



*We learn. We show respect.  
We are safe.*

Thursday 27<sup>th</sup> July, Term 3, 2017

*"Golden Past, Bright Futures"*

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# Clunes Primary School Newsletter

## UPCOMING EVENTS

<b>Term 3</b>	
<b>August 8<sup>th</sup></b>	<b>Division Athletics</b>
<b>August 25<sup>th</sup></b>	<b>Wesley Concert (Incursion)</b>
<b>August 23<sup>rd</sup>, 24<sup>th</sup>, 25<sup>th</sup> &amp; 31<sup>st</sup></b>	<b>Mobile Eye Tests (P-3)</b>

Dear Parents/Caregivers,

**First and foremost...**

I would like to take this opportunity to thank everyone for making me feel extremely welcome at Clunes Primary School. There is certainly something 'special' about working here every day. The parents, students and staff have all been wonderful. Please remember that my door is always open, so please feel free to visit if you would like to discuss concerns or just even for a chat! I will always make time for our hardworking parents.

### What's happening in classrooms

One of the best things about being a principal is having the ability to visit classrooms and witness all of the great learning that is going on. Here are just some of the highlights from this fortnight:

In Prep/1B we have been working hard on our letter/sound knowledge. It has been particularly great to get to know this wonderful class and I have enjoyed working with them every day.

The 1/2H and 2/3D classes made some delicious fruit kebabs this week. It was great to see so many smiling faces.

The 3/4LM class have been busy investigating angles through the use of pipe cleaners and a range of fantastic activities.

Both of the 5/6 classes have finished their "Theme Park Maths' projects. The students have enjoyed applying a range of numeracy skills to design, calculate, budget and invest.

Many students have been busy drawing or sketching different sea-faring ships. The artwork that I saw would certainly out perform anything that I could produce!

In the Japanese room, students have been busy learning more 'hiragana'. Hiragana is just one of the four alphabet systems used in the Japanese language.



Mr. Charleson has been cooking soup and lakosh (Turkish biscuits) with the students. I was lucky enough to be given a sample bowl – 10 out of 10!

*There is so much more that I could write about.*

## Congratulations Ameekah

Last week Ameekah travelled to Melbourne to compete at the State level for running. It is not often that students are able to compete at such a prestigious event. Well done Ameekah! We might be seeing you at the Olympics one day.

**Have a splendid and positive week ☺ Ryan Oliver. (Acting Principal)**

 <h3 style="margin: 0;">STUDENT OF THE WEEK AWARDS FOR TERM 2</h3> 	
<p><b>Our Term 2 You Can Do It focus is:</b> <b>Resilience</b></p>	
<b>Prep/ 1B - Declen</b>	
<b>Year 2/ 3D- Hannah</b>	<b>3/ 4LM- Olivia</b>
<b>5/ 6 A- Ryda</b>	<b>5/ 6 W/T-Kaitlyn</b>

**Chaplain's Award – Dale O**

**Bus Traveller's Awards- Xaiden Lee, Ashley**

### CHAPLAIN'S CHAT

*The person who makes no mistakes doesn't usually make anything at all.* It was certainly true for Thomas Edison, inventor of the light bulb. It took him thousands of attempts before he got it right. Imagine if he'd given up after the first few attempts and/or didn't make any mistakes.

Probably the greatest mistake we can make is to be afraid of making one. It's true, isn't it? We only fail when we stop trying. I hope that any 'mistake' you make this week, you will see as an opportunity to learn something new...it's a great lesson for people of all ages!

Have a great week! Blessings,

*Julie McDowell Chaplain*

### BREKKY CLUB NEWS

#### DID YOU KNOW THAT 1 IN 7 KIDS GO TO SCHOOL WITHOUT THE MOST IMPORTANT MEAL OF THE DAY?

We are fortunate at Clunes PS to have a number of volunteers from the wider community come in each week to help out at BREAKFAST CLUB! However, during **Term 3** Chaplain Julie will be on long-service leave and some of our volunteers are unavailable. If you would be interested in being part of a team to keep Brekky Club running during Term 3 then please speak to Julie or email her: [mcdowell.julie.j@edumail.vic.gov.au](mailto:mcdowell.julie.j@edumail.vic.gov.au) . (Working With Children's Check required - WWCC)  
(Breakfast Club runs **Thursday mornings 7.45 – 8.45am**; tasks include set up, service and clean up)

## Division Athletics

The following students are representing Clunes Primary School at the Division Athletics on the 8<sup>th</sup> of August. Good luck everyone!!!!

800m	Jaiden, Ameekah
High Jump	Jaimie
Hurdles	Keyva, Hamish
Long Jump	Oliver
Discus	Liliana, Nick
100m	Jaiden, Jamie, Oliver
Triple Jump	Hannah
200m	Nick, Ameekah
1500m	Blayze
Relay	Keyva, Phillip, Nick, Jaime Logan, Oliver, Hamish, Max

### *5 Words to Avoid if You Want Your Child to Cooperate*

BY MICHAEL GROSE

I've noticed that there are five very common words that invite resistance rather than co-operation, from children who are termed (whether rightly or wrongly) 'strong-willed', 'stubborn' or 'know their mind'. These 5 words to avoid are:

- **Must:** "You *must* be on time!"
- **Never:** "You should *never* be rude to your teacher."
- **Always:** "You should *always* clean your teeth before bed."
- **You:** "*You* need to go to bed now!"
- **Don't:** "*Don't* yell at your brother."

**Here's an explanation and some alternatives as well:**

'**Must**', '**Never**' and '**Always**' are absolute terms which invite resistance from those children and young people who do not like to be told what to do. *If you have more than one child there is a good chance you have one of these children.*

Replace absolute language with **moderate alternatives** that don't back kids into a corner.

"*Please be on time*" rather than "You must be on time."

"*It's best to be polite to your teacher*" rather than "You should never be rude to your teacher."

"*Clean your teeth before bed*" rather than "You should always clean your teeth before bed."

'**You**': Instead of telling your child what to do, let your child know what you will do. It's a subtle but powerful shift. For example:

"*I'm saying good night now*" rather than "Go to bed now."

"*I'll put the meal on the table when it's set*" rather than "Set the table!"

"*I'm driving you to school at 8.30*" rather than "Get ready by 8.30."

NB: You need to follow through if this is to be an effective use of language.

**‘Don’t’:** Avoid ending an instruction on a negative as it only drives the negative behaviour deeper into the sub-conscious mind of your child. Saying “Don’t yell at your brother” will ensure that your child will keep yelling again and again. Instead say the behaviour you’d like in positive terms. For example: *“Speak quietly to your brother”* rather than “Don’t yell at your brother.”

If you can’t eradicate “Don’t” then develop the habit of ending on a positive. For example: *“Don’t yell at your brother. Speak quietly.”*

Your choice of words makes a huge difference in terms of getting co-operation from more challenging kids. Of course, some parents believe that their kids should always do as they say so their language is peppered with absolutes and negatives, which invites resistance from some kids. Family-life continues to be a battle between these parents and their children.

If this is the case for you then maybe your attitude as well as your language needs a little tweak and review.