DIARY DATES

JUNE
3rd        Footsteps
6th        Year 6 Puberty Clinic
8th        UNSW - Science
SCHOOL PHOTOS—Family Portrait forms can be collected from the Office

- Orders may be given to the classroom teacher anytime before photo day.

10th       CURRICULUM DAY - NO SCHOOL
13th       QUEENS BIRTHDAY HOLIDAY
15th       School Council Meeting - 7.30pm
17th       Footsteps
21st       UNSW—Spelling and Writing
24th       Footsteps
28th       Parent/Teacher Interviews

PRINCIPAL’S MESSAGE

CURRICULUM
Parents are reminded that we have a scheduled Curriculum Day on Friday, June 10th prior to the Queen’s birthday, the following Monday, June 13th. Students are not at school on either day.

Mid year student reports will be sent home on June 24th followed by Parent teacher interviews in the week commencing June 27th. Midyear reports are important and form part of our overall communications with parents, so it is vital that you attend for an interview if at all possible.

SCHOOL COMMUNITY INVOLVEMENT.
Any parents who would like to become involved in the school are invited to join the Community Development and Fundraising committee. This committee meets and organises school activities to help support the school. It is not just a fundraising committee, so please consider coming along and joining “like minded” parents in supporting the school in a positive way. Some families regularly support the school and too often, too much is left to too few. It would be nice to know that some newer members of our community could pitch in and join a vital group, such as the Community Development and Fundraising committee.

Michelle Jago is the current convener of this committee, so if you are interested, please let the school office know and Michelle will contact you. Without the support of parents it is difficult to organise and manage the range of activities planned for the year.
PARENTING IDEAS

One feature of our Newsletter to families is the Parenting Ideas section. I introduced this section last year following my appointment as Principal, to enable all families the opportunity to gain valuable support in the ever increasingly complex role of being a parent. Let’s be clear, there is no book that was ever written, that tells the complete story of being a good, effective parent. However, the tip sheets included in the newsletter are designed to give you support and practical advice on a range of topics that may impact on you or your child or family. This week’s tips are concerned with Student Reports and hopefully they will enable you to be somewhat prepared for the interviews and the reports that will come home later this month.

ABSENCE

Student absence has always been an issue here at Albany Rise Primary School. Various approaches have been adopted over a long period of time to improve this element of schooling. None have worked effectively!

The bottom line is that unless parents make a concerted effort and make sure that their children are at school and on time regularly, then the absence problem will not go away and will only get worse.

On average at our school, each student is absent for approximately 13.9 days each year. Hard to believe when some students don’t even record one absence day, but some students record as many as 50 absent days and more per year! If the average student absence at our school is approximately 13 days per year that means that an average student at our school is missing approximately 90 days throughout their primary schooling. This is equivalent to half a school year. Already this year we have had some Prep students missing regularly from school.

If your child is chronically ill; that is they are often sick, let your GP know and let them know if your child is regularly missing school. The GP may refer you to a Paediatrician, who may be able to get to the cause of any underlying medical condition.

If children are not at school, they miss work and get behind and it is often difficult for them to catch up. It is not O’K to be away...............how often have you heard that?........and yet, it’s so easy to do something about it!

UNIFORM

Generally speaking students at Albany Rise Primary wear correct school uniform and wear it proudly. Our school colours look great and stand out from many others. I’m particularly impressed by the way in which most students arrive at school in correct clean uniform on a regular basis.

However, there has been an increasing tendency for some students to be wearing netball skirts as part of the normal uniform. Netball skirts are fine for netball, but are not to be worn as part of the normal uniform. They are somewhat inappropriate. The same can be said about tights. Tights below a dress are acceptable and may be worn under a dress to help keep warm, but not on their own; again they are somewhat inappropriate, if worn on their own.

Your continued cooperation in ensuring that your child wears correct school uniform is really appreciated.

ULTRANET

Parents of students in Year 3 – 6 will have received an information booklet regarding Ultranet, the Department of Education and Early Childhood Development (DEECD) new network available to families, students and teachers.

In time the Ultranet will be a valuable tool for parents to gain information on student progress and learning at school. We are “rolling it out” progressively over the remainder of this year and early next year. We need to be able to manage this at school with limited resources.

An important reminder to parents is the section within the “Introduction for Parents” is the section concerning privacy (Page 8). I ask all parents to carefully read this section.

Some parents have raised questions about privacy issues and use of photos. In early term 3 we are planning an information night for parents on the Ultranet, so if you have any issues, please keep them for that night or alternatively, see Ms Maltezos who can address any more immediate matters.

PAUL VOLKERING

PRINCIPAL
YOU CAN DO IT!!!!

Reuben 4 PM Enya 3 K Neshedha 4 PM Zoe 6 JP
Steve 3 K Faezah 1 K Kate 3 K Steve 3 K

HAPPY BIRTHDAY

Ella 5 H Christopher 4 A Erick 6 B Le Prep R
Theodore 5 C Aysel Prep R Karthikeya Prep W Eleni 3 L
Rebecca 5 C Caleb Prep W Kosta 2 T Rhys 3 K

STUDENT OF THE WEEK

Mackenzie Prep W Mark Prep R Abbey 1 K Ethan 1 K
Phukhang 1 R Isabella 2 B Maria 3 L Ashleigh 5 C
Vassiliki 6 B Kayal 6 JP
ART Melissa—5 H MUSIC Tyrece—5 H
Aysel —Prep R

ENTERTAINMENT BOOKS

Dear Parents,

Payments and returns are now overdue for Entertainment Books so could any money owing or unwanted books please be sent to the office ASAP as the company needs to finalise their accounts.

Thank You

PHOTO DAY - WEDNESDAY JUNE 8TH

Payments may be given to class teacher prior to photo day.

BOOKFAIR THANK YOU

The results of the Scholastic Book Fair, held in Education Week, are in.....

Albany Rise Primary School made a commission of $962!!! This will be spent on books for the Library and resources for the School.

Thank you to all the families, students and teachers who supported the Fair. Thank you also to Mrs J Wilson, Mrs Danby and Mrs Bjorkman without whom the Fair would not have run so smoothly.

Mrs Deb McMillan
Library
Making the most of your parent-teacher interview

It makes sense for you as a parent to be prepared and ready to make the most of the brief time you have with teachers.

Parent-teacher interviews provide a great opportunity for you as a parent to find out how your child is progressing at school.

Many parent-teacher interviews are tightly scheduled and can seem a little rushed. Teachers are generally highly organised so they can make the most of the time you have together.

It makes sense also for you as a parent to be prepared and ready to make the most of the brief time you have with teachers.

Here are some guidelines to make the most of these interviews:

1. Prepare well. Before the interview, list any questions that you want to raise. Keep questions short and to the point.

2. Attend with a partner or friend particularly if you are nervous or unsure. It is easy to miss a point and often difficult to relay information to a partner.

3. Give the teacher a chance to make an assessment of your child’s progress. This may seem obvious but some interviews never get off the ground because enthusiastic parents take over.

4. Take notes and clarify information that you don’t understand. “What do you mean by ‘he needs to spend more time reading’...?” Make sure you have a good understanding of the messages your child’s teacher is giving.

5. Be prepared to give an assessment of your child’s performance. You may be asked how you think your child is performing so give an honest, but realistic assessment.

6. Ask how you can help your child if there are any areas that need to be strengthened. No doubt your child’s teacher will have some strategies for you to assist your child, so make sure you have a clear understanding before you leave.

If there are unresolved issues or you wish to discuss your child’s difficulties in greater detail, consider asking for another interview. This is being respectful of the teacher’s time and of those parents who are to follow.

Once the interview is over consider how you will discuss it with your child.

Avoid giving generalisations or simplistic appraisals such as: “The teacher says you are a good girl.”

Discuss areas that need work in positive terms. Talk about strengths or successes first before discussing areas that may need more work.

A clear message such as, “We talked about your reading and the teacher suggested that we should try...” is far more helpful.

Involve your child in discussing any plans for improvement. Avoid making big plans for your child to improve in a subject area without consulting him or her. By involving children and taking notice of their ideas plans are more likely to be successful.
On Monday we went to the hall to see Cloudia Raindrop. First they did a performance and it was about the water cycle. They got changed, the boy got dressed as a sun and the girl got changed into Cloudia Raindrop. Then they did their performance it was funny because the sun smashed in to the wall. Next they got dressed for another performance the boy dressed as a gnome and held up the watering can and the girl dressed up as a sponge. The gnome and then they had an argument about saving water, it was funny because the gnome tricked the sponge! We had a fun time watching Cloudia Raindrop.

WEATHER

The year 2’s have been learning about weather. During class we wrote emails to our friends and family telling them how we survived severe weather.

To: murphy_miles

Subject: Don’t worry I am safe!

Dear Miles,

Woooow! How lucky am I, I survived a tornado! It wasn’t easy though. I had to stay in the car the whole time. I started to get bored so I turned the radio on but I could barely hear the radio because of all the ruckus. But then the car flew into Waverley Gardens! It was fun but dangerous because I could have hurt myself. Lucky I wasn’t hurt. Then it was just thunder. After the tornado stopped I got out of the car and walked all the way home.

From Beau.
WHO'S IN CHARGE?

Does your child hurt, intimidate or abuse you?
Do you feel you are losing control?
Want to learn how to handle conflict?

For more information see Miss Comerford Student Welfare

Reclaim respect and calm in your family!

The Who's in Charge? group is an 8 week program for parents or carers of young people (8 to 18 years) who are out of control, violent or defiant.
The group aims to:
• Provide a supportive environment to share experiences and ideas
• Reduce the guilt and shame which most parents feel
• Offer ideas to help you develop individual strategies for managing your child’s behaviour
• Explore ways of increasing safety and well-being
• Help you feel more in control and less stressed

Next program runs from 7pm - 9:30pm and starts on
Thursday 28 July and finishes on 15 September 2011
The program runs from Monash Youth & Family Services (MYFS), Batesford Community Hub, 94 Batesford Rd, Chadstone.
(Beside Waverley Basketball Centre and Jordanville Community Centre).
Melways ref: Map 69 H1
This program is FREE.

For enquiries or bookings call Libby or Nick at MYFS on 9518 3900.
Limited places, bookings essential
More info on the topic of violence to parents at www.eddiegallagher.id.au
Information Evening

TOPIC – “Confidence in the Schoolyard – Skills to Handle Teasing and Bullying”
(A Brief Overview)

For Health & Teaching Professionals and Parents

Learn one of Voice and Movement’s secrets in teaching social skills, and
Learn more about how our program can assist your clients/children.

Information packs will be available.

Refreshments provided.

We look forward to seeing you there!

Time: 7.15 for 7.30 start - 8.30pm
Date: Thursday, 9th June 2011
Venue: 34A Hamilton St, Mont Albert VIC 3127 (above the fruit shop)
Cost: Free

Please register your attendance by contacting us on 03 9890 0728 or emailing
us at info@voiceandmovement.com.au.

If you would like to attend, but can’t make it, just call us to arrange a free
presentation on the Drama for Everyday Life Program at your workplace.
**2011 Community Seminar Series**

**Term 3**

Unless otherwise advised, all Community Seminars will be held at:

**Maroondah Federation Estate, 32 Greenwood Ave, Ringwood 3134**

**Melway Reference 49 H10**

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**SUBSTANCE ABUSE AND MENTAL HEALTH**

Presenters: Intensive Mobile Treatment Team (IMTT)

**Date:** Tuesday 26th July 2011

**Time:** 9.30am – 12.30pm (Registration desk opens 9.15am)

**Cost:** $60.00 (includes GST, seminar notes and catered refreshments)

A flyer with more detailed information will be issued in due course.

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**INFANT MENTAL HEALTH**

Presenter: Dr Paul Robertson, Consultant Psychiatrist, Box Hill Child & Youth Mental Health Service

**Date:** Friday 26th August 2011

**Time:** 9.30am – 1.00pm (Registration desk opens 9.15am)

**Cost:** $60.00 (includes GST, seminar notes and catered refreshments)

A flyer with more detailed information will be issued in due course.

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**ADHD**

Presenters: Kool Kids Positive Parents (KKPP)

**Date:** Tuesday 13th September 2011

**Time:** 9.30am – 1.00pm (Registration desk opens 9.15am)

**Cost:** $60.00 (includes GST, seminar notes and catered refreshments)

A flyer with more detailed information will be issued in due course.

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To book your place, please complete the separate registration form and fax or post to:

EH Child & Youth Mental Health Service
Community Engagement Team
PO Box 94, Box Hill 3128
Fax: 03 9895 4073

For further information, please contact:
Community Engagement Team
Phone: 03 9895 4069
Email: Johanna.mckenzie@easternhealth.org.au

All prices and dates quoted are subject to change by the Community Engagement Team. Seminar fees are kept as low as possible. Enrolled participants will be notified of any changes to advertised programs when necessary. Participants are not entitled to a refund unless written cancellation has been received at least 24 hours prior to the event. The Community Engagement Team reserves the right to cancel any scheduled programs when necessary and course fees will be refunded if course is cancelled by the Team.

[www.easternhealth.org.au](http://www.easternhealth.org.au)
Reading your child’s report

Reports can mean anxious times for children. Will my parents be disappointed or proud? This is the main concern of most children.

_Could try harder... always does her best... lacks concentration... easily distracted..._ a pleasure to teach...

Do these comments, taken from a batch of student reports sound familiar?

Student reports bring mixed feelings for parents. Pleasure and pride if they are performing well but considerable angst when children are not progressing as you hoped.

Reports can mean anxious times for children too. Will my parents be disappointed or proud? This is the main concern of most children. Kids of all ages take their cues from their parents, so your reaction to their school report can affect the way they see themselves as learners and as people.

Before you rip open the sealed envelope containing the report do a little self-check to see if you are in the right frame of mind:

1. Are your expectations for your son or daughter realistic and in line with their ability?
   Expectations are tricky. If they are too high then kids can be turned off learning. Too low and there is nothing to strive for. Pitch your expectations in line with your child’s abilities. A quick check of your child’s last report cards may provide you with a good yardstick.

2. Do you believe that children learn at different rates?
   There are slow bloomers, late developers and steady-as-you-go kids in every classroom, so avoid comparing your child to siblings, your friend’s children and even yourself when you were a child. Instead look for individual progress.

3. Are you willing to safeguard your child’s self-esteem rather than deflate it?
   Self-confidence is a pre-requisite for learning, so be prepared to be as positive and encouraging as possible.

School reports come in different formats. Some are prescriptive while some use grading systems such as A, B, C, etc. with room for teacher comments. Regardless of the format school reports should provide you with an idea of your child’s progress in all subject areas, their attitude and social development.

Here are some ideas to consider when you open your child’s report:

Focus on strengths. Do you look for strengths or weaknesses first? The challenge is to focus on strengths even if they are not in the traditional 3Rs or core subjects.

Take into account your child’s effort and attitude to learning. If the report indicates that effort is below standard, then you have something to work on. If your child is putting in the required effort, then you cannot ask any more than that, regardless of the grading.

Broader your focus away from academic performance to form a picture of your child’s progress as a member of a social setting. How your child gets along with his or her peers will influence his happiness and well-being, as well as give an indicator to his future. The skills of independence and co-operation are highly valued by employers so don’t dismiss these as unimportant.

Take note of student self-assessment. Kids are generally very honest and will give a realistic assessment of their progress. They are generally very perceptive so take note of their opinions.

Discuss the report with your son or daughter talking about strengths first before looking at areas that need improvement. Ask for their opinion about how they performed and discuss their concerns.

After reports are read and discussed celebrate your child’s efforts with a special activity or treat. In this way you will recognise progress and remind them that the holidays are just around the corner when they can forget about assessment, tests and reports for a while.