Working bee a big success. Thanks to the hardworking children, parents and teachers who came for a tidy up around the school. It looks fabulous! A great deal was achieved including the new scarecrow ‘Jack’ in the Kitchen garden, which looks very lifelike. We also managed to clean the frog pond, do some composting, weeding, mulching and pruning. A yummy afternoon tea was had and we finished because it was dark. Thank you to the ‘first timers’ and the ‘old hands’ who gave up all afternoon or just some to help make our school better for our children.

A big thank you to all of our volunteers that help our school. Our school is unique in the amount of support that it receives in the community and I am grateful for all of the help that is given. It is a team effort and is always appreciated. These activities include:

- Home reading
- Uniform shop
- P and C
- Canteen
- Grounds and Environment including the kitchen garden
- Fundraising including Fete.
- Working Bees
- Scripture and Ethics
- Museum
- Driving students to excursions
- Helping with excursions or ‘incursions’
- Covering books
- Partnering us with homework
- Website updates
- And all the other small things that are ‘just done’ without a fuss

If you want to know how or what you could do to volunteer, please contact myself or one of the P and C executive. You don’t need to volunteer all your spare time, but a few hours every now and then helps.

Bikes and scooters welcome. Please make sure that if your child is riding a bike or scooter to school that they are aware of the following.

- Your child has appropriate gear including a helmet that they do up.
- No riding or scooting in grounds.
- Your child has a bike lock for their bike.
- All bikes and scooters are students responsibility.
- Your child is aware of road rules and safe behaviour on and around the roads.

We want all our children to get to and from school safely.

Reports happen twice per year at all public schools in NSW. Our staff have extended the comments for the core skills of Literacy and Numeracy to give parents more information in these areas. We are discussing the learning that has occurred in HSIE, Science, Personal Development, Health and PE (PDHPE) and Creative Arts. These subjects are still being assessed on an individual basis. This, combined with our parent interviews that occurred late last term, give parents a full picture of what their children are able to do, and what they are learning next.

Remember:

- Teachers plan teaching and learning programs using syllabuses developed by the Board of Studies.
- The syllabuses describe standards that apply across the state for each learning area.
- Your child’s teacher uses their knowledge of syllabuses and knowledge of the children in their class to plan their teaching and learning programs.
- Teachers use their professional judgement, internal and external data gathering about each child’s achievement against the statewide standards to award the grade.
- If your child has achieved a Sound on their report then he/she has achieved what is generally expected. If your child has achieved an Outstanding or High then he/she has achieved more than is generally expected. If your child has achieved a Basic or a Limited, then he or she has not yet achieved what is generally expected compared to other children of a similar age.

Effort ticks for reports are consistent across our school. When you are reading your child’s report, the effort ratings for your child have been assessed using the following common understandings. Please keep this to
discuss the effort ticks with your child when your reports come home

Effort Rating for Reports
1. Minimal effort. Rarely completes work, even with encouragement.
2. Inconsistent effort. Does some work when encouraged or work is not of standard expected of the student’s ability.
3. Completes required tasks to student’s own ability at expected level most of the time.
4. Completes required tasks to student’s own ability to expected level all of the time. May or may not complete extra work.
5. Completes tasks to expected level all the time. Does extra work and shows initiative.

Praise Phrases. Our school subscribes to Parenting Ideas by Michael Grose. He suggests focussing on one statement a day with our children, to praise and encourage them.

- You do a fantastic job of….
- You’re really improving in….
- You can help me by….
- You’re really trying super hard….
- I really appreciate the fact that you….
- You won’t know unless you really try.
- I know you can do this. Don’t give up!
- It’s great to see you love doing….
- So, you made a mistake. What can you do differently next time?
- I know you can figure this out yourself. You know where I am if you need me.

Strategies our school uses to teach our children joining in games and resilience in the playground.

We want our children to be proactive problem solvers and resilient to life’s challenges. Some children have difficulties at times, joining into games and being resilient in the playground.

At the start of the year, the whole school completes 6 social skill lessons including one on joining in games. They were in the newsletters in Term 1 so that you could reinforce them at home. If you need copies of them again, please let me know and I can give them to you. We have just completed our antibullying lessons which build on the skills at the start of the year.

We have student peace keepers and teachers on duty who help children at lunch. The peace keepers, are the senior students who are in the SRC (Student Representative Council) and are trained at the start of the year to help the younger students. They wear fluoro vests and move about the playground.

Teachers are also available on duty to help children. Apart from us walking around and watching kids, if a child approaches us who is upset, they are comforted and given strategies to help them ie, finding them a group to play with, getting an older student to look after them, redirecting them to a different space, or giving them strategies for them to solve the problem themselves.

If it is an ongoing concern, and the teacher knows about it, we help students before they go out to play by speaking with them and setting up their play time and who they can play with. This can also involve a meeting place with friends from other classes when they are eating their lunch.

We also have the library, play spaces and equipment that students can use to structure their play. The library is not a space just to sit and read books, but the students can be in the lab, or playing with the lego etc to help them with more structured games.

We want all of our children to be happy and safe. Sometimes we need to provide them with support and strategies for them to be able to learn and grow.

I have enclosed some thoughts from Michael Grose, parenting educator about resilience which sums up our approach of how to support and empower our students.

Resilient schools develop their own words and phrases to help students get through the inevitable tough times that they experience. The language of resilience is generally built around the following 7 areas:

Coping Resilient children use a variety of simple coping strategies such as humour, relaxation, normalisation and acceptance when they experience social or personal hardships.

Language of coping: “You will get through this!” “Some things you just can’t change!” “Everyone feels that way sometimes.”

Courage Resilient children and young people take learning and social risks, and know that things won’t always go their way. Rejection and failure aren’t taken personally.

Language of courage: “What’s the worst thing that can happen?” “Be Brave”

Persistence The ability to keep persevering in the face of difficulty is a characteristic of resilience that leads to success in the classroom, on the sports field or other fields of endeavour, in the schoolyard and beyond.

Language of persistence: “Have another go.” “Hang tough!” “Push through the hard stuff to get the rewards.”

Relationships Resilient kids are able to develop and maintain strong relationships with a number of peers over time. They are supportive of others, they can handle common conflict situations and don’t take rejection personally.

Language of relationships: “Is that how a good friend acts?” “Who have you spoken to about this?” “What can we do about this?”

Thinking Children may not be able to control a situation, but they can control how they look at, and think about an event. Resilient kids look for the positive side in negative situations, and see negative events as temporary. Reframing, remaining flexible and using realistic language are common resilience traits.

Language of resilient thinking: “Look on the bright side.” “Let’s look at this another way?” “Where does this fit on the disaster scale?”

Problem-solving Resilient children and young people have feelings of personal competence that come from resolving their problems and challenges. This develops the expectation that they can overcome fresh challenges, just...
as they have in the past.

Language of problem-solving: “How can you work this out?” “What’s the first step?” “Let’s set some goals together.”

Learning Resilient children and young people learn from negative situations, and importantly develop greater awareness of their own strengths. Self-knowledge is perhaps the best knowledge of all that we can impart to children.

Language of learning: “What have you learned for next time?” “You’ve learned a lot about yourself.” “You’re more capable than you think.”

Have a great week!

Aloma Stewart

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**Joke of the Week**

Q: How do you fix a broken tuba?
A: With a “tuba glue.”

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**Thought of the Week**

Things that matter most must never be at the mercy of things which matter least. *Johann von Goethe*

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**DISTRICT CROSS COUNTRY**

Forty eight students from Balgownie PS competed at the district cross country at Towradgi Park on Wednesday, 20th May. We were blessed with perfect weather and the BPS team all ran really well, winning both the percentage trophy and the overall trophy. Four of our students qualified for the South Coast Cross Country. Congratulations to Teagan M, Tyler K, Lucas T and Daniel M.

*By Emma and Faith*

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**ENTERTAINMENT BOOK**

Entertainment Book payments are well overdue. If you have not yet paid/returned your book to the school office, this needs to be done by Friday 5 June at the latest.

To all the families that purchased the book/digital thank you so much for supporting our School - enjoy saving $100’s.

Hazel Merola

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**FAMILY STATEMENT OF ACCOUNT**

The School Contribution and Reading Eggs statements are being sent home. These fees contribute towards school resources and equipment for your child’s education and learning. Prompt payment would be greatly appreciated and payment arrangements can be made. We have eftpos and online payments available for your convenience.

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**LABELS ON STUDENT UNIFORMS**

Please ensure that you have placed your child’s name clearly on all uniform items. Please check that your child has their own items and has not picked up another students by mistake.

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**CANTEEN NEWS**

Canteen Roster for Week 8 Term 2
Thank you to our wonderful canteen volunteers who keep our canteen open, cooking and serving hot and healthy food each day. Next week’s volunteers are:

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<tr>
<th>Mon 8 June</th>
<th>PUBLIC HOLIDAY CANTEEN CLOSED</th>
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<tbody>
<tr>
<td>Tues 9 June</td>
<td>Linda Moss</td>
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<td></td>
<td>Erin Stegger</td>
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<td>Wed 10 June</td>
<td>Karen Rogers</td>
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<td>Nicola Sheppard</td>
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<td>Thurs 11 June</td>
<td>Sharon Sackett</td>
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<td>Sue Mulquin</td>
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<td>Fri 12 June</td>
<td>Melissa Ryan</td>
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<td>Amanda Primmer</td>
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<td>Emma Kipps</td>
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**COMMUNITY NEWS**

**BALGOWNIE HERITAGE SCHOOL MUSEUM**

*NEW OPENING DAYS* - The Museum is now open on the second Sunday of the month from 11.00am to 4.00pm. The next open day will be 14th June.

**FAIRY MEADOW NETBALL CLUB**

The Fairy Meadow Netball Club are looking for girls turning 10 or 11 this year. Please ring Margaret on 4283 5985 or 0412 103 041 if interested in playing.