Dear Parent/Guardians,

School Council Elections
School Councils play a key role in Victorian Government Schools. Participating in School Council is a rewarding and challenging experience. The role of the School Council is to support the Principal to provide the best possible outcomes for all students in the school. Notification of school council elections went up around the school on Monday February 15th. The closing date for nominations is Monday February 22nd at 4pm. Nomination forms are available from the school office.

Homework Policy
Early in each school year we publish some policies in our newsletter for our parents to read. In our February 3rd Newsletter, we published our Uniform Policy for your information. This week we are publishing our Homework Policy. Policies are always available on our school website. http://www.frankstoneastps.vic.edu.au/Policies/Policies.html The Homework Policy can be found on Page 3 of the Newsletter.

Getting to know you interviews
Our annual Getting To Know You Interviews start this week. This is an opportunity for parents to meet with 2016 class teachers and share any information that they feel is necessary. Please remember this is not a discussion of student progress as the school year has only just commenced. It is an information sharing session. We hope you are able to meet with your child’s class teacher.

End of Summer Celebration
On Monday February 29th to celebrate the end of summer we will be providing a Choc Top ice cream for each student in the school. There is no cost to families for this. If you do not want your child to receive a Choc Top, could you please contact your child’s class teacher and let them know.

Beach Day
On Tuesday February 23rd The whole school will be visiting Canadian Bay Beach for our annual Beach Day. This is a great day where the whole school is able to explore the rock pools at Canadian Bay. This year, the school is fully subsidising the cost of this excursion. As such, there will be no charge to students to attend. Could all families please ensure they have returned the permission forms to their class teacher.

Until next time,

Brian McFall (Principal)
Student of the Week
Monday 22nd February

PM—Phoenix F.—For her great enthusiasm towards learning.

1/2S—Chloe D.—For being a great classroom leader.

1/2H—Dylan C.—For exceptional handwriting.

1/2B—Kooper Y.—For being a great classroom helper.

3/4B—Tash M.—For excellent teamwork while working on team poster.

3/4H—Sapphire P.—For trying hard with all her work.

4/5W—Jed V.—For his fantastic reading responses during literacy rotations.

5/6O—Steven E.—For fantastic skills at T-Ball.

5/6S—Blake S.—For showing excellent sportsmanship during Friday sport time.

Happy Birthday

Feb. 17th
Frankie R. 3/4H
Akilesh A. 4/5W

Feb. 21st
Mer M. 1/2H
Ryan H. 1/2S
Lakynn W. 5/6S

Feb. 22nd
Charli G. 3/4H

Student Attendance
last week
Percentage of students at school
96.8%
Percentage of students on time
94.7%

Uniform Shop
Operating Hours

The operating hours are:

TUESDAY – 3:15pm – 3:45am
FRIDAY - 8:45 – 9:15am and
3:15 – 3:45pm
HOMEWORK POLICY

Rationale:
- Homework benefits students by complementing classroom learning, fostering good study habits and providing an opportunity for students to be responsible for their own learning.

Aims:
- To support and extend classroom learning.
- To develop positive study habits.
- To develop a responsibility for self-learning.

Implementation:
- The school’s homework policy will be distributed to parents at the commencement of each school year.
- Year 3–6 students will be allocated with weekly homework tasks.
- Classroom teachers will set homework appropriate to each child’s skill level and age.
- Homework activities should be interesting, challenging and where appropriate, open-ended.
- Each set task must be purposeful, meaningful and relevant to the current classroom curriculum.
- All homework activities must be assessed with feedback and support provided by teachers.

Year Prep – 2
Homework will consist mainly of:
- reading activities to, with and by parents.
- simple extension tasks associated with classroom activities.
- gathering of additional information or materials
  Homework will generally not exceed 30 minutes per day and will not be set on weekends or during holiday periods.

Year 3 – 6
Homework will consist mainly of:
- independent reading on a daily basis
- tasks such as continuation of classroom work, projects and assignments and research.
  Homework will generally not exceed 45 minutes per day.

- It is acceptable for teachers to assign unfinished classroom activities as additional homework tasks.

Evaluation:
- This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in… August 2015

Instilling confidence takes more than heaping praise on kids. Here are 10 practical confidence-building strategies for parents and teachers of children and young people.

Children with healthy self-esteem and self-confidence learn more, achieve more and are generally happier than those with low confidence levels. Building children’s and young people’s confidence is complex. It’s more than being a praise robot and heaping positive comments on a child at the first sign of them doing something well. Confidence building requires a number of approaches that impact on how they think, how they feel and what they can do.

Here are ten practical strategies that you can use to build real self-confidence in kids of all ages:

1. **Model confident thinking**
   Kids soak up the language, thinking and behaviour of those closest to them in their environment. Parents and teachers, play a part in modelling confident thinking and behaviour particularly when it comes to tackling new activities. In particular, let kids hear positive self-talk when you tackle something new. They should hear something like, “I’ll have a go at this. If I don’t do so well then I can try again tomorrow.” This is far more effective than “I’m no good at this. I’ll probably stuff it up.”

2. **Focus on effort and improvement**
   Current thinking shows that people who believe that they can increase their intelligence through effort and challenge actually get smarter and do better in school, work, and life over time. One way to develop a growth mindset is to focus your language on effort and improvement rather than on the results of what they do. By linking success with effort you are teaching them success comes from something other than purely their ability, talents or smarts.

3. **Praise strategy**
   While effort is key for achievement, it’s not the only thing. Kids need to try new strategies and seek input from others when they’re stuck. They need this repertoire of approaches — not just sheer effort — to learn and improve. It helps too to focus language on better and smarter ways on improving. Comments such as “That was a smart idea to tackle the hardest task while you were fresh!”(strategy) and “You recognised the first few steps were the most important but then after that you were right” are descriptive statements that have significant instructional value for kids.

4. **Develop self-help skills from an early age**
   A child’s self-esteem comes as a result of his or her successes and accomplishments. The most important competencies to build confidence are basic self-help skills. These form the building blocks upon which other competencies such as organisational skills and many social skills are formed.

5. **Give them real responsibility**
   From a young age start giving children responsibility for some aspects of their lives. By giving kids responsibility for many aspects of their lives we are sending a powerful message that we think they are capable. Also they are learning the skills necessary to care for themselves.

6. **Practice unconditional acceptance**
   Your ability to accept children and young people’s best efforts in any area of endeavour, irrespective of the results, will go a long way toward to determining their self-esteem and confidence. If a child makes their bed to the very best of their ability, resist fixing it, even though it may fall short of your adult standards. Instead remind them next time of how to do it well.

7. **Expand their horizons**
   Some kids are confident and capable at home but...
are fearful and nervous when it comes to new social situations and unfamiliar environments. Children today, have less opportunity than those in the past to negotiate and explore unpredictable situations. Wherever possible look for opportunities to expand children’s horizons to include unfamiliar places and unfamiliar locations including catching public transport and walking to friends’ places unattended when capable.

7. Recognise improvement
Focus your comments on children’s effort and improvement rather than on winning the game or getting top marks. Help kids set realistic goals in line with their capabilities and interests. Learning five new spelling words a week maybe more realistic than 20 words that his school may require.

8. Put the training wheels on to support learning
Putting training wheels on a bike is a great way to teach a young child to ride. They keep them upright and mobile while get they are getting the knack of balancing. We can use the same principle to support kids learning while they develop independence in many areas of life. For instance, we can accompany anxious kids to birthday parties and stay for a short time so they become comfortable before leaving.

9. Build teaching and training into your day
Teaching and training needs to be part of the everyday repertoire of a parent. This means we need to add a little extra time to many of our interactions so we can help children acquire many of the basic skills of living, whether it is a young child learning to do up his or her shoelaces or a teenager learning how to fill out his or her tax form for a part-time job. When adults are busy it is often easier to do things ourselves.

10. Ask children for help
Doing things together is a great way to build competency and build the confidence that mastery brings. A simple way to initiate joint activity is to ask your child or young person to give you hand with something. Better still, get them to teach you or show you how to do something you are unfamiliar with. Being a teacher rather than the learner is a great confidence-builder particularly for those kids who struggle with activities that others find easy.

Most importantly, great parents and teachers have a knack of communicating confidence in kids. They find ways to let kids know that they believe in them – that they know their kids will perform and succeed, that they have faith that they can deal with life’s challenges and know that they can become more independent.

Over the last three years, I have provided parents information of free community based programs run by Parentzone under the auspices of Anglicare and Frankston City Council. I have again attached information about these free Parenting Workshops and Programs and a contact person and number.

I have also included a Parent Survey which will assist Parentzone’s organisation of future programs. If you are able, please complete this survey and return it to the school as your feedback would be greatly valued.

Please don’t hesitate to see me if you have any queries or concerns.

Barb Heeney – Student Wellbeing Manager
Sensory Day

The Prep-2’s had sensory day for fun Friday. We looked, listened, touched, tasted and smelt. It was a very fun morning!
CAMPS, SPORTS & EXCURSION FUND

Please return the Application Forms for the above fund if you are the holder of a Veteran Affairs Gold Card, Centrelink Health Care Card or a temporary foster parent.

Applications close on 29th February, 2016.

School Banking is underway for 2016.
Friday is School Banking Day. Forms for new accounts are available at the school office.
Frankston East Primary School

Our Purpose:

To provide the Frankston East Community with a friendly and dynamic learning environment that engages students who work to achieve their personal best in an atmosphere of mutual respect and cooperation.

Frankston East Primary School promotes itself as an “Established School with Modern Ideas, based on Traditional Values”

We value:

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<tr>
<td>RESPECT</td>
<td>We respect the rights of each other and our environment.</td>
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<td>TOLERANCE</td>
<td>We accept individual differences in every way.</td>
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<td>EDUCATIONAL EXCELLENCE</td>
<td>We believe in the right of every child to excel to their personal best.</td>
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<td>CONFIDENCE</td>
<td>We instil in the child the confidence to approach the unknown.</td>
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<td>COMMUNITY INTERACTION</td>
<td>We encourage honest and open community interaction and involvement</td>
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<td>FUN</td>
<td>We never lose sight of the fun and enjoyment of learning.</td>
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<tr>
<td>MUSICAL APPRECIATION</td>
<td>We incorporate musical awareness, appreciation and performance throughout our programs.</td>
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<td>SPORTING INVOLVEMENT</td>
<td>Sporting involvement at all ages provides a wonderful insight into the development of people skills</td>
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