Dear Parents & Friends,

Inrhythm Incursion
On Wednesday last week, all of the students at our school attended a drumming incursion as a part of our music program. The sessions were run by Tim from Inrhythm. The kids had a fantastic time and were engaged throughout the workshops as they played in their own individual Djembe drum. The rhythms and beats coming from the music room were excellent.

Pesky Possums
We have finally had to evict the possums that have been living in the roof of the Music Room and the Office. The Pest Police have been terrific helping us with the eviction and all has gone well so far. We have built 8 new homes for the possums to move in to and hopefully they have done so over the weekend. The new homes are spread throughout the school grounds and we hope the FEPS possums like them. We have 2 types of accommodation. One for Ring Tail Possums and the other for Brush Tail Possums. We hope the possums have been learning to read while at FEPS as the new homes are labelled Ring Tail and Brush Tail and that will help them to know which one is which.

Congratulations
Congratulations to Mr Marsh and his wife on the safe arrival of their baby boy, Mac, last Friday afternoon. Mr Marsh will be on paternity leave this week as he spends time with his slightly larger family.

Building your child’s Resilience
All young children will face challenges and setbacks. Your child might be upset when their ball rolls off the mat and under the TV. Your child might be disappointed that a friend can’t come and play. Or they might be frustrated at not being able to ride their new scooter. Sometimes those challenges are on a bigger scale – becoming ill, moving to a new city or starting at a new education and care program.

Resilience is the ability to handle tough times – to keep trying (persevering), to adapt to change, and to meet challenges. Resilient children take considered risks and cope with the unexpected. They persist when faced with challenges or when their first attempt isn’t successful. Being resilient is an important part of your child’s sense of identity and wellbeing.

What does this mean for me?
As your child’s first and most important teacher, you play an important role in supporting your child to be resilient.
- Be prepared to let your child struggle for a bit. If your child’s ball rolls away and they cry, wait and see if they will crawl and get it without your help.
- Notice and acknowledge your child’s efforts: say things like: I liked the way you kept trying until you were able to finish that puzzle.
- Treat mistakes as learning. Avoid fault finding or criticism as this will stop your child from trying new things. Talk...
Bay Views
Newsletter

The operating hours are:

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

Student of the Week
Monday 23rd March

P/1M—Scarlett S.—For working hard on her reading.
P/1S—Shanelle A.—For being a great worker in the classroom.
1/2W—Montana H-W.—For always doing her best work.
2/3H—Jaxton E.—For always working hard during literacy groups.
3/4B—Mellony-Jane M.—For fantastic work in the classroom.
3/4S—Jasmine C.—For great ideas in persuasive text writing.
5/6O—Antonio P.—For outstanding hurdles work during fitness.
5/6S—Lakynn W.—For great work during 800m training.

You don’t need to look for chances to build your child’s resilience – they’ll occur naturally.

Until next time,

Brian McFall
Principal

about the things your child has learnt (as well as what you have learnt) through their mistakes.

• Model resilient behaviour. How do you react when things go wrong? How do you respond to loss and disappointment? Your child learns from what you do.
• If your child is old enough, explain that now and then everyone has a difficult or unhappy time. It’s a normal part of life and most problems can be worked out.
• Give your child time to do the things they are good at. They’ll develop a sense of achievement and learn that we get good at things by practising and persevering.
• Help your child to have realistic expectations. If your child is learning to ride a bike without training wheels, let them know that this will take time. Unrealistic expectations will cause disappointment.
• If success is achievable, encourage your child to keep trying (but don’t pressure them). Acknowledge their frustrations: It will get easier the more you do it.
• If your child is struggling, break the task into smaller steps, or make it easier so your child can experience some success.

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Lost in Concentration – Michael Grose

It’s more challenging than ever to be present with our kids, and so easy to get lost in concentration on a device. Here are 5 tips to really impact and make the most of every opportunity you have with your kids.

I can’t help but admire my young colleague Sonia, mother of a 4-year-old boy and a seven-year-old girl. She is an avid user of social media and other electronic devices, but she is disciplined enough to set them aside when she is with her kids. Sonia chooses to focus her attention on her children, so she limits her use of communication devices to the times when she is alone – which she admits is less often than she’d like.

Electronic devices such as tablets and mobile phones are ever present. They are heaps of fun, the source of so much knowledge and a great way to stay in touch with others. The flip side is that their hypnotic effect is powerful so that frequently all our concentration is directed at them rather than our kids. When this happens you’ll more than likely miss some wonderful opportunities to really impact your child.

There are five BIG opportunities available to you as a parent if you, like Sonia, choose to be in the moment when you have children. When you are fully present you can:

1. Build their language

Recently, I saw a mother walking side by side with a young toddler playing a simple language game. She would make a sound with her mouth and her young son would mimic her. She changed or added to the sounds and her son tried to replicate the sounds. This is language building at its most natural and finest, and wouldn’t have happened if this mother was on the mobile phone rather than being present with her child. Whether you are with a toddler, primary aged child or a teen the language building opportunities are endless. You just have to focus on the one you are with and let things happen naturally.

2. Teach your children about their world

Most children are naturally curious and will ask lots of questions. “Why do dogs bark?” “Why is the sun round?” “Where do babies come from?” Yes, some are simple, some are hard to answer and some you are just not ready for. But it’s through these simple interactions that you become your child’s first and most important teacher. My hunch is that most kids will stop asking these questions of you if your attention is focused elsewhere, such as on a mobile phone or other electronic device.

3. Impact their thinking

Influential British educator Charles Des Forges says, “If you want to influence your child’s thinking then you need to talk to him. If parents want more influence then they need to talk more to their children.” According to Des Forges it’s through the conversations that parents have with their children that they impact the way they think, as well as influence their values. Nothing kills personal conversation with a child or young person like a mobile device.

4. Build relationships

Relationships are built through common interest, good intent and respectful behaviour. I can think of no better reason for being in the moment with your child than the opportunity it presents to build some common interest and rapport. Time spent giving attention to your child is like putting money in the bank for the future. You never know when you are going to withdraw some of the deposits that you’ve made, so it’s reassuring to know that you’ve made plenty of deposits of goodwill to draw on, particularly in the tricky teenage years.

5. Build memories for you

As a parent of adult children I now treasure the memories of times I was fortunate to have spent with them as young children. It’s strange how
these memories resurface at the most unexpected time. Recently, I was in a supermarket and I remembered the time when I enthusiastically asked my youngest, who was three at the time, to get the box of cereal with the big red K. Off she went feeling all important and returned with a triumphant smile armed a box of dog food. “Thanks darling. Nearly!” was my reply desperate not to quell the enthusiasm to help that only a three year old can have.

Yes, there are million memories such as this available to parents who are willing to focus attention on the children rather than be distracted by the lure of communication devices.

As a parent you have competing demands on your time, and the allure of communication technology can be overwhelming. However, as Sonia is so aware, the time for parents to really impact on kids is limited so you want to make the most of every opportunity you have with them.

The key to positively influencing your kids, building strong relationships and building enough fond memories to last a lifetime is to make sure that your mind is where your body is and be fully present when you are with your kids.

If you want to discuss any of this information or if you have any concerns please remember my door is always open.

Barb Heeney – Student Wellbeing Manager

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Premiers Reading Challenge

The 2015 Reading Challenge is now under way. Junior children are reading a wide range of recommended books in class with their teacher while children from years 3-6 will be participating on an individual basis as well as listening to stories that their teacher is reading to the class. A ‘silent reading’ session takes place in 3-6 classrooms on a daily basis, providing a great opportunity for children to get in some reading time.

It would be fantastic for all our children to participate in the Reading Challenge. Each child who brings back the completed form, will receive their own Frankston East bookmark.

Children participating will have a record sheet on which to note books read and have books signed off by either a parent or teacher when completed. There is plenty of time to complete The Challenge which does not finish until the 14th of September.

For more information and to access the booklist visit: www.education.vic.gov.au/prc

Barb Heeney
Water safety

At 7:20 exact my IPad alarm went off, so I knew I had to get up and ready. I put on my clothes for water safety which I’d already prepared the night before. After about 5 or 10 minutes I was ready…..but then I started to hear really loud wind and heavy rain coming down off the roof and onto the ground. I was hoping that the rain would stop and the sun would come out. About 15 minutes later I had to leave for school.

I arrived at school a few minutes later, I saw all, well, most of my friends in free dress with bathers underneath their clothes for water safety. The music started going and we put our bags inside the lockers. First when we walked in we all tapped out names off the board, then Mr.O submitted it to the office. The people who didn’t go to water safety went to a different classroom for the day. Before we went down to the beach Mr.O rang up the lifesavers to check the weather and to see if we could swim in the water or not. We had to wait for them to get back to us so, we did some spelling and the times table challenge. The lifesavers finally called us back and said we could go to the beach but we wouldn’t be able to swim.

We got on the bus and I sat next to Sarah J. Finally we got to Frankston Beach but it was freezing so we went upstairs inside the lifesaving club rooms because of the really cold wind. We moved quickly upstairs where we had to sit down in a horse shoe shape. When we were all ready we started to talk about…. DRSABCD—D for danger, R for response, S for send, A for airways, B for breathing, C for CPR, and lucky last D for defibrillator

There were 4 groups. I was in group 3. The first thing we did was going for a walk along the beach. Next we did a board game. Thirdly we completed life jackets and how to put them on. Lucky last we went upstairs and learnt how to save people who are in trouble with these lifesaving tubes.

After we did all the 4 activities we got back on the bus and went back to school and ate our lunch.

I did like water safety but I was a bit disappointed when we couldn’t swim in the water. But I still did have fun.

Written by Isabel 5/6O
**Maths Share**

**Spider web**

You will need
- a compass or a good-sized mug or saucer
- paper and a ruler
- pencil and/or coloured pencils

**What to do**
- Draw a circle, using the compass or the mug or saucer.
- Mark off 12 evenly spaced points, like a clock.
- Mark them A, B, C and so on.
- Start at the 'one o'clock' point (point A) and rule a straight line from that point to every other point.
- Then repeat this for each of the 12 points.
- You will end up with a pattern of lines looking like a spider web—so draw a spider in the middle!
- If you have enough coloured pencils, you can use different colours for the 12 points.

**WHERE’S THE MATHS?**
Measuring, ruing, pattern and shape.

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**Lego Club for kids**

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<tr>
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Thanks to all our wonderful donations from patrons, we are pleased to be continuing our fortnightly Lego Club.

Open to children of all ages however children under 12 must be accompanied by an adult.

*Held fortnightly during school term.*

Future dates: 18 February, 4 March, 18 March.