

Term 1

Week 6

Thursday, 7 March 2019

Habit of the Week – Week 5 and 6: Put First Things First - Plan your day. Practise and Prepare.

Principal's Message

Congratulations to the students who attended The King of The Ranges excursion last Friday, 22 February 2019. Nyree, Jahmeika, Charlotte, Briseis, Callum, Samantha and Amarni did a wonderful job representing our school so well both at the excursion as well as during our performance. Photos and what they did are featured further in the newsletter.

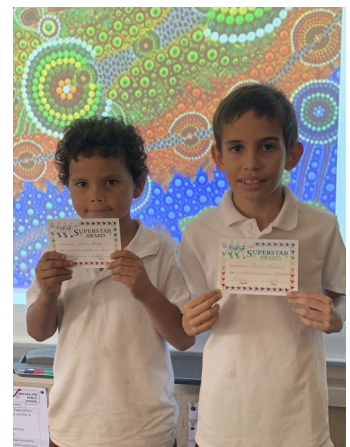
As special guests of the event, the students were invited to dinner and then performed as part of the Opening Ceremony of The King of the Ranges. Mr Robert Faulkner said Welcome to Country and We are Australian as well as the National Anthem were sang. There was a flag raising ceremony and then our students danced in the arena to traditional music and then a hip hop routine to the popular Baker Boys track –Marryuna.

Thank you to Mr Earl Kelaher and Mrs Wendy Seckold for inviting us to take part in such a special event.

Thank you to the parents and carers who have attended the Personalised Learning Pathways meetings with their children over the last week. These meetings offer a great opportunity for you to meet with your child's class teacher and help plan, with the student involved, some learning dreams that they have in Literacy, Numeracy as well as personal dreams.

Jahmeika and Nyree enjoyed attending Quirindi High School for the Year 6 Taster Day on Tuesday. Thank you to Mrs Payne for accompanying them.

Mrs Skye Davis - Principal



Chris Briggs & Callum Steibert



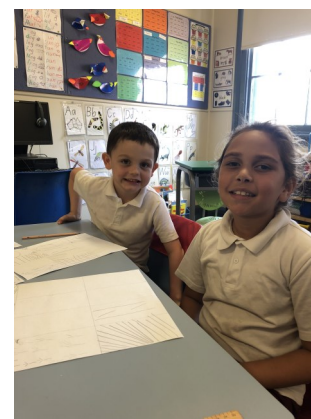
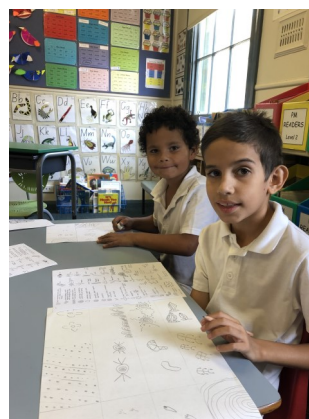
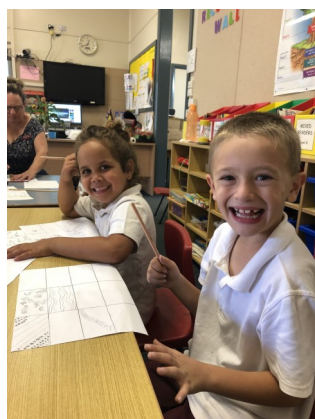
Monday, 11 March - Assembly, Big Sis Lil Sis
Tuesday, 12 March - Music with Mr Garrett—Pantry—Butter Chicken
Wednesday, 13 March - Scripture and Library
Friday, 15 March - Sport with Sam, Assembly
Monday, 18 March - Assembly
Tuesday, 19 March -
Wednesday, 20 March -
Thursday, 21 March - Harmony Day, Werris Creek
Friday 22 March - Sport with Sam, Dancing

Echidna Room

This week our class have focused on reading comprehension strategies and looking at different techniques used in picture books. Students are experimenting with GarageBand to create the soundtrack to our wordless picture book 'Tuesday'. We also designed our own rubric to assess our work. Students are working to develop their discussion skills in reading time and being accountable for their learning.

In Mathematics, students are learning to round numbers, expand numbers and use a number line. Upper Primary students are working with 6-digit numbers. In Culture, with Miss Allan, students are learning about symbols to represent stories and revising all the body parts in language.

In The Leader in Me we created a video about setting goals - 'Begin with the End in Mind'.



Students being creative with their artwork



Stewart Foster from Doomadgee (a Stockman from far north Queensland) visited the school on Wednesday 6 February and the students learned of some of the differences between the communities in the Gulf Country and the Liverpool Plains.

Rainbow Serpent Room

The children in the Rainbow Room have been focussing on the Habit – Put First Things First by planning their day using a visual timetable. The students have responded well to this as they know what is expected of them and can predict what will happen next. We have also been learning The Seven Habits song in Health.

The students enjoyed making a video with Mrs Harris about what they want to be when they grow up which is in line with our Personal Learning Pathways as well as the habit, Begin with the end in mind. They loved watching their short film.

Whole number activities, nursery rhymes and big books continue to make up a large part of our Term One program in the Rainbow Serpent Room. Children are learning how to represent and manipulate numbers and letters. We are all working on learning our sight words to assist with our reading and writing also.



Pantry is Tuesday!

\$4

Week 7 - Butter Chicken
Week 8 - Tacos



SunSmart Snippet

The simplest way

... to reduce your child's skin cancer risk

2 in 3 people who grow up in Australia will be diagnosed with skin cancer in their lifetime.



Protect their skin in these FIVE ways:

- Slip on sun-protective clothing
- Slop on SPF 30 sunscreen or higher
- Slap on a broad-brimmed, bucket or legionnaire hat
- Seek shade
- Slide on some wrap-around sunglasses.

When you protect your child's skin, you reduce their risk of skin cancer.

To help keep your kids safe in the sun, check your schools SunSmart status by heading to www.sunsmartnsw.com.au



The simplest way

... To make Japanese vegie pancakes

Makes: 12 | Prep time: 15 min | Cook time: 10 min

Ingredients

½ small cabbage, very thinly sliced
4 medium carrots, grated
2 cups baby spinach, thinly sliced
4 spring onions, thinly sliced
½ cup wholemeal plain flour
6 large eggs, lightly beaten
Pinch of salt
Olive oil spray



Method

Place the vegies in a bowl and mix together. Toss with the flour, coating all the vegies. Stir in the eggs and pinch of salt.

Lightly spray a large non-stick fry pan with olive oil spray and heat over med-high heat. You may need to re-spray between batches. Add heaped tablespoons of the mixture to the fry pan in rounds. Gently press to flatten. Cook until golden, approx 3 minutes, and then turn to cook the other side.

For a video on how to make this recipe, visit our [website](http://www.healthylunchbox.com.au).

healthylunchbox.com.au

School Hours

Start - Finish

9am – 3pm

Breaks

Lunch	11am – 11.15am
Play	11.15am - 11.45
Break	1.30pm – 2pm



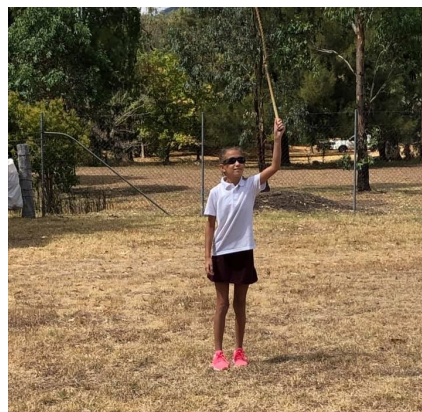
9am Start



3pm Finish

King of the Ranges—Murrurundi!

On Friday 22 February, Walhallow students went on an excursion to Murrurundi for the King of the Ranges Stockman's Challenge. All students experienced Blacksmith demonstrations, Cobb & Co coach rides, contributing to an art project, bush poetry, learning how to crack a whip, park fun and catching up with Stewart Foster who had previously visited our school (a Stockman from Doomadgee in far north Queensland). They then visited Murrurundi Pool for a swim, had afternoon tea at Nelliebelle's and prepared for our item at Murrurundi Public School. A very big congratulations to our dancers who also performed in the main arena and represented Walhallow Public School with pride.



Thanks to the ongoing drought relief funding from Concord Rotary, Quirindi Rotary is able to subsidise the Melinda Schneider Concert so that the tickets only cost \$20. We will also run a free BBQ (meat donated by Killara Feedlot) beforehand for everyone in the area to take some time off the drought, get together, enjoy each other's company and the music and forget about their worries for one evening. Tickets are available online <https://ticketing.oz.veezi.com/purchase/105?siteToken=d83r4gh8g3h84pttrtb3yg79mc>. BBQ starts at 6.30pm at the Royal Theatre and the concert starts at 7.30. Bar will be operating.

Not Every Act of Meanness is Bullying

by Michael Hawton | Sep 10, 2018 | Adolescent, Children

One of our jobs is to help children and young people to interpret events proportionally. However, in recent times, I have seen a shift involving the wrong application of words like *trauma*, *depression* and *bullying*. When these very meaningful words are misused, their misuse can result in unwanted consequences. What might be the ‘unkind’ behaviour of another may, in fact, not be ‘bullying’. In this article we discuss the differences between unkindness and bullying – and how defining the two correctly can teach kids resilience and how to cope with conflict.

Anyone who spends a great deal of time with children or simply remembers their own childhood or schoolyard days, would know that children can be downright mean. An experiment by Debra Pepler at York University brought together children from years 1 to 6 who were identified by their teachers as particularly aggressive or particularly non-aggressive. What the study found was that the aggressive children were mean to others on average every two minutes and more revealingly, the non-aggressive children also displayed mean behaviour but on average every three minutes.

Conflict is unfortunately a part of life that we all deal with, no matter what age.

Bullying is however, way more than that and can have serious and sometimes tragic consequences. Yet the term ‘bullying’ seems to be readily bandied around these days for all forms of ‘mean behaviour’.

According to ‘Bullying No Way’, the National Australian definition of bullying is:

“an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert)... Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying”.

The key terms in the definition of bullying is ‘misuse of power’ and ‘repeated’. The key terms in the definition of what is not bullying is ‘between equals’ and while conflicts or mean and hurtful behaviour may upset a child tremendously, by labelling the mean behaviour ‘bullying’ we may be disempowering children.

It is important for children to understand the difference between someone being insensitive or mean and what constitutes bullying behaviour because being able to successfully resolve and navigate these situations is a huge step in their emotional growth and maturity. If the situation is deemed to be simply mean or hurtful behaviour it is important not to over-play this through misleading terminology (ie bullying) and offer ways for the child to address and resolve this themselves.

Teacher and writer Braden Bell spoke in his article for the Washington Post about his own personal experience when hearing about one of his children experiencing negative and disparaging remarks from a co-worker. His initial fury led him to a biased judgement, defining the perpetrator as a bully but when he eventually calmed down, he realised it did not fit the

definition (it was offensive behaviour but not bullying) and so he talked with his wife and then child to find a viable coping solution, which worked out in the end. A way parents can assist with this is by first acknowledging the mean behaviour, for eg 'that was mean/rude/unkind of her/him' and then, as Bell suggests, prompting the child to seek some form of resolution or solution by asking "What are your choices?" And, as a follow-up, "What are the likely outcomes of those choices?". This may not be easy because of heightened emotions and the initial responses may not be great.

Parents who react too defensively for their child at every negative encounter with their child's peers may be doing more harm than good. In later years the child may not have the necessary tools to independently handle conflict and may feel 'victimised' in situations that don't go their way, potentially causing social engagement and relationship difficulties in later life.

Further in her article in Psychology Today, Eileen Kennedy-Moore, wrote:

... calling every act of meanness bullying sends an unhealthy message: It says to kids, 'You're fragile. You can't handle it if anyone is even slightly unkind to you.' As these children grow older, they demonstrate less resilience, sometimes publicly. The kids got more easily and deeply upset about perceived offenses, including situations that were unpleasant, but weren't really bullying. Beyond stunting their emotional maturity, their heightened reactions had negative social consequences, as peers responded by disengaging from them.

By defining the behaviour correctly we are encouraging our kids to assess and respond in a way that with long term practice, creates resiliency and emotional maturity.

Further reading: Eileen Kennedy-Moore Phd, Psychology Today: *Is it Bullying... Or Ordinary Meanness?*

Braden Bell, The Washington Post: *Not all unkindness is bullying: Here's why we need to teach kids to differentiate.*

Bullying No Way! Australian website for schools bullyingnoway.gov.au/



QFC Junior Soccer

REGISTER NOW!!!

It's not long until the start of the junior soccer season. Grading days will be held on the 23rd March, the 30th March and the 6th April prior to the comp commencing on Saturday the 4th May.

Junior Fees for 2019:

5-7 years \$85
8-11 years \$105
12-14 years \$115

Don't forget to have your active kids vouchers ready. You are able to add merchandise items, such as hats, shirts, etc. within the registration process prior to the online checkout to make use of the full \$100 voucher. Message our Facebook page if you have any questions or need help with the registration process.

Go to www.playfootball.com.au and follow the MiniRoos prompts to register.

Home Reading PAUSE PROMPT PRAISE



www.fivefromfive.org.au



www.cis.org.au

Practice in reading aloud is very important for literacy development. Reading with a parent or carer is a great opportunity to do this, but parents often do not get good advice about how to help their child. The Pause, Prompt, Praise method is research-based and effective. When your child is a **Beginning Reader** and has difficulty with a word the following has been shown to be the best way to help them:

- PAUSE** for around 3-5 seconds—this is important because children can often self-correct if given the time. They read more slowly than we do and need the time to work it out. If we jump in too quickly, not only do we make them rely on us to help them, but we undermine their self-confidence.
- PROMPT**—if the child cannot self-correct, we can offer them a phonic prompt.
 - The first prompt should be a phonic prompt. "What's the first sound in that word?"
 - If they still can't get it, sound the word for them with a slight pause between each sound e.g. f...r...o...g. Encourage your child to sound out and then blend all through the word.
 - You could also identify the first sound and encourage them to sound out the rest or break the word into its syllables. It may be useful to cover the word and reveal it slowly, looking at the sounds or the sections of the word.
 - If they still have difficulty, tell them the word—and move on.
- PRAISE** is an important part of reading and you should give specific praise when they have corrected an error or read the word correctly after a prompt. Praise should be specific, e.g. "You figured that out by yourself!" or "You worked that out with only a little bit of help."

For **Older Students** who might misread a word and continue, wait until they get to the end of the sentence before stopping them. Sometimes the reader will realise their mistake because it doesn't make sense—and then self-correct—but they often need to get to the end of the sentence to realise this. We want readers to be able to read for meaning, and it's an important skill for them to develop. If we immediately stop and correct them again we undermine the development of this process.

- If they read on into the next sentence you may then want to ask them: "did that make sense?"
- If they think it made sense, then ask them to read the sentence again. Sometimes they get it correct because they read more carefully this time.
- If they have misread a word for the second time, go back to the word and ask them to have a close look at it. If they recognise their mistake, read the sentence again with the correct word.
- If they cannot read the word, help them to break it up using the strategies above.
- If they still have trouble, provide the word and move on—but make a note of the word and have a look at it later on. Talk about the meaning of the word, perhaps it's a new word for them, there's an unfamiliar part of the word, or they don't know how to pronounce it.



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Quirindi Junior Basketball
2019 Terms 2 and 3 Competition

Info & Registration Days

Saturday the 9th March & 16th March
9:00am- 11:00am.

Wednesday 20th March 4 p.m- 5.30 p.m

Quirindi High School Hall

\$100 Players aged 12-17 years
\$85 Players aged 8-11 years
\$60 Aussie Hoops (Under 8 years)

Active Kids Vouchers accepted for Registration

4 Divisions:
Years 1 & 2 (Aussie Hoops)
Years 3, 4 & 5
Years 6 & 7
Years 8, 9 & 10

Years 1,2 and Year 3,4,5 Competition is played on Thursday nights
Years 6,7 and 8,9,10 Competition is played on Friday nights

Don't miss out at being a part of this great sport.
"We never get washed out"

Enquiries: Natalie Eade 0427637722 or Jenny Golland 0407109300
www.quirindibasketball.com.au or find us on Facebook:
Quirindi Amateur Basketball Association

OFFICE OF SPORT SCHOOL HOLIDAY PROGRAMS



Have an active holiday adventure at our exciting Lake Keepit residential camp these Autumn 2019 school holidays!



New friendships



Great value



Fun



Safe

BOOKINGS NOW OPEN!

For the best holiday fun, our popular residential camps get the kids outdoors, learning new skills and making new friends. Our residential programs include:

- 24 hour supervision
- Instructor led activities
- Accommodation
- Meals

DON'T MISS OUT
BOOK NOW BEFORE PLACES FILL

Lake Keepit
residential program
for Autumn 2019

ADVENTURER

15 – 18 April

Cost: **\$262**



For further information phone the Office of Sport on 13 13 02 or book online at sportandrecreation.nsw.gov.au/schoolholidays