieve.
Supportive parenting works best for children. Parents are warm and loving and provide clear guidance and support.

Considering your parenting style
When reflecting on your parenting and how much you use the supportive style, you could ask yourself:
- do I show my children I love them?
- do I really listen to them?
- do I show I understand how they feel?
- do I provide routines, rituals and guidance that help children feel safe and secure?
- am I clear enough about how I want my children to behave? Am I calm when giving feedback about their behaviour?
- is my child able to understand why a behaviour is not acceptable? Can they see how it affects others? Have I helped them work out better ways to get what they need?

Being a supportive parent
These are some of the ways you can use the supportive parenting style.

Build your connection
- Focus on building your relationship with your children.
- Spend time with them individually. Try to see things from their point of view.

Show your love
- Tell children often that you love them. Give hugs and cuddles. Keep showing your love as children get older. Teenagers need to know you love them too.
- Show you genuinely enjoy spending time with your children. Play, laugh and have fun together.
- Be interested in things that interest them. Know what's happening for them, go to their activities or sports and get to know their friends.
- Plan things as a family and celebrate special occasions together.

Children benefit from your full attention. Don’t let TVs, phones or other electronic devices get in the way.

Talk and listen
- Talk with children often. This shows you care and helps children sort out their ideas.
- Listen to what they say. Try to work out the feelings behind the words.
- Be relaxed and open. Talk about a wide range of topics including sensitive ones in ways that suit your child's age. Children learn they can talk with you about anything and will be more likely to come to you if they have a problem.
- Let children have a say in family decisions. They may not always get what they want but it shows you value their views.

Research shows that having meals together as a family makes children and teenagers happier and relationships stronger. Turn off the TV, phones and other devices.

Inspire achievement
- Encourage children to have a go at different things that interest them and practice their skills.
- Help them see positive futures for themselves and achieve their goals.
- Encourage their learning at school and through other activities. Provide support when they need it.
- Read books together from a young age, or tell stories if you prefer. It can be a special time of closeness and learning that children remember all their lives.
- Praise their efforts, e.g. 'I see how hard you worked to achieve that' rather than saying 'You're so clever'. Celebrate their successes.
Guide and support

- Children need to know what is OK and not OK. Have reasonable expectations of children’s behaviour that suit their age and development. Limits and boundaries help children feel secure.
- Notice when children do well and praise them. This is how they know to keep doing it. Encouragement works better than punishment. When you punish children they feel angry and defensive and focus on these feelings rather than learning the behaviour that is expected.
- Be patient. Young children are yet to develop mastery over their impulses and emotions. They need time to learn and practice.
- Acknowledge children’s feelings, e.g. ‘you really want to play some more... it’s hard to stop when it’s time to go home’. They will be more likely to do what you want and it helps maintain your connection with them.
- Showing you understand can open the way to conversation. Say things like ‘I’m worried about you. You seem upset/angry about...’, or ‘it must be really hard to....’. When children feel understood they are more likely to listen to your advice and guidance.
- Help children express strong feelings in safe ways, e.g. outdoor play, sport, drama, music and writing.

When children feel understood they are more likely to listen to your guidance.

Be a positive role model

- You are a role model for your children whether you realise it or not. Behave in ways you expect your children to behave and treat people the way you want your children to treat others. Live the values you want them to have.
- Help children learn to regulate their emotions by modeling this yourself. Stop and take a deep breath if you are angry or upset. Calm down before you respond. You are showing children that feelings can be managed.

Children benefit when they have a network of trusted adults to talk to, e.g. aunties, uncles, friends or community, sports or activity leaders. Having mentors in their life can broaden children’s horizons.