



# THE SEAGULL

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ISSUE 24 – August 18th 2017

Office Hours - 8:30am to 4:00pm - Monday to Thursday  
9:00am to 3.30pm - Friday

## Earn and Learn – drop stickers in to the school office

### Child Starting prep in 2018?

If you have a little person starting prep next year we encourage you to enrol this term and attend the transition program every Friday in term 4. Please see the attached prep transition information to ensure your child gets the best possible start to school.

Aug 18<sup>th</sup> – First Tae kwon do class

Aug 25<sup>th</sup> – Book week Parade

Sept 1<sup>st</sup> - Fathers day Breakfast

Fathers Day Stall

No Canteen.

Sept 12<sup>th</sup> – Footy Colours Day

**TERM 1:** Feb 1<sup>st</sup> – March 31st

**TERM 2:** (Tues) 18<sup>th</sup> April – 30<sup>th</sup> June

**TERM 3:** 17<sup>th</sup> July – 22<sup>nd</sup> September

**TERM 4** – 9th October – 22<sup>nd</sup> December



Junior School Excursion to the Forge Theatre and All Abilities Playground was a hit!!

## NAPLAN results were excellent – well done Grade 3 and 5 students.

At Paynesville Primary School learning is our core business. Over the past 4 years our NAPLAN data has reflected the growth we have seen in our own Cleartrack data. Good results in any examination is not luck – but rather hard work from students, teachers and parents. Last year we achieved high performing school status and we have continued to build on this success over the past 12 months. Our students continue to operate above state averages in literacy and numeracy – while this is not everything – it is an advantage, as children head to high school and then as they move in to their adult life. The other positive is our student behaviour and attitude to learning. Our 92% positive response to the student attitude to school survey means that children are feeling positive about their role as learners and about the support and guidance

they are receiving from their teachers. Congratulations to our grade 3 and 5 students – you can all be very proud of your efforts and achievements.

## **New Zealand Sister School Visit – Monday Oct 30<sup>th</sup> – Monday November 6<sup>th</sup>**

It is very exciting to welcome back our New Zealand cousins. It is always an exciting time when the Kiwis come over to enjoy our lovely area. This will be the 6th year of our NZ sister school relationship and we cant wait to see them.

If you would like to host a student in your home for the week – please contact the school office. This is even more valuable if you think your child will travel to NZ with us next year. ***Please note that all host family adults will need to provide a Working with Children check.***

Working with Children checks can be applied for through the Department of Justice website. <http://www.workingwithchildren.vic.gov.au/home/applications/apply+for+a+check/> Click on the button which says “Apply in Victoria” and follow the links. The check required is a “Volunteer” check and is free. The school information required for the check is Paynesville Primary School, PO Box 38, Paynesville 3880. A passport photo is required, so this may need to be purchased separately. If you already have a WWCC please check with the office to see if we have your details on file.

**REMINDER PARENT OPINION SURVEY- There is still time to let us know what you think.**

**Open from Monday 7<sup>th</sup> August to Sunday 27<sup>th</sup> August.**

Our school is currently conducting a survey to find out what parents think of our school. The Parent Opinion Survey is an annual survey offered by the Department of Education and Training that is conducted amongst a sample of randomly selected parents at each school. The sample represents approximately 30 per cent of families. All responses to the survey are anonymous. ***If you have misplaced the original letter or link to the survey please contact Lauren or Jenny in the office.***

It is designed to assist our school in gaining an understanding of parents’ perception of school climate, student engagement and relationships with our parent community. Our school will use the survey results to help inform and direct future school planning and improvement strategies.

The survey will be conducted **online by ORIMA Research Pty Ltd** and only takes **15 minutes** to complete. The survey can be accessed via desktop computer, laptop, tablet or mobile at any convenient time within the fieldwork period from **Monday 7<sup>th</sup> August to Sunday 27<sup>th</sup> August.**

The survey results will be reported back to our school at the end of September and assists us with our planning for the future on what we are doing well and what we can do better in supporting your children’s learning.



# PAYNESVILLE PRIMARY SCHOOL

## Prep Transition Program in Term 4 of 2017 for Preps starting school in 2018

If you have a child starting prep next year – please contact the office to complete the enrolment process and register your child for the transition program. Our Prep student’s hit the ground running at the start of the year academically and socially because we have developed a comprehensive transition program that targets the specific needs of children starting school. Please take the opportunity to visit the Prep room during school time, before Term Four begins, to get an understanding of what a high quality Prep classroom looks like.

### PAYNESVILLE PRIMARY SCHOOL 2018 PREP TRANSITION TIMETABLE

ACTIVITIES		DUE DATE
Core - Literacy & Numeracy	Specialist - Science	October 13
Core - Literacy & Numeracy	Specialist - Art	October 20
Core - Literacy & Numeracy	Specialist - Cooking	October 27
Core - Literacy & Numeracy	Specialist - PE	November 3
Core - Literacy & Numeracy	Specialist - Science	November 10
Core - Literacy & Numeracy	Specialist - Art	November 24
Core - Literacy & Numeracy	Specialist - Cooking	December 1
Core - Literacy & Numeracy	Specialist - PE	December 8
Special Pre Prep Graduation Day activities 9am - 2.30pm. Graduation at 2.30pm in the school hall. Parents and Friends welcome.		December 15

Dear Parents and Carers – I recently came across this article. It is short and pointy. Some parts really sat well with me and some parts challenged my thoughts – which is the intention I suspect. I hope you find something that interests you too.

## Not Naughty: 10 Ways Kids Appear to Be Acting Bad But Aren't

*Many of kids' so-called "naughty" behaviors are developmental and human.*

*Here are 10 ways kids may seem like they're acting "naughty," but really aren't. When we recognize kids' unwelcome behaviors as reactions to environmental conditions, developmental phases, or our own actions, it lets us respond proactively, and with much more compassion.*

**1. Not controlling impulses** - Ever say to your kid, "Don't throw that!" and they throw it anyway? [Research](#) suggests that the brain regions involved in self-control are immature at birth and don't fully mature until the end of adolescence, which explains why developing self-control is a "long, slow process" (Tarullo, Obradovic, & Gunna, 2009, 31). A [recent survey](#) revealed that many parents assume children can do things at earlier ages than child-development experts know to be true. For example, 56 percent of parents felt that children under the age of 3 should be able to resist the desire to do something forbidden, whereas most children don't master this skill until age three-and-a-half or four (Zero to Three, 2016). Reminding ourselves that kids can't always manage impulses (because their brains aren't fully developed) can inspire gentler reactions to their behavior.

**2. Overstimulation** - We take our kids to Target, the park, and their sister's play in a single morning, and inevitably see meltdowns, hyperactivity, or outright resistance. Jam-packed schedules, overstimulation, and exhaustion are hallmarks of modern family life. Research suggests that 28 percent of Americans "always feel rushed" and 45 percent report having "no excess time" ([Robinson, 2013](#)). Kim John Payne, author of *Simplicity Parenting*, argues that children experience a "cumulative stress reaction" from too much enrichment, activity, choice, and toys. He asserts that kids need tons of "down time" to balance their "up time" (Payne, 2010). When we build in plenty of quiet time, playtime, and rest time, children's behavior often improves dramatically.

**3. Core conditions** - Ever been "hangry" — angry because you're hungry — or completely out of patience due to sleep deprivation? Little kids are affected tenfold by such "core conditions" of being tired, hungry, thirsty, over-sugared, or sick. Kids' ability to manage emotions and behavior is greatly diminished when they're tired. Many parents also notice a sharp change in children's behavior about an hour before meals, if they woke up in the night, or if they are coming down with an illness. Kids can't always communicate or "help themselves" to a snack, a Tylenol, water, or a nap like adults can.

**4. Expression of big feelings** - As adults, we've been taught to tame and hide our big emotions, often by stuffing them, displacing them, or distracting from them. Kids can't do that yet. Early childhood

educator [Janet Lansbury](#) has a great phrase for when kids display powerful feelings such as screaming, yelling, or crying. She suggests that parents “*Let feelings be*” by not reacting or punishing kids when they express powerful emotions.

**5. Developmental need for tons of movement** - “Sit still!” “Stop chasing your brother around the table!” “Stop sword fighting with those pieces of cardboard!” “Stop jumping off the couch!” Kids have a developmental need for tons of movement. They have a tremendous need to spend time outside, ride bikes and scooters, do rough and tumble play, crawl under things, swing from things, jump off things, and race around things. Instead of calling a child “bad” when they’re acting energetic, it may be better to organize a quick trip to the playground or a stroll around the block.

**6. Developmentally-wired to resist and become independent** - Every 40- and 50-degree day resulted in an argument at one family’s home. A first-grader insisted that it was warm enough to wear shorts, while mom said the temperature called for pants. [Erik Erikson’s](#) (1963) model posits that toddlers try to do things for themselves, and that preschoolers take initiative and carry out their own plans. Even though it’s annoying when a child picks your tomatoes while they’re still green, cuts their own hair, or makes a fort with 8 freshly-washed sheets, they’re doing exactly what they are supposed to be doing—trying to carry out their own plans, separate, make their own decisions, and become their own little independent people.

**7. Core strengths that trip them up** - We all have core strengths that can also trip us up. Maybe we’re incredibly focused, but can’t transition very easily. Maybe we’re intuitive and sensitive, but take on other people’s negative moods like a sponge. Kids are similar: They may be driven in school, but have difficulty coping when they mess up (e.g. yelling when they make a mistake). They may be cautious and safe, but resistant to new activities (e.g. refusing to go to baseball practice). They may live in the moment, but aren’t that organized (e.g. letting their bedroom floor become covered with toys). Recognizing when a child’s unwelcome behaviors are really the flip side of their strengths—just like ours—can help us react with more understanding.

**8. Fierce need for play** - Your kid paints her face with yogurt, wants you to chase her and “catch her” when you’re trying to brush her teeth, or puts on daddy’s shoes instead of her own when you’re racing out the door. Some of kids’ seemingly “bad” behaviors are what [John Gottman](#) calls “bids” for you to play with them. Kids love to be silly and goofy. They delight in the connection that comes from shared laughter and love the elements of novelty, surprise, and excitement. Play often takes extra time and therefore gets in the way of parents’ own timelines and agendas, which may look like resistance and naughtiness even when it’s not. When parents build lots of playtime into the day, kids don’t need to beg for it so hard when you’re trying to get them out the door.

**9. Reaction to parents’ moods** - Multiple research studies on emotional contagion have found that it only takes milliseconds for emotions like enthusiasm and joy, as well as sadness, fear, and anger, to pass from person to person, and this often occurs without either person realizing it ([Goleman, 1991](#), [Hatfield et al., 2014](#)). Kids especially pick up on their parents’ moods. If we are stressed, distracted,

down, or always-on-the-verge-of-frustrated, kids emulate these moods. When we are peaceful and grounded, kids model off that instead.

**10. Response to inconsistent limits** - At one ball game, you buy your kid M & Ms. At the next, you say, "No, it'll ruin your dinner," and your kid screams and whines. One night you read your kids five books, but the next you insist you only have time to read one, and they beg for more. One night you ask your child, "What do you want for dinner?" and the next night you say, "We're having lasagna, you can't have anything different," and your kids protest the incongruence (Leyba, in *Joy Fixes for Weary Parents*). When parents are inconsistent with limits, it naturally sets off kids' frustration and invites whining, crying, or yelling. Just like adults, kids want (and need) to know what to expect. Any effort toward being 100 percent consistent with boundaries, limits, and routines will seriously improve children's behavior.

