Values:

Resilience  Respect  Honesty  Responsibility  Learning

Purpose:
To develop confident and resilient students through the provision of a diverse range of learning experiences and challenges which encourage curiosity, excitement for learning, thirst for knowledge and connectedness to their community.

This is underpinned by a whole school community whose moral purpose is committed to promoting success for all students.

IMPORTANT DATES FOR YOUR CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Friday 30th</td>
<td>Curriculum Day – Students Do Not Attend School</td>
</tr>
<tr>
<td>November 2nd</td>
<td>Report Writing Day – Students Do Not Attend School</td>
</tr>
<tr>
<td>Tuesday 3rd</td>
<td>Melbourne Cup Public Holiday</td>
</tr>
<tr>
<td>Thursday 5th</td>
<td>‘Flying to Foundation’ – Session 1</td>
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<tr>
<td>Friday 6th</td>
<td>Year 3 Taskworks Excursion &amp; Year 3 Sleepover</td>
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<tr>
<td>Monday 9th</td>
<td>Year 4 Hoop Time – Divisional Finals</td>
</tr>
<tr>
<td>Wednesday 11th</td>
<td>Year 3 Hands On Science Incursion</td>
</tr>
<tr>
<td>Thursday 12th</td>
<td>‘Flying to Foundation’ – Session 2</td>
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School Website: www.greenvaleps.vic.edu.au

From The Principal’s Desk
Angelika Ireland

Early this week I was at a conference, the main focus of this was about maintaining a positive outlook on life and having that resilience to ‘bounce back’ when things are tough. This is an important asset not only as an adult but also as a child so I have sourced some valuable information for you to read as a parent. Hope you enjoy the read.

Building Resilience in your child

Resilience is a 21st Century parenting concept that every parent needs to understand. Some kids are resilient by nature – their temperament helps them to be mentally and psychologically tough. You know those kids. They get straight back up after a setback or disappointment. Rejection in the playground doesn’t faze them. Unfortunately, not every child has such natural resilience. The good news is that most of the research shows that resilience can be nurtured and developed, particularly when parents themselves are resilient and they actively foster it in their kids. Resilient kids share four basic skill sets- independence, problem-solving, optimism and social connection. From a resilience perspective, parents need to coach kids through some of their more challenging moments and reviewing what they may have learned for next time. Avoid solving all their problems for them.

Promoting resilience in kids is a not a single event but a continuous process that requires adults to be supportive and empathetic when things don’t go their way. It also requires you as a parent to have an understanding of resilience, so you have faith in yourself, and your child’s ability to cope. The following eight tips outline the most effective things you can do to raise resilient kids.

Parenting tip #1: Listen with your heart
Listening is one of the most important ways that we can build resilience. Rather than operating on ‘autoparent’ we will help our children know they are important by giving them our undivided attention. Children feel validated and worthy when we listen to them. While children are upset, sensitive listening provides emotional first aid. Listening with your heart allows you to be empathic, take your child’s perspective, or see the world through his or her eyes.
Parenting tip #2: See the world through your child’s eyes
Imagine you had a difficult day. It wasn’t a catastrophic day, but some of your plans failed to materialise into reality. You failed to effectively navigate some relationship challenges with someone close. When you explained things to your spouse the response you received was, “Oh well, I guess you’ll just have to try harder again tomorrow.”
While this response may be correct, it is unlikely to help you feel any better. If you don’t feel better, you’re unlikely to ‘bounce-back’ with as much bounce!
Likewise, giving advice when children are upset just makes them feel frustrated, or foolish. When they tell you they feel sad, saying “Cheer up, you’ll be ok. There’s no reason to feel like that” will undermine their feelings, make them question their worth, and create a feeling that they are not normal inside them.
Instead, reflect their emotions and avoid advice or lectures.
“I can see it’s been a tough day for you today.”
“Wow, that must have made you feel really disappointed.”
When they know you understand them, ask them how they think you can help. Let them strategise the most effective way to overcome their challenges and support them in their decisions or guide them toward appropriate actions.

Parenting tip #3: Accept your children for who they are
Your child is likely to be resilient if she feels accepted for who she is. To really accept our children for who they are we must resist the temptation to judge and criticise. Continual fault-finding is a sure-fire way to create questions about self-worth in children. Additionally, children who are consistently criticised will start to wonder about their relevance.
In contrast, children whose parents affirm their children’s efforts feel useful. When children are validated they feel worthy and acceptable as people. And they are also likely to work hard to maintain those positive feelings, which means when they encounter setbacks they will have the confidence to try again.
Letting children know specifically what you love about them or why you are proud of them can bolster resilience.
“I am so proud to be your mum. The way you treated the children outside the school this afternoon made me feel like the luckiest mum in the world!”
“You worked so hard at that activity today. I know you didn’t come first, but all that matters is that you tried hard – and it looked to me like you gave it everything you had!”
Remember, be specific. And avoid general praise such as “You’re such a good boy.” This is meaningless and can be taken back at any time. But when we let our children know we accept and love them, and offer them specifics, they feel like they can conquer anything!
Our children don’t need to ‘fixed’ as much as they need to be loved.

Parenting tip #4: Develop strengths
One of the best things for promoting resilience is a belief that we are competent and able to complete difficult challenges. Parents who identify their children’s strengths and help them develop those strengths will see their children become increasingly competent. Their children will experience success. They will be inspired and confident. They will gain a sense that they have something to offer the world.
Maddie, a seven year-old, had trouble with reading and writing. But her parents and teachers noticed her love for drawing. They encouraged Maddie to draw by displaying her art in the classroom and at home. Maddie’s strengths ensured she was not defined by her weaknesses in reading.
Your child may possess strengths in relationships, academics, music, sport, creativity, curiosity, or any number of other areas. By developing those strengths, inspiration, competence, and confidence will build resilience in your child.

Parenting tip #5: Teach that mistakes are an opportunity to learn
When you make a mistake, what do you do? Are you likely to throw your hands in the air and say it’s too hard? Do you give up and go back to what you know you can do? Or do you see the mistake as a chance to learn something new, and try again?
When your children make a mistake, what do they do? And perhaps more importantly, what do you say to them?
When we have a ‘learning’ orientation we see setbacks and failures as opportunities for mastery. By teaching our children that continued effort, practice, and learning are the keys to success, setbacks are no longer seen as frightening, and children become more resilient – willing to take risks and try new things. They are also more likely to look forward to possibilities in the future and have a more optimistic and curious nature. This mindset is strongly linked to resilience.

Parenting tip #6: Promote responsibility by giving responsibilities
Many parents say of their irresponsible children, “I want my child to be responsible but I simply can’t trust her to do what I ask.” They are unwilling to give the child any responsibilities because they fear the child will not be responsible.
Lectures will not promote responsibility. Instead, responsibility comes from opportunities to be responsible, a chance to help, and by being part of a family that is involved in doing things for others.
**Parenting tip #7: Teach your children to make their own decisions**

When our children struggle, we often want to tell them what to do to fix things. Constantly making decisions for our children can undermine their decision making skills and confidence. When you child is faced with a problem, listen with your heart. Then see the world through his eyes. When he feels understood, ask the question: “What do YOU think we should do?”

Let your child know that you are willing to help and support. Then invite him or her to make a decision, and be supportive. If a decision is poor, offer gentle guidance or ask, “I wonder what might happen if we did that.” As your child thinks through the various possibilities, he will gain confidence in making his own decisions following challenging situations.

**Parenting tip #8: Discipline, but don’t denigrate**

Children will make lots of mistakes, even when trying their best. When our children do things that are wrong, we can focus on teaching them rather than punishing them. Often the most effective way to teach is to invite our children to think about what they have learned from a particular situation. We can then ask them to make decisions about the most appropriate course of action, such as apologising, making restitution, and refraining from doing what they have done again in the future.

Children who are resilient do better than children who are not resilient. Their parents use the skills outlined above to foster resilience, and as a result resilient children:

- feel special and appreciated
- learn to set realistic goals
- have appropriate expectations of themselves
- are seen by others believe to be able to solve problems and make good decisions
- see weaknesses as a chance to learn and do things better
- recognise, develop, and enjoy their strengths and talents
- believe they are competent and are comfortable with others
- have good interpersonal skills
- and most of all, resilient kids bounce back!

(Reference – Kidspot)

**CONGRATULATIONS**

I would like to congratulate Mrs Kylie Coker and her husband Jesse on the safe arrival of their precious little daughter Ava on the 29th September weighing a healthy 7 pounds 3 ounces. Hopefully we may see Ava enrolled at Greenvale Primary one day.

**Reminders**

1. **Enrolments For 2016 – Are You Moving??**
   If you are leaving our school and will not require a place at Greenvale PS in 2016 can you please let the office know immediately.

2. Students will not be required to attend school on the following two days - tomorrow, Friday 30 October and Monday, 2 November.

**Food For Thought:**

“What you do today can improve all your tomorrows” Ralph Marston

**Assistant Principal’s Notes**

Meredith Clegg

**Italian Poetry Competition**

Once again our Greenvale PS students excelled at the Italian Poetry Competition held at Gladstone Park SC last Wednesday. Considering that many of the Year 5 & 6 students were speaking in Italian for the first time, they recited the poem with fluency and expression. Thanks especially to Year 3 teacher Mrs Schembri for preparing and coaching them prior to the event. An interesting sidenote, the Year 6 Italian poem was written by an ex Greenvale student, Isaac Suraci.
All of our participants received an award. Congratulations on your fantastic performances!

**Year 6**
- Aurora Di Giogio – 2nd Place overall in the Year 6 Competition
- Samantha Scerri – Award of Distinction
- Tarran Matuatu – Pronunciation Award
- James Schembri – Preparation Award

**Year 5**
- Sofia Di Giogio – 3rd place overall in the Year 5 Competition
- Cooper Driver – Award of Distinction
- Ben Scerri – Award of Credit
- Ruby Marchino – ‘Actress of the future’ Award
- Ryan Borg – ‘Actor of the future’ Award

**SCHOOL COUNCIL MEETING**

with the Student Voice Representatives and School Captains

It was a pleasure to have our Student Voice Reps and School Captains attend the recent School Council Meeting, along with their Student Voice Facilitator Ms Sophie Chilton. Each student introduced themselves eloquently, and then the group presented a synopsis of their achievements this year. All councillors’ were impressed with the confident and competent manner in which the students conducted themselves at the meeting. Congratulations!

**STUDENT ATTENDANCE Every Day Counts!**

These are the student attendance statistics since the start of the year.

<table>
<thead>
<tr>
<th>STUDENT ABSENCE DETAILS</th>
<th>29th Jan 2015 - 29th October 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Students</td>
<td>Absent without note</td>
</tr>
<tr>
<td><strong>FOUNDATION</strong></td>
<td>102</td>
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<tr>
<td><strong>YEAR 1</strong></td>
<td>106</td>
</tr>
<tr>
<td><strong>YEAR 2</strong></td>
<td>110</td>
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<tr>
<td><strong>YEAR 3</strong></td>
<td>92</td>
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<td><strong>YEAR 4</strong></td>
<td>98</td>
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<tr>
<td><strong>YEAR 5</strong></td>
<td>96</td>
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<tr>
<td><strong>YEAR 6</strong></td>
<td>103</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>707</td>
</tr>
</tbody>
</table>
WEEKLY ATTENDANCE AWARDS

CONGRATULATIONS to 2EB for just one absence in the past week. They have won the Attendance Award trophy for week 3.

CONGRATULATIONS also to the following classes for being on time every day in the third week this term:
0GK, 1SN, 3RW, 3SB, 4EW, 6BM & 6JH

Greenvale Primary School Writers’ Festival
Georgia Kroger, Literacy Leader

What amazing writers we have at Greenvale Primary School!

We are so proud of the students’ work on display in our “corridor of colour”.

If you have not already had a look, please find the time to come along and read the stories all about “My Special Place”. All 710 students’ have writing for you to read.

Just to show you what you are missing, here are examples of their writing.

Ela Mehmet OMP

When I was in the big blue ocean I was on my surfboard. My mum was sun baking, I built a yellow sand castle and made windows with the small white shells I collected.

When I am in the big blue ocean, I’m swimming with Deran. We were playing with the huge soft colourful ball...
Zaineb Azzam 1SN

My special place is a place where I could download stuff on my ipad. At my special place it is relaxing peaceful and quiet. At my special place I could see people working on the cool computers, people reading and people choosing CDs. I could see lots of books. When I am at my special place I can hear people reading books and the teacher telling the kids to start painting, gluing and drawing. I could hear people pressing the keyboard. My special place is as quiet as the library.

Rebekah Santiglia 2NM

My special place is full of delight, joy and happiness. I can see billions of busy, chaotic people. They look like a sea of dinosaurs stacked on top of each other. The colour is as dark as the deep blue sea. It is as busy as a bumble bee in a hectic humming hive. The place is as huge as a mountain top. You can see a billion people in that place as they flock from around the world. It’s so popular, so everyone goes there.
Walktober - Walk to School
Debbie Tilley

I would like to thank students, parents and staff for supporting our supervised walks on Friday the 13th and 23rd of October. I would also like to thank everybody for supporting the daily walk to school and filling in our tally sheet which I will share the data in the next newsletter.

A very special thanks to Mr John Agorakis, the manager of our local Coles in Greenvale who supplied us with a $50.00 gift card, with which I purchased pink lady apples and mandarins for our walkers to eat after our final supervised walk.

Please see the photographs from our first and last supervised walk and the fruit.

Please continue this healthy walking and enjoy our lovely spring weather. Many thanks.
State Athletics Championships 2015
Shannon Carroll - Physical Education Teacher and Sport Coordinator

Congratulations to both Maddox Saly and Sienna Riolo who represented Greenvale Primary School at the State Athletics Championships, held at Lakeside Stadium in Albert Park.

Maddox and Sienna both competed in the hurdles events for their respective age groups, against the toughest competition from across Victoria.

Sienna placed 4th in her heat with a time of 16.01 seconds. Unfortunately she missed out on qualifying for the final by only 0.02 of a second! Overall Sienna finished as the 10th fastest hurdler for her age group in the state. An amazing result, well done Sienna.

Maddox also placed 4th in his heat with a time of 13.90 seconds. This time qualified him for the final. In the final Maddox improved on the time by running a 13.87. Overall he finished as the 7th fastest hurdler for his age group in the state. Another outstanding result.

Both students should be extremely proud of the effort, athleticism, commitment and hard work to compete at such a high level. We wish them all the best for 2016.
Get into Tennis – Term 3 Special!
The NEW Hume Tennis and Community Centre is offering half price tennis lessons, for anyone who starts tennis in Term 3. More info: call 1300 486 382, Email: office@humetennis.com.au www.humetennis.com.au

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