Dear Parent/Guardians,

ANZAC Day Ceremony
On Thursday last week we held our annual ANZAC Day Ceremony here at the school. Our School Captains, Monique and Jordan, did a great job running the whole event. We had students from each grade telling us what ANZAC Day means to them and they did a fantastic job with their presentations. Jackie read The Ode and Hannah and Carla performed the National Anthem. Well done to all of those involved. I was also impressed with the entire school as they showed respect throughout the entire ceremony. Thanks to Mrs Stanszus and Mrs Hoyne for organising the event.

Extra Curricula Activities
At Frankston East we provide a range of Extra Curricular activities that fall outside the normal day to day curriculum we offer in the classroom. During term 1, the whole school participated in Beach Day and African Drumming sessions. Our Year 5/6 students participated in Water Safety Day at Frankston Beach and our P-2 students had a visit from the Mayor of Frankston.

As you can see from the calendar for this term, we have a huge range of extra curricular activities planned. We have a heavy focus on Physical Education and Sport with the District Track events, District Field events and District Cross Country in the next few weeks. The whole school is participating in Cricket Clinics and our Year 3-6 students also participate in Winter Interschool Sports against other schools in the local area. In addition, we will be running our Year 3-6 House Cross Country on Friday this week.

CARP Productions will be here for our P-2 students and they will also participate in the Responsible Pet Ownership Program and Market Fresh Day. Mrs Heeney is planning woodwork workshops with the whole school run by Craft Power during this term.

As you can see, we are maximising the opportunities available to our students by providing activities above and beyond the normal day to day curriculum in the classroom.

St Kilda FC Visit
Last week we had two players from the St Kilda Football Club visit our Year 6 students. They talked to the kids about leadership and the importance of goal setting.

27th April, 2016

Coming Events

**Term 2 2016**
- **Fri. 29/4** Winter Sport
- Gr. P-2 Fresh Incursion
- Gr. 3-6 FEPS Cross Country
- **Wed. 4/5** Winter Sport
- Gr. 5-6 Wheel Talk Incursion
- **Fri. 6/5** Winter Sport
- Gr. P-2 Responsible Pet Ownership Program
- **Thur. 12/5** School Council 7:00pm
- **Fri. 13/5** Winter Sport
- **Wed. 18/5** District Field Events
- Open Night at 6:30pm
- **Fri. 20/5** District Cross Country
- Reserve Day for Cross Country
- **Mon. 23/5** Gr. 5-6 Reach Rookies
- **We. 25/5** May Challenge Fundraiser
- **Fri. 27/5** Winter Sport
- **Wed. 1/6** Division Cross Country
- **Fri. 3/6** Winter Sport
- **Thur. 9/6** School Council 7:00pm
- **Fri. 10/6** Winter Sport—Reserve Day
- P-2 Carp Productions
- **Mon. 13/6** Queen’s Birthday Holiday
- **Fri. 17/6** Winter Sport—Div.1 vs Div. 2
- **Tue. 21/6** Pupil Free Day—Reporting to Parents
- **Fri. 24/6** Region Cross Country
- End of Term Lunch
- Morning Assembly 9:05am
- Students dismissed 2:30pm

**Term 3 2016**
- **Mon. 11/7** School resumes
International Links
During the school holidays I had the pleasure of hosting the principal team from St Luke’s Primary School in Manchester, England for a day. They were very impressed with our spacious grounds, facilities and the student work and photos around the school. They left us with post cards written by their students and a number of small gifts. Students in 3/4B, 4/5W, 5/6O and 5/6S are currently writing back to the students and we will be posting the letters/postcards to them in the near future. The grades are also making contact via email and we hope this will be the start of long term relationship with St Luke’s in Manchester. We are currently setting up a display in the office, so next time you are in, take the time to have a look.

Until next time,

Brian McFall (Principal)
PARENT CORNER
Exploring the New Frontier in Parenting – Emotions
By Michael Grose

So what is this new frontier of parenting? Emotions are now recognised as an important part of the parenting landscape. Here are five ideas to help you explore the alien landscape of kids’ emotions.

It’s official!

Emotions are now part of the parenting and educational mainstream!

For some time they’ve been relegated as a sideshow to the main events of discipline, confidence building, character building, and lately, resilience.

Not now.

The recently released movie Inside Out gives life to emotions in a fun, accessible way. It’s a wonderful demonstration of why we must put emotional intelligence front and centre in our parenting and teaching. The quickest pathway to happiness and success is the acceptance and recognition of feelings.

This is not a new idea. Over 2,000 years ago Socrates reminded his Greek compatriots, “Educating the mind without educating the heart is no education at all.” Dr. Marc Brackett, Director of the Yale Centre for Emotional Intelligence is more expansive. He says, “Emotions matter as they drive learning, decision-making, creativity, relationships, and health.”

This is not to say that we ignore children’s poor behaviour, neglect to set limits or not ask anything of them when they’ve experienced hardship at school. Accepting and recognising emotions is an added layer in our interactions with kids, which may well be the missing link in building cooperation, connection and resilience.

Emotions are messy. They can be loud. They can be hidden. They so often interrupt our well-organised schedules. “What do you mean you’re sad? We’re off to watch a movie. It’s a happy time!” Emotions are hard to control and difficult to see. Like slippery eels swimming in a dam, you know that they are down there somewhere but it’s hard to figure out just what they are doing.

It’s a wonder parents haven’t smartened up to emotions earlier because ‘good parenting’ is hard emotional labour. When your three-year old throws a tantrum in a supermarket and all you can do is grin and bear it (rather than throwing your own tantrum or doing what you really feel like which is disowning your own child!) you’re doing hard emotional labour.

When you console and contain the hurt of a primary school aged child who throws himself at your feet howling that everyone hates him, you are doing emotional labour.

Staring down a teenager who looks you straight in the eye while spitting out “I hate you!” because you’ve denied their request to go out is hard emotional labour. Parents do emotional labour all the time. That’s one of the reasons it’s so draining.

Accepting kids’ emotions mean we need to listen to them. We need to be mindful of their feelings as well as their behaviours and thoughts, which is what most parents and teachers are conditioned to do. We’ve built a broad vocabulary around behaviour management featuring terms such as consequences, limits and boundaries, and time-out to name a few. And the perennial ‘To smack or not to smack’ question shows we are very willing to have debates about behaviour
management methods, but discussions about emotional management are few and far between.

The limits of many parents’ emotional vocabularies are matched by the limitations in method as well. Most parents when asked can provide plenty of ways to raise a well-behaved child but I suspect many would struggle if asked to name three or more ways to build their children’s emotional smarts. This is not a criticism but an acknowledgement of lack of training in the area.

Ask yourself, “Who taught you how to recognise, manage and regulate your emotions?” If you answered your parents then lucky you. They’ve given you the tools you need to have successful relationships, to maximise your earning potential (I kid you not) and to behave like a champ, not a chump, when playing sport and participating in other competitive or high performance activities. If you were able to identify any adult who taught you emotional intelligence then I suspect you are in rare company. My guess is you probably couldn’t identify anyone, so your emotional intelligence (if you’ve read this far you have the emotional smarts needed for focus, self-control and concentration) is unconscious, rather than conscious, making it hard to teach or pass on emotional intelligence skills to kids.

So where do we start? Here are five ideas to help you explore the alien landscape of kids’ emotions, the new frontier of parenting:

1. **Listen first** - When your child fusses and fumes about some wrong-doing or hurt they’ve experienced clear your mind and listen. Avoid trying to fix the situation just show understanding and compassion. There is no better feeling then being understood.

2. **Contain rather than manage (let your kids do the managing)** - Children’s behaviour can become tangled up in upsets and disappointments. It’s hard to separate their behaviour from their feelings. Sometimes as a loving, caring adult you just have to soak up their feelings, and give them the time and space to soothe their own souls. We don’t have to do that for them.

3. **Know that emotions can be pleasant and unpleasant** - We often place value judgements on emotions by saying some emotions are good or positive (happy, motivated, energised) while some are bad or negative (sad, worried, and sullen). Avoid passing judgement in such ways. Recognise that emotions are pleasant or unpleasant and that all emotions are acceptable, whereas some behaviours (such as hurting someone when you are angry) are unacceptable.

4. **Build a vocabulary around emotions** - Just as feelings have names, there are terms for the emotional intelligent parenting method. For instance, I-messages* are a type of communication used by parents and adults who take an emotions-first approach.

5. **Help your kids recognise, then regulate emotions** - Ever told a child to calm down only to see their emotions escalate? Kids, like adults, need to recognise their feelings before they can regulate their emotional state, and that’s not easy. Emotional recognition is a complex process that takes practice. Even when we are good at it we don’t always get it right. Learning to recognise your feelings is a continuous process that’s best started when young, before the ups and downs of adolescence becomes a reality.

Emotional intelligence is best learned when it becomes part of your family’s culture, or way of doing things. When it becomes part of your family’s DNA then emotional intelligence will be passed down from generation to generation. You’ll know it’s had generational impact when your children identify you as the person who trained them in the skills of emotional intelligence. How cool is that!

Barb Heeney – Student Wellbeing Manager
Happy Birthday

- Apr. 28th: Loukas W. (PM)
- Apr. 30th: Maki A. (4/5W)
- May 1st: Michelle P. (3/4B)
- May 2nd: Kenyon N. (3/4B)
- May 2nd: Ky R. (5/6O)

Happy Mother’s Day is approaching very fast and we would like your help with Donations for our Mother’s Day Raffle. Donations can be left at the school office. We would appreciate your help with this fundraiser.

Thank You
P.F.A.
Prep Grade Super Subitizing and Maths Rotations

Each Wednesday during our maths time Prep M participate in maths rotations where they practice subitising and number fluency.

Subitising is the ability to see a small amount of objects and know how many there are without counting. This skill will assist them with learning other math skills such as addition. At the moment the prep children are working on numbers up to ten and recognizing the numerals, written words and objects from zero to ten.

During our Maths rotations the children complete 3 different games or activities. Each activity takes about 10 minutes to complete and the children work with a partner. Some of the maths games that assist the children with developing their number fluency include:

- Dice games, using pattern cards with different patterns of dots
- Concentration and Memory Games using numbers, shapes and patterns
- Dominoes
- 100’s charts to locate numbers
- Number lines for counting forwards backwards
- Roll and trace number games
Native Gardening for Wildlife
Saturday 7th May, 9:30-11:30am
Frankston South Community & Recreation Centre
55 Towerhill Road
Discover how you can transform your backyard into a beautiful wildlife haven.
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:

<table>
<thead>
<tr>
<th>Value</th>
<th>Description</th>
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<tbody>
<tr>
<td>RESPECT</td>
<td>We respect the rights of each other and our environment.</td>
</tr>
<tr>
<td>TOLERANCE</td>
<td>We accept individual differences in every way.</td>
</tr>
<tr>
<td>EDUCATIONAL EXCELLENCE</td>
<td>We believe in the right of every child to excel to their personal best.</td>
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<tr>
<td>CONFIDENCE</td>
<td>We instil in the child the confidence to approach the unknown.</td>
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<tr>
<td>COMMUNITY INTERACTION</td>
<td>We encourage honest and open community interaction and involvement</td>
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<tr>
<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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<tr>
<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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