Dear parents,

**Anzac Day** goes beyond the anniversary of the landing on Gallipoli in 1915. It is the day on which we remember Australians who served and died in all wars, conflicts, and peacekeeping operations. The spirit of Anzac, with its human qualities of courage, mateship, and sacrifice, continues to have meaning and relevance for our sense of national identity. Our ANZAC Day ceremony will be held on Friday, April 24. If the ANZAC Day date had fallen on a week day, there would have been a public holiday for the commemoration activities.

A reminder to all parents that school is on, as normal, next Monday – whilst people might have used the term ANZAC Day long weekend, there is no holiday on Monday April 27th.

**Welcome to a very wet Term 2** Thank you to all parents who phoned the school to check if school was on during the very wet beginning of this week. Wet weather would not normally cause our school to have to close but, for the future information of parents, we will ensure that if it is necessary to close the school, a message will be sent via the school app to mobiles and a similar message placed on the school website. It was very sad to hear of the passing of parents of a number of our students during the holidays. On behalf of all staff and students, I express our condolences and sincere sympathy for what is a very difficult time for the students affected.

**Improvements to Basketball Court Area** I am very pleased to be able to report that over the holidays a huge improvement has been made to our basketball court. There has been a drain placed along the northern side of the court and the slope leading to it has been turfed. The result has been that despite the recent downpours there is no sign of any water laying along the northern side of the court and an area that used to be an ongoing problem that led to muddy pants and filthy shoes is no gone forever. Our thanks go to Mr Stephen McCloynes and Mr Shawn Couzins from the DEC’s Assets management directorate and Spotless Maintenance Services for the great result they’ve achieved.

All the best for a drier weekend,

D Meaney

Principal
<table>
<thead>
<tr>
<th>Dates to Remember</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday</strong></td>
</tr>
<tr>
<td><strong>Payment due</strong></td>
</tr>
<tr>
<td><strong>ANZAC Day Ceremony</strong></td>
</tr>
<tr>
<td><strong>Grandparents Day</strong></td>
</tr>
<tr>
<td><strong>Open Day Celebrations</strong></td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
</tr>
<tr>
<td><strong>K-2 Assembly</strong></td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
</tr>
<tr>
<td><strong>Years 3-6 Assembly</strong></td>
</tr>
<tr>
<td><strong>Friday</strong></td>
</tr>
<tr>
<td><strong>K-2 Fitschool Gymnastics commences</strong></td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
</tr>
<tr>
<td><strong>School Cross Country</strong></td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
</tr>
<tr>
<td><strong>Mother’s Day Stall</strong></td>
</tr>
<tr>
<td><strong>Thursdays</strong></td>
</tr>
<tr>
<td><strong>School Photos</strong></td>
</tr>
</tbody>
</table>

**ANZAC Day Ceremony**

Our ANZAC Day ceremony will be held in the COLA area, beside the library, from **9.30am – 10.15am on Friday April 24, 2015**. This year marks the centenary of the Gallipoli landing. Teachers will explain to the students the meaning of ANZAC Day, prior to the ceremony, and visiting speakers will address the students at the ceremony.

For our ANZAC Day commemoration, we are asking for donations of flowers. These can be taken to the class teacher at 9:00am on the day of the ceremony. Class Representatives from each class will lay the flowers at the base of the lectern during the ceremony, and at the conclusion of the ceremony they will be placed around the flagpoles.

If anyone has sprigs of rosemary that we can show the children, please give to your child’s teacher. This would be greatly appreciated.

We look forward to your attendance at this important ceremony.

Miss Milledge

SRC Coordinator

**Cross Country**

The Cross Country will be held on Wednesday 6 May 2015 (Week 3) from 12.15pm – 1.35pm. It will be held at school on the back playground. This is a whole school event and everyone is encouraged to participate. Students may wear their sports uniform or their house colours. It is recommended that students bring a hat, drink bottle and sunscreen.

Miss Milledge and Miss Gavin
**SRC Excursion – ANZAC Day Assembly**

On Wednesday 1 April, the SRC travelled to Rooty Hill RSL for the R.S.L. and School’s Remember ANZAC Commemorative Service. There were many local schools in attendance on the day and students were given the opportunity to gain a deeper understanding of ANZAC and the day's importance in the Australian Psyche. Thank you to the students who attended on the day. They wore their school uniform with pride and showed great respect throughout the assembly.

![Students at ANZAC Day Assembly](image)

Miss Milledge

**SRC Coordinator**

**Peer Support Update**

Our whole school will be starting Peer Support sessions this week. The children will be participating in a new module, Moving Forward which focuses on resilience. The experiences in the module help children to identify their qualities and strengths, develop skills, respond with a range of strategies and seek support when faced with challenges. In this session, the children will establish connections with the other members of their group and develop their group agreement to enable them to work well together. The children will discuss an example of a challenging situation and some resilient and non-resilient responses.

You might like to discuss with your child what they can do to help them take an active role in Peer Support.
Values Lessons

This term, students will work through values lessons, based on the 9 core values from the National Framework for Values Education in Australian Schools. The values link directly with our three school values, Safe, Respectful and Learner. Lessons have been created for each of the four stages. The context for each stage becomes bigger as the students get older, (ES1-home, S1-class, S2-school and S3-community).

<table>
<thead>
<tr>
<th>SAFE</th>
<th>RESPECTFUL</th>
<th>LEARNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care and compassion</td>
<td>Fair go</td>
<td>Doing your best</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Honesty and trustworthiness</td>
<td>Freedom</td>
</tr>
<tr>
<td>Integrity</td>
<td>Respect</td>
<td>Understanding, tolerance and inclusion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Honesty and trustworthiness</td>
</tr>
<tr>
<td>2</td>
<td>Care and compassion</td>
</tr>
<tr>
<td>3</td>
<td>Responsibility</td>
</tr>
<tr>
<td>4</td>
<td>Integrity</td>
</tr>
<tr>
<td>5</td>
<td>Respect</td>
</tr>
<tr>
<td>6</td>
<td>Doing your best</td>
</tr>
<tr>
<td>7</td>
<td>Fair go</td>
</tr>
<tr>
<td>8</td>
<td>Understanding, tolerance and inclusion</td>
</tr>
<tr>
<td>9</td>
<td>Freedom</td>
</tr>
<tr>
<td>10</td>
<td>Revise as needed</td>
</tr>
</tbody>
</table>

CYB @ School Winner

Well done to Jordan B of 3B who was caught by Ms Summerrell being SAFE!

CYB @ Home Winner

Well done to Kayden B of 1W who was caught being RESPECTUL and a LEARNER by “colouring his hair and donating money to the World’s Greatest Shave”

Please place CYB@HOME tokens in the PBL jar in the front office.
The PBL Team welcomes all feedback – please contact a member to share your thoughts.
Perfect Attendance Awards – Term 1, 2015 – Weeks 6-10

Congratulations to the following students who are receiving a perfect attendance award for the second half of Term 1, 2015. They will receive their awards at the Monday morning assembly in Term 2 Week 2, April 27.

KO – Jonah G, Ayyan H, TeAriki K, Thomson T
KH – Darnell K, Dev P, Dilshaan S, Ezekiel W
KW – Sameera S, Max A, Aydan F.
KS – Tyreece C, Cooper M, Dennis P.
1W – Aiden A, Sarah S, Blair R, Vihaan P, Ryan P.
1S – Annabelle E, Brooke J, Laneya M, Angelika M, Prisha S, Manav V and Rafay V
1B – Delilah A, Locklan C
2B – Bianca Allen, Caitlin Eves, Helena Jose, Brian Pang, Zac Stewart,
2W – Sapumalee D, Aislinn H, Gabi S, Haman D, Bhuman D, Jacob N, Julio R.
2P – Jasleen Grover, Brayden Bell, Michael Bennell, Semaia Neemia
4G – Brooke H, Joey C
4L – Kajol Gupta, Chloe McLean, Charlotte Sunderland, Bailey Cummings, Daniel Noble, Shane Worth
5P – Isabella Angel, Srishti Sharma, Madison Tindall, Courtney Worth, Abrar Mir
6K – Tamina A, Fardeen F, Jack P
6G – Kristina Gaundar, Allyssa Jose, Georgina Tuipulotu, Julian Cane, Mitchell Hansen, Austin Hunter, Gurjot Panesar, Kiso Piilua, Harry Singh

The following table shows the percentages of students with perfect attendance in each class.

<table>
<thead>
<tr>
<th>Class</th>
<th>%</th>
<th>Class</th>
<th>%</th>
<th>Class</th>
<th>%</th>
<th>Class</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>KO</td>
<td>21%</td>
<td>1/2H</td>
<td>46%</td>
<td>4L</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KH</td>
<td>20%</td>
<td>2B</td>
<td>20%</td>
<td>5P</td>
<td>19%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KW</td>
<td>15%</td>
<td>2W</td>
<td>28%</td>
<td>5F</td>
<td>37%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KS</td>
<td>15%</td>
<td>2P</td>
<td>8%</td>
<td>5/6M</td>
<td>38%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K/1M</td>
<td>32%</td>
<td>3B</td>
<td>21%</td>
<td>6K</td>
<td>12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1W</td>
<td>22%</td>
<td>3R</td>
<td>26%</td>
<td>6G</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1S</td>
<td>37%</td>
<td>3/4F</td>
<td>31%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1B</td>
<td>12%</td>
<td>4G</td>
<td>7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Congratulations 1-2H!
Moving Forward

encourages children to
recognise their qualities and strengths,
acknowledge their achievements,
identify people who provide support
and
develop and practise a range of coping strategies

What is the Peer Support Program
The Peer Support Program provides a fun and engaging environment for young people to address social issues. Modules are designed to equip children with skills to deal proactively with life experiences. The Peer Support Program promotes wellbeing which encourages positive relationships, connectedness and a sense of responsibility.

How does the Peer Support Program work?
Trained Year 6 Peer Leaders, supervised by a teacher, facilitate structured activities with multi aged groups of 8-10 students.

Briefing and debriefing sessions, led by teachers, take place before and after each session.

Modules consist of 8 x 30 minute sessions, conducted weekly, once a year.

Peer Support Australia provides school communities with an evidence based, peer led approach to enhance the mental, social and emotional wellbeing of young people

Moving Forward - a module which focuses on resilience

"Resilience is the capacity to adapt in challenging situations utilising a range of protective factors. These experiences provide opportunities to develop and practise strategies to enhance wellbeing."

Moving Forward, Peer Support Australia 2012

Skills
Moving Forward focuses on developing the following skills:

- planning
- resilience
- coping
- communication.

All children benefit from their participation in Moving Forward by:

- identifying their personal qualities and strengths
- acknowledging their achievements
- identifying the people in their lives who provide support
- utilising a 3 step model
- developing a range of coping strategies
- developing resilience.

Pause, Plan, Proceed Model
The introduction of the 3 step model 'Pause, Plan, Proceed' highlights the process children may use to cope with challenging situations. It is acknowledged resilience can be practised and refined over time. Children will build on their experiences and learn to move forward.

3 factors
Resilience can be developed within children through the recognition of their qualities and strengths (I am), the protective factors already present in their lives (I have) and by providing opportunities to develop a range of skills and coping strategies (I can). To overcome challenges, children draw from these 3 sources.

I Am - a worthwhile person

- loved and lovable
- willing to help others
- respectful of others and myself
- willing to be responsible for what I do

I Can - make a difference

- talk to others about how I feel
- find someone to help me when I need
- find ways to solve problems
- control my feelings when needed

I Have - people who I trust who support me

- show me how to do things
- want me to learn to do things on my own
- help me when I need
- keep me safe
What does research tell us about resilient children?

Children who are resilient:
- talk about their accomplishments and personal achievements of which they are proud
- express a sense of belonging and connectedness
- demonstrate a sense of autonomy and personal responsibility when they talk about their lives
- have definite plans and positive views about their future
- have at least one skill which gives them pride and acceptance
- send to be responsive, socially adept, capable of initiating and sustaining close relationships with adults and peers and are able to show appropriate empathy
- have good communication and conflict resolution skills and possess a healthy sense of humour
- are typically able to think creatively and flexibly about problems, to make plans and take action on them
- are able to ask adults for help when needed and show resourcefulness in dealing with problems
- show a healthy degree of independence, are able to think and act autonomously from adults and are able to reflect critically on their environment
- have a well-developed sense of their own identity and believe in their own ability to effect changes in their environment
- are better placed to take opportunities and turn them into positive experiences

"Resilient learners persist where others give up. Persistence in the face of adversity requires a feeling of safety about not having achieved an answer yet." Andrew Fuller

What can parents do to promote resilience?

Children should see mistakes as a basis for learning - too much protection from disappointment and failure may not give children the chance to learn how to deal with their mistakes or difficult situations.

- model resilient behaviours when facing challenges
- remind children of appropriate ways help manage feelings
- praise accomplishments, particularly those which have required perseverance
- continue to help children learn to recognise and name their feelings as well as those of others
- continue to help children become increasingly aware of their temperament as well as the those of others in their life
- gradually expose children to adversities or prepare them by talking, reading books and identifying and discussing resilience factors which may be helpful
- encourage children to demonstrate empathy, to be pleasant and do kind things for others
- encourage children to use communication and problem solving skills to resolve interpersonal problems or to seek help with them
- communicate with children, discussing, sharing and reporting on the days' events, ideas, observations and feelings
- help children begin to accept responsibility for their own behaviour and to understand their actions have consequences
- provide opportunities for children to set goals, make decisions, show initiative and take responsibility both independently and with support

Protective factors

Peer groups at school are a powerful protective factor for children. They believe being connected to peers is an important protective factor in their own lives and friendship and socialising are the most important factors in liking school.

The following protective factors assist in developing resilience in young people.

<table>
<thead>
<tr>
<th>Environmental</th>
<th>Personal skills and beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>feeling connected</td>
<td>knowing how to think helpfully and optimistically</td>
</tr>
<tr>
<td>feeling cared for and supported by adults</td>
<td>having skills for resourcefulness and adaptivity</td>
</tr>
<tr>
<td>having a sense of belonging and worth in their family</td>
<td>demonstrating competence in social skills</td>
</tr>
<tr>
<td>having one caring adult outside the family unit</td>
<td>being emotionally literate</td>
</tr>
<tr>
<td>being involved in community life</td>
<td>having a healthy self esteem</td>
</tr>
</tbody>
</table>

Family strengths

The following can enhance family resilience

- communication
- togetherness
- sharing activities
- affection
- support
- acceptance
- commitment
- resilience

- establish family rituals to celebrate events and daily routines
- help children feel more secure by showing them they are loved, wanted and they belong
- ensure children are getting enough sleep
- encourage regular physical activity they enjoy
- encourage time spent outdoors to clear the mind
- ask for their opinion so they have practise at communicating their views

Suggested further reading

www.parentingideas.com.au
www.michaellack-gregg.com
www.andrewfulfer.com.au
www.parenting.sa.gov.au
www.happychild.com.au
www.embracethefuture.org.au

Community support services

Parent Line available in each state or territory
Kids Helpline p: 1900 551 800
CLASSES FOR **ALL AGES**
Jazz • Ballet • Technique • Contemporary • Hip Hop

**NADC** is about FUN, fitness, building friends & gaining confidence.
Students will develop strength, grace, posture and musicality – learning to *live, love, dance!*

**ENROL NOW**

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info@nadanceco.com.au
BRING YOUR FRIENDS!

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A SELF DEFENCE KARATE
AND SAFETY AWARENESS PROGRAM
FOR BOYS AND GIRLS AGES 5 TO 16
IN SYDNEY SINCE 1994

DEVELOP SELF CONFIDENCE
BUILD COORDINATION
BUILD SELF ESTEEM
HELP CONCENTRATION
MAKE NEW FRIENDS
IMPROVE STUDIES

ONLY $12.00 PER WEEK!
WITH A $2.00 REGO PER TERM
NO EXTRA GRADING FEES!
SELF DEFENCE ONLY IS TAUGHT

OUR INSTRUCTORS ARE TRAINED
SPECIFICALLY FOR THE TEACHING OF CHILDREN
AND TEENS
WIN MEDALS AND AWARDS
ADVANCEMENT FROM
BEGINNER TO BLACK BELT

CLASSES DIVIDED BY AGE AND EXPERIENCE

LOCATION: GLENDENNING PUBLIC SCHOOL,
ARMITAGE DRIVE, GLENDENNING
CLASSES ARE EVERY SATURDAY FOR 8 WEEKS (EVERY SCHOOL TERM)
NEW AND RETURNING REGISTRATION: SATURDAY, 2 MAY, 2015
NEW STUDENTS CAN ALSO JOIN ON: SATURDAYS, 9 MAY, 16 MAY.

<table>
<thead>
<tr>
<th>New Students Ages 3 to 5</th>
<th>Returning Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents must be present during class</td>
<td>3rd Purple thru 4th Brown</td>
</tr>
<tr>
<td>Class time: 9:30 to 9:45 A.M.</td>
<td>Class time: 10:30 to 11:10 A.M.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Students Ages 5 to 7</th>
<th>Parents/Adults Karate/self defence</th>
</tr>
</thead>
<tbody>
<tr>
<td>and Returning Students thru 2nd Orange</td>
<td>Class time: 10:00 to 11:00 A.M.</td>
</tr>
<tr>
<td>Class time: 9:00 to 9:45 A.M.</td>
<td>Black Belts Only</td>
</tr>
<tr>
<td>New Students 9 to 12</td>
<td>Class Time: 12:00 to 12:45 P.M.</td>
</tr>
<tr>
<td>and Returning Students 3rd Orange thru 2nd Purple</td>
<td>Note to all students: no black-soled shoes are permitted in the hall</td>
</tr>
<tr>
<td>Class time 9:45 to 10:25 A.M.</td>
<td></td>
</tr>
<tr>
<td>New Students 13 to 16</td>
<td></td>
</tr>
<tr>
<td>Class time 9:45 to 10:25 A.M.</td>
<td></td>
</tr>
</tbody>
</table>

Registration will be accepted up to the third week. No pre-registration is necessary, just turn up 10 to 15 minutes before class time above if possible....See you there! For further information contact Matt Klein on 9904-5667.
**PAYMENTS**

When sending payments to school please ensure the CORRECT AMOUNT of money is enclosed in a separate envelope for each activity. **PLEASE PUT ONLY ONE ACTIVITY IN EACH ENVELOPE.** (If more than one activity is placed in an envelope your child may miss out on participating).

Clearly mark each envelope with:

- your child’s name
- your child’s class
- name of activity please put the permission note inside the envelope.

A separate permission note is required for each child in the family.

Please make payments before the due date as paying late will result in your child missing an activity.

All money is to be deposited in the payment slot in the door at the Admin Office.

If additional envelopes are required, they are available at a cost of 20cents each.

**MESSAGES REGARDING LATE COLLECTION OF STUDENT**

Please phone before 2.30pm with any messages if you will be late picking up your child.

**SCHOOL CANTEEN**

The canteen operates on Monday to Friday each week.

Any payments or orders for the canteen should be taken directly to the canteen.

**LUNCHES**

If parents need to bring lunches to school after 9.00am, we would ask that you wait until 11.15am, when you will be able to gain a pass to your child’s class and then be able to take the lunch to your child.

**EARLY LEAVERS**

When signing children out early of an afternoon, for appointments etc, parents are asked to do so before 2.45pm. Students will not be signed out after this time.

**UNIFORM SHOP HOURS**

Mondays: 8.30am to 9.00am

Fridays: 8.30am to 9.30am

**SCHOOL CAR PARK**

Parents are reminded that the school car park is for STAFF PARKING ONLY.

Parents are asked not to drop children off in the car park, park in or walk through the car park.

There is a gate near the administration office for pedestrian access.