



February 17<sup>th</sup>, 2016  
Term 1 Week 4



# The Crest

*Respect*

*Responsibility*

*Personal Best*



**Berowra**  
**Public School**



Phone 9456 1319  
Website [www.berowra-p.schools.nsw.edu.au](http://www.berowra-p.schools.nsw.edu.au)  
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## **Quality Teaching will continue to be a focus for 2016**

Current research states that within schools, teachers are by far the most profound influence and impact directly on student learning outcomes. We are indeed very fortunate to have a highly experienced staff whose teaching skills are continually being updated through professional learning opportunities.

We are well-prepared for the challenges ahead in 2016 and continue to prepare our students for the 21st century. The role of the teacher of a school in the twenty first century is one of the most exciting and significant undertaken by any person in our society.

Schools share this responsibility with students, parents, carers, families, the community, business and other education and training providers. I know our teachers are keen to promote equity and excellence of our school and ensuring that the students we serve, individually and collectively are central in all decision making we undertake.

Last week during the Meet the Teacher evenings, parents were informed about the innovative and creative programs being provided in all classrooms. Thank you to all the parents who attended these meeting. I heard many positive comments. Thank you to all the teachers for their dedication and commitment to our children.

## **Kindergarten**

Kindy made it very successfully through their first couple of weeks- I must admit they looked a tad tired on the first Friday afternoon. I did make the mistake of asking one little boy on the following Monday how school was going. He replied, "School is fun, but do we have to come every day?"

I was a little lost for an acceptable explanation for that one.

## **Food Wrapping/Containers**

Please ensure that whatever you pack for morning tea, fruit break or lunch is easily accessible for your child/ren. Many children spend most of their eating time lining up to have their food opened!

Muesli Bars, chips, fruit strips, etc are all extremely hard for young fingers to open – please cut the top so they can be opened easily.

We ask that you don't put ring pull cans in the children's lunch boxes. The young children in K-2 find them hard to open and we have some children cut with the sharp lid.

It is really difficult for teachers while on duty to watch all the children and also personally open food containers and wrappers.

## **Lockdown**

Last Thursday, two year 2 students noticed a black (whip) snake in the grass by the office. Thanks to them we were able to ensure the safety of all of our children.

The office staff – lead by Mrs Kitchener – kept a close watch over the snake and its 'travels' until it went under the year 1 classrooms.

Of course, the school was in lockdown and all children were kept in their classrooms. The fire brigade again managed to catch the snake after the bell had gone.

Many thanks to the teachers who managed to contain the children and usher them safely out of the school away from the snake.

Living in Berowra is never a dull moment.

Thanks to all the parents who also helped that afternoon keeping other parents informed as they arrived and away from the 'centre' of excitement.

## **Have a concern?**

This is a reminder that concerns about your child should be directed to their class teacher as soon as it occurs. They are best placed to provide the information you need or to respond to your concern. If you are not satisfied with their response, or it is about a broader group of children or issue, then you should approach the Assistant Principal responsible for the stage:

- Mrs Jan Layson (Early Stage 1 – Kindergarten)
- Mrs Sally Till (Stage 1 – Years 1 and 2)
- Mr Glenn Pritchard (Stage 2 – Years 3 and 4)
- Mrs Elizabeth Beckedahl (Stage 3 – Years 5 and 6)

If the concern is of a broad nature or you are dissatisfied with previous responses, please make an appointment to see me to discussion the matter.

## **Anaphylaxis**

Parents need to provide the school with an adrenaline autoinjector and ASCIA Action Plan for Anaphylaxis signed and dated by their doctor when their child has been diagnosed with anaphylaxis. We do have general use adrenaline auto-injectors at school but these are intended to be used if:

- An undiagnosed student has an anaphylactic reaction at school
- There is a misfire of the adrenaline autoinjector that has been prescribed for a student
- A student requires further adrenaline autoinjector to be administered after his or her own adrenaline auto-injector has been administered.

Please ensure you have provided school with an autoinjector, a Health Care Plan and the ASCIA Action Plan.

**Unfortunately we are prohibited from sharing autoinjectors or any other medication with BOOSH or any other agency that may rent the school premises.**

## **Students and the Social Media**

Many of our community know of or are an active member of social media sites such as: Facebook, Skype, Meebo, Twitter, Kick and the list goes on! Therefore, many of our children are members of many of these sites as well. Social media is a relatively new phenomenon that I am sure is here to stay.

We as adults and parents in this relationship must endeavour to ensure that the children are fully aware of their responsibilities when on the net and the ramifications that follow from irresponsible use of social media.

Over the last two years I have had cause to intervene and discuss with parents inappropriate behaviours and fractured friendships after a weekend or a night of social net interaction. It is much easier to say hurtful things to or about someone when you are looking at a keyboard rather than a human face. What is typed and posted cannot be withdrawn.

I urge all parents to reinforce my message to our older students to be net aware and net polite. It is never too early to start! Technology and access is changing so quickly that our children need safe and sure support.

## **Turning those beginning of the year challenges in to opportunities to learn**

The beginning of the school year always brings with it changes and with that challenges. Changes can cause anxiety for children as well as for parents. Sometimes children are disappointed at the beginning of the school year when they are separated from close friends or are allocated a teacher they aren't familiar with or don't "gel" with. As parents we often get drawn into fixing things for them and trying to negotiate with schools to make things right; however, changes and challenges are not all bad. There is another way that we can view these. They are opportunities for your child to grow and develop a keener awareness of how he/she interacts with adults who may have a style that they are not familiar with. It is also an opportunity for them to use their social skills and develop new relationships. It's true that sometimes these new relationships cannot replace that special friend from last year; however, it's important for children to learn that the nature of relationships differs and that it's important to make space in our lives for all kinds of friends. This may include ones we have fun with, ones we share interests with, ones we work well with and ones we can learn from because they challenge us.

So how do we as parents go about doing this without downplaying the difficulty of these changes for your child?

- Name the feeling your child is experiencing (disappointment, fear, anxiety, unsettledness, loneliness).
- Normalise that feeling and let your child know that people often have those feelings when things are unfamiliar and changing. You can give some examples of when you might have felt like that.
- Give your child some space to think about how they might work through the issue themselves (how would they problem solve that issue?).
- Help your child identify what they would like to work on to manage the situation better and help them break it down into small manageable tasks (for example looking at the other person, using their name and starting a conversation).
- Plan for setbacks (what will happen if the other child says something rude back or ignores them?). Talk through the things that could go wrong.
- Let other people know that your child is working on this skill. You might even tell the teacher that your child is learning to manage meeting new friends and that they are practicing a specific skill (for example using a person's name to greet them). You can even recruit the teacher to be their supporter in this. When they notice your child practicing the skill they could praise them or let them know that they have noticed.
- Ask your child about how they practiced the skill today, what worked and what they found challenging.
- Once they have some success, let the people you recruited to be their supporters (dad, grandma, teacher, sibling etc) know and celebrate with them by having a special dinner, inviting the new friend for a play date, going to the park with the new friend after school etc.



It is always important to find the right time to attempt to have these conversations with your child. All children are different and it's good to find a time when things are calm, you feel close to your child and they feel like talking. Childhood is all about learning and growing so that one day our children will be independent and capable young adults. The challenges that come our way are great tools for learning. At the same time, if the circumstances are too challenging for your child and you feel that they are being impacted socially, behaviourally, physically or academically it's good to talk to your child's class teacher, the school and to seek professional help.

### Composite Classes

An interesting read about composite classes.

[http://www.kidspot.com.au/school/primary/starting-school/the-parents-guide-to-composite-classes?utm\\_source=facebook&utm\\_medium=post&utm\\_campaign=editorial](http://www.kidspot.com.au/school/primary/starting-school/the-parents-guide-to-composite-classes?utm_source=facebook&utm_medium=post&utm_campaign=editorial)

**Working With Children Check** forms were sent home this week. Please complete and return to the office with your 100 point check documents. These new forms are required by the DoE if you wish to assist, in any capacity, at NSW public schools.

*Di Bower*

Principal

**LIBRARY NEWS**—Mrs Jennie Smith and Mrs Kelly Lukic are our school librarians. All children attend library lessons between 40 and 60 minutes each week -:

Monday	1T, 1S, KR, 3A, 3R
Tuesday	2P, 2L, 2C, 3/4P, 4P
Wednesday	KB, 5B, 5K
Thursday	6B, 6K, 1T, 1S, 4C, KY

Borrowing has already begun so please remind children to bring their library bags on their given day. Just a reminder, that our school subscribes to World Book Online. All children have access at school and at home.

**DANCE**—For the last four years ALL of the students at BPS have been learning dance with their classes taught by Mrs Lukic. This will continue for 2016 with Year 2, 3/4P and 4P taking weekly lessons in Term 1. Students learn a variety of dances each term. They also work in groups to explore movement and create their own compositions. These classes will present a short performance in the last week of this term.

We have many talented dancers at BPS. Late last year we had almost 100 students audition for the boys and girls dance groups. Unfortunately we can only take limited numbers for each group. Congratulations to students who are part of the 2016 dance groups. Their major performances for the year are at Glen St Theatre for the Sydney North Dance Festival. Boys rehearse every Tuesday at lunch, the girls rehearse every Thursday morning at 8:15am.

Kelly Lukic  
Dance Teacher

**CANTEEN**—The canteen is open Wednesday till Friday and that the summer menu is still current. If you need a new one just ask at the canteen.

Wednesday is sushi day so order early. Ordering online with Flexischools is a fast and convenient way to order lunch however you can still order with a paper bag before school. Volunteers are always welcome in the canteen. Please see Heather if you can spare some time. Your children love seeing you there.

Hot Dog Day is on Tuesday 1st March. Every child would have received an order form on Wednesday so get them in early so you don't miss out.

## Stewart House Clothing Appeal



It's time for a clean out of those cupboards over the next few weeks!  
Stewart House are again asking for donations of clean clothing.

Please return your Stewart House bag to the **staffroom foyer** by **Friday 4th March**.

The pick up truck is coming early the next week so no more bags after this date please.

# PBEL

## POSITIVE BEHAVIOUR for ENGAGED LEARNING

Berowra Public School encourages positive behaviour from all students, to improve their social skills, self-concept and motivation to learn.

The students will have lessons on the three Berowra Public School expectations: Respect, Responsibility, Personal Best, throughout the year.

This term we are focussing on three key points (listed in the order we will be addressing them each term):

- Respect- Be polite by using manners and social skills such as asking to join in games, helping friends, solving problems
- Responsibility- Be prepared by planning what is needed, organising and caring for personal belongings
- Personal Best- Do your best by knowing what you are good at and helping to strengthen skills, address areas that could be improved



Berowra Public School PBEL Scope and Sequence			
Term 1	Term 2	Term 3	Term 4
<b>Respect</b> <i>Be polite</i> - Start of year school expectations - Developing friendships	<b>Responsibility</b> <i>Own Your Actions</i> - Social skills	<b>Personal Best</b> <i>Have a go</i> - Peer Support/Buddy Groups	NB: Term 4 is to for review/further teaching of expectations as required. To be confirmed by staff/PBEL committee based on school needs/ data review.  <b>BEROWRA PUBLIC SCHOOL AWARDS SYSTEM</b>  20X GOTCHAS = 1X MERIT 4X MERIT = 1X HONOUR 3X HONOUR = 1X PENNANT 2X PENNANTS = 1X MEDAL
<b>Responsibility</b> <i>Be prepared</i> - Organising for school activities such as number groups, carnivals etc - Setting goals (aligns with preparing for term snapshots)	<b>Personal Best</b> <i>Be Resilient</i>	<b>Respect</b> <i>Show Tolerance</i> - Peer Support/Buddy Groups	
<b>Personal Best</b> <i>Do your best</i> Positive thinking Tracking success	<b>Respect</b> <i>Care</i>	<b>Responsibility</b> <i>Co-operate</i> - Peer Support/Buddy Groups	

### NOTES YOU MAY HAVE MISSED

Sent Out	Subject	Distribution	Response before
3/2	General Permission	K-6	<b>ASAP</b>
3/2	Dance Group	Dance	<b>ASAP</b>
3/2	Swimming Carnival	3-6	<b>11/2/16</b>
17/2	Canteen Hot Dog Day	K-6	<b>26/2/16</b>
17/2	Stewart House bags	K-6	<b>4/2/16.</b>
17/2	Working With Children	K-6	-
17/2	Online Payment	K-6	-

**Most notes are on the BPS website under 'Our School' tab—'Missed a Note?'**

## MONEY COLLECTION DAYS

Please note that money collection days at Berowra Public School are **Tuesdays** and **Thursdays only**.

For security of payments it would be appreciated if money only be sent to school on these days in a signed payment envelope.

We have only two days a week allocated to receipt money so please remind your child to give it to their teacher in the morning as receipting and banking are completed during the day.

Correct money is appreciated as the office is unable to hold change.

**Please do not hand payments in after school.** Handing money into the office may result in confusion for the teacher and your child's name not being marked off as paid for sport, excursions and activities.

Any payments for the choir, drama, interschool sport or extra curricular activities as well as P&C or Support Group fundraisers and the canteen special lunch days can also be handed to the class teacher, but please include these in separate envelopes and with separate payment.

Don't forget that you can also pay online. However, signed permission envelopes are still required to go to the teacher for excursion. Just mark on it that you paid online.

Thank you for your cooperation.



## Diary Dates

### FEBRUARY

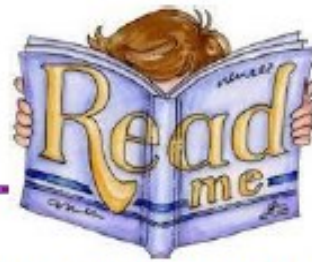
Fri 19	BPS Swimming Carnival at Knox
Tues 23	SSG Meeting 9.30am staffroom
Mon 29	ABHS (Yr5&6) Open Night 5pm

### MARCH

Tues 1	AGHS (Yr5&6) Open Night 5pm
Sat 4	ABHS/AGHS Enrichment Class Testing
Wed 9	Zone Swimming Carnival at West Pymble
Thurs 10	Selective High School Test
Wed 16	Area Swimming Carnival P&C Meeting 7.30pm staffroom
Fri 18	BPS Disco
Mon 21	Harmony Day
Thurs 24	Easter Hat Parade
Fri 25	Good Friday
Mon 28	Easter Monday
Tues 29	Parent/teacher interviews
Thurs 31	School Photos

### APRIL

Thurs 7	ANZAC Day Ceremony
Fri 8	Last day of term 1
Mon 25	ANZAC Day
Tues 26	Staff Development Day
Wed 27	Students return for Term 2



*Welcome to a wonderful start to 2016. The students have settled in and are very comfortable in their new classrooms. Thank you to Miss Lloyd and 2L for presenting our first K-2 assembly. We have some snippets for you to enjoy.*

### **Kindergarten- The Happening Year!**



Kindergarten having lots of fun during sport time.

### **Year 1 - The Movers and Shakers**



*Year 1 looking at, the past in the present*



*Year 1, having fun with  
our Living World*



### **Year 2 – The Big Mob**

Year 2 have started the year with a bang! Everyone has been settling into their classes really well and we have had lots of great learning experiences over the past few weeks. We have been focusing on our theme of 'Sea Creatures'. All classes have been writing about and describing sea creatures.

2P made maps of their classroom by making a key and cutting up pieces of paper to make elements in the room.

2C has made beautiful sea pictures featuring shiny jewels as scales on the fish. They look fantastic.

2L made counting beads to use in maths and had their year 6 buddies come and help them to make Chinese New Year art.

2L presented our first K-2 Assembly of 2016. They performed a dance to 'Kung Fu Fighting' and did an amazing job.



*Snippetly Yours,  
Sally Till and the K-2 staff*





\*\*\*\*\*  
**Class Awards**  
**3 Feb - 16 Feb**  
 \*\*\*\*\*

<b>KR</b>	Callum H, Mariam M
<b>1S</b>	Sophie H, William W, Leanne C, Nathan W, Freya C, Harry A
<b>1T</b>	Kate F, Sam Y
<b>2C</b>	Jonathan C, Tatiana R, Raiph C, Hannah C
<b>2P</b>	Jade V, Harvey B, Finn M, Max M
<b>3A</b>	Benjamin O, Kaiya H, Jasmine W, Caroline B, Hayden L, Armaan C
<b>3R</b>	Emily C, Scott T, Dylan D, Zoe D, Evie M, Isabel A
<b>3/4P</b>	Jackson C, Isabella J, Nicole J, Emily P, Anthony L, Julian C, Leela S
<b>4P</b>	Luke M, Ellora M, Bradley P, Corey S, Sophia H, Samuel S
<b>5K</b>	Jasper M, Pearl M, Haylee S, Danny C, Jordan T, Emma B, Lucy B, Monique W, Samantha S
<b>6K</b>	Cody L, Layla W, Laura S, Isara W, Kyle B, Hugh C

\*\*\*\*\*  
**PBEL Awards**  
**3 Feb - 16 Feb**  
 \*\*\*\*\*

<b>1S</b>	Harry A
<b>3A</b>	India N, Cayleigh H

**K-2 Assembly**



***INTERSCHOOL SPORT GRAND FINAL***

**PSSA Cricket**

**vs Mt Colah**  
 at  
**Berry Park**

**PSSA Softball and T-ball**

**Friday 26th February**

**vs Mt Colah**  
 at  
**Parklands Oval**

**PSSA League Tag**  
**vs Berowra (junior and Senior)**  
 always at  
**Foxglove Oval**

## Samples of exciting Big Writing from 4C

Dear J K Rowling,  
I think my story might help with some of your story writing. This is how it goes -

### *Witches*

Suddenly there was a loud booming clap of thunder. That was it, I was getting out of here. I have been in here too long for a princess. Sorry for being so rude. I am Princess Ashleigh but I get so shaky in dark places like this it also looks a bit haunted. I thought I saw a slimy, slippery ghost. I think I also saw a few scary, creepy, enormous spiders. I ran as fast as I could out of this haunted house and finally I made it out. (Note to self - never run in high heels). But before I got any where else this wrinkly, sharp nailed hand grabbed my shoulder. Who was grabbing my shoulder? That's when I found out it was a witch named BABA YAGA and she always spells it in capital letters. I found out what she wanted was my rich, golden hair that can glow at night. I said that BABA YAGA will never get my hair so she tied me up. But luckily my pet unicorn sensed that I was in trouble so it came to my rescue with it's magic horn and untied to rope.

Zoe A

Dear J K Rowling,  
I love your Harry Potter books. I am going to write about a boy on a boat and there's a massive storm and he got flung overboard. My story is called...

### *Shipwrecked*

It was a regular day on the calm sea. I was exploring the ship while eating my Violet Crumble. There is not much on the ship, just like a regular ship. So I decided to have a nap  
BOOM CRASH! I woke up, looked around. There was a massive storm and it was hailing!. Everyone was calling out Elliot, Elliot where are you? I raced over to them and they said here get in this life raft. So I did. They chucked me overboard. I screamed out why aren't you coming but it was too late, the ship collapsed. I was all alone. I woke up on a sandy beach. I thought I was going to die out here so I decided to try and build shelter and try to survive for as long as I can. I built a small shelter but I was really hungry.

Lincoln V

Dear J K Rowling,  
I'm Mackenzie. I thought you might like to hear a story I wrote..

### *The Secret of Tomorrow*

BOOM...CRASH...The lightning struck thunder crashed through the air and left Ella Jones wide awake, frightened and then she saw the frightening figure. "Oh it's just my dance bag" said Ella, sounding relieved but then she saw it on her desk a bright and sparkly gold thing that was shaped like a diamond. She frightendly got out of bed, knees trembling, scared as ever she touched it and a trembling sensation crept down her back and she saw applause and her on the throne she felt exhilarated and then she dis

Thirty minutes later in a village called Mosmow - 'Excuse me a...a sir, could you tell me where I am exactly?' 'Sure you're in Mosmow, a place of tomorrow oh and by the way I'm Matthew a citizen.' 'Oh so you mean I'm in tomorrow today oh and I'm Ella.' 'Well hello Ella and yes you are in tomorrow and let me guess, you're from Denver. You love dance, gymnastics and you absolutely love horses.' 'Yep' said Ella 'that would be me. Now I need to get home soon because my horse riding lesson starts in six hours and normally in random lands they always get lost.' 'Oh ok it's just over there' said Matthew. 'Let's go'.

Seventeen minutes later - 'What's that?' 'Oh that's the ogre. Ok listen to me, just RUN!' said Matthew. So they did and they found the gold sparkly thing and went home.

Mackenzie F

## Fundraising

Do you like bracelets, anklets and gorgeous beads?  
Or maybe some scrumptious treats?  
Then come to our  
**'Bracelets, Anklets, Guessing and more Stall'!**

We are opening 23<sup>rd</sup> February on Tuesday, Wednesday and Thursday for 4 weeks.

This is for a good cause. We will be donating to The Cancer Council and as there are people in need all over the world, We have decide to donate some money to them as well.

So come to our Bracelets, Anklets, Guessing and more Stall.

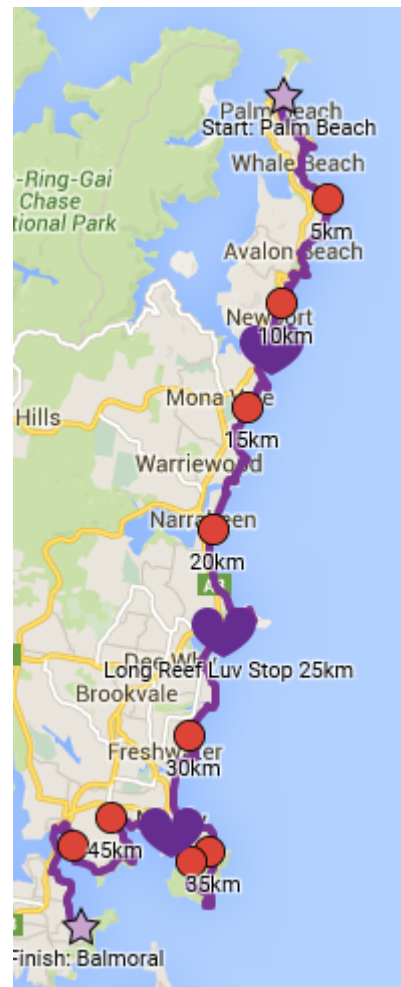
Yours sincerely  
Zoe, Mischa, Bronte, Zara, Danielle and Sarah

On 4th March, four crazy mums from BPS are going to walk, stagger and gasp their way over 55kms of beach and headlands - from Palm Beach to Balmoral to help the Fred Hollows Foundation prevent avoidable blindness.

The people losing their sight needlessly need your sponsorship more than we need your sympathy

Please sponsor us at  
<http://www.coastrekfundraising.com.au/race55>

Thanks  
Emma, Claire, Bec and Philly







## EXCITING DANCE CLASSES: ENROL NOW

**JAZZ**

**HIP HOP**

**AMERICAN**

**MUMS AND BUBS**

**BALLET**

**MODERN**

**LYRICAL**

**TAP**



**PENNANT HILLS**

**BEROWRA**

**ASQUITH**

**WAITARA**

**VERY REASONABLE FEES**

**FROM 2 YEARS TO ADVANCED**

**PH: 9456 2638 0408 473 803**



SunSmart Snippet

## The simplest way

...to get your vitamin D!

Did you know:

- Our bodies make vitamin D when skin is exposed to sunlight?
- We need vitamin D as well as calcium to maintain good health, in particular to keep our bones and muscles fit and strong?
- Sun protection is required when UV levels are 3 and above?

Does sunscreen stop vitamin D?

- Sunscreen filters out most, but not all UV radiation.
- People who use sunscreen regularly (when UV levels are 3 and above) don't have lower vitamin D levels than people who do not use sunscreen.



To help keep your kids safe in the sun, check your school's SunSmart status by heading to [www.sunsmartnsw.com.au](http://www.sunsmartnsw.com.au)



## School Banking

Unfortunately School Banking can not continue until a new banking coordinator is found.

Please see the office if you are willing to help out. Your only commitment would be banking on Tuesday morning from 8:50 till 9.20 and then depositing money at the post office.

You can share the load with friends then you only need to be there every second week or even monthly.

The previous banking coordinator is able to assist with training.

For every deposit made at school, no matter how big or small, students will receive a cool Dollarmites token. Once students have individually collected 10 tokens they can redeem them for an exclusive School Banking reward item in recognition of their continued savings behaviour.

Remember our school earns 5% commission on every deposit made (to a maximum of \$10 per individual deposit).



School Banking



Mrs Kitchener assisting the Berowra Fireman to bag the snake which liked our school so much on Thursday 11th February.



**U13 BLUE LIGHT DISCO**  
**Saturday, 19th March 2016**  
**6:30pm—8:30pm**

Tickets: \$5  
 Canteen available—including chicken nuggets and hot dogs

**PCYC Performing Arts Centre**  
 22 Waitara Ave, Waitara  
 Tel: 9477 2310 Email: [dallars@pcycnsw.org.au](mailto:dallars@pcycnsw.org.au)




PRE BOOKING ESSENTIAL LIMITED TICKETS AT THE DOOR

**NO ALCOHOL - NO DRUGS—NO PASSOUTS**

## SCHOOL SUPPORT GROUP FUNDRAISING NAME LABELS

Please help Berowra Public School raise money when you are buying name labels for clothes, school items and lunch boxes etc.

By using a fundraising code (BPSS) that links to Berowra Public School, the school will receive a

percentage of the money spent!

The websites we are registered with are :-

[www.stuckonyou.com.au](http://www.stuckonyou.com.au)

[www.brightstars.com.au](http://www.brightstars.com.au)


**OUR SCHOOL FUNDRAISING CODE IS BPSS**

To place an order, create a personal account online and then enter the fundraising code BPSS at the checkout/payment section. The code is the same for both organisations.

Money raised will go towards school resources and projects.


Thank you

www.hornsbyjuniorrugby.com.au



Ages from 5 to 16  
(No tackling for the under 6 & 7)  
Fun, Safe & Friendly  
Equal Playing Time Policy  
Your Local Family Club  
All Welcome!

**COME AND PLAY RUGBY AT  
HORNSBY JUNIOR RUGBY UNION CLUB**



**Special Offer**  
Free shorts and Socks for all new registered players to the club

## PIANO / KEYBOARD LESSONS!

Beginners to Advanced  
(including HSC and Tertiary)

**Sue Norrington BA (Mus), Grad. Dip Ed**  
Over 30 years' experience of excellence in teaching

Limited Vacancies for Term 1

Learn to play piano in a relaxed and caring environment!

**Phone: 9456 3752**

[www.musicteacher.com.au/sue-norrington/berowraheights/](http://www.musicteacher.com.au/sue-norrington/berowraheights/)



## Music Lessons for all ages.

Kinderbeat for children  
ages 2 - 4 years old.  
Piano lessons for all  
ages from 4 - 104!

Call Andrea on  
99404083 or 0416768845.


you can also visit our website :  
[www.somethingmusical.com](http://www.somethingmusical.com)

All lessons in Mt. Colah



**Disclaimer:** Advertisements placed in THE CREST do not reflect an endorsement or otherwise by Berowra Public School of that product or service. Information in the advertisement is entirely the responsibility of the advertiser.

*Exceptional learning opportunities for boys*



## ABHS


Asquith Boys High School

*Come and hear about our exciting and innovative programs designed specifically for the needs of boys.*

Peats Ferry Rd, Asquith  
Phone: 9477 3508  
Website:  
[www.asquithboy-h.schools.nsw.edu.au](http://www.asquithboy-h.schools.nsw.edu.au)


## OPEN NIGHT

**Monday 29 February 2016**  
6.15pm for a 6.30pm start in the hall with the official program, followed by tours of the school and faculty displays.



- Outstanding 2014 & 2015 HSC results
- Unique Music, Performing & Visual Arts Scholarships for Years 7, 9 & 11
- Senior Academic Scholarship Years 11 & 12
- A fully integrated cross curricular Literacy and Numeracy Program, Years 7-10
- Opportunities for gifted and talented students with an academic Enrichment Class for Years 7 & 8
- International Soccer Tour & Language Tour

## 2017 Enrichment Class Examination



Asquith Boys High School is offering places in 2017 for a Year 7 Enrichment Class.

Entrance into this class for academically gifted students, is based on the results of a placement test.

The Enrichment Class placement test will be held on  
**Saturday 5 March 2016.**  
Applications close **Wednesday 2 March.**

*Leadership and citizenship, technology, community participation, creative arts and sporting excellence*





Year 5 & 6 students and parents/guardians  
are invited to our

# OPEN NIGHT

**Tuesday 1st March 2016**

**5.15pm BBQ**

**6.00 – 8.00pm Tours & Information**

**School Hall, Stokes Avenue**

## 2017 Enrichment Class Examination

Saturday 5th March 2016

Visit our website to download an application



## Asquith Girls High School

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- » Hear about student leadership opportunities eg. SRC, peer leaders, interact, and student volunteering program.
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Parking is available on Yarrabung Road but not on school grounds.

# 18 Important Things That Kids With Anxiety Need to Know

**Dear Kids with Anxiety,  
Here's what you need to know...**



First, let's be honest – anxiety sucks. It tends to come at the worst times and when it does, there's nothing gentle and soft about it. Anxiety can seem to come from nowhere and for no reason at all. The thing is, so many things that we would like to change about ourselves often have strengths built into them. Anxiety is no different. Even though there are things about it that feel awful, there are also things that will also make you pretty incredible in a lot of ways. Here are some of them (and don't worry – anxiety is very manageable ([see here for how](#)) but the good things about you won't change when your anxiety does.)

**You anxiety is there to check that you're okay not to tell you that you're not.**

Anxiety shows up to check that you're okay, not to tell you that you're not. It's your brain's way of saying, 'Not sure but there might be some trouble here, but there might not be, but just in case you should be ready for it if it comes, which it might not – but just in case you'd better be ready to run or fight – but it might be totally fine.' Brains can be so confusing sometimes! Without a doubt, you have a brain that is strong, healthy and hardworking. It's doing a brilliant job of doing exactly what brains are meant to do – keep you alive. To be completely honest, your brain is pretty fabulous. When you train it to be less anxious, it will just get better and better.

**Brains can change.**

One of the most amazing things about your brain is that you can change it. Every time you do something brave or think strong, brave thoughts ('I'm okay – I can do this!'), you're strengthening the part of your brain that helps with brave behaviour. Every time you take strong deep breaths, you're teaching your brain how to help you feel calm. If you could see your brain on the inside, you would see millions of tiny brain cells making more and more connections every time you do something. The more connections you have in a part of your brain, the stronger it is and the better it works. The things you do really do make a difference.

**You have an interesting and different and wonderful way of looking at things.**

You notice a lot of things that might worry you, but that's because you're noticing so much of the world in general and thinking about things deeply. You notice the detail which means you will understand and appreciate things in ways that are surprising and clever and different. You might not appreciate this but trust me, it's pretty special to be with someone who notices the world with as much richness as you do. The way you see things might feel normal to you, but it's actually refreshing, wonderful and clever.

**You're quick to notice when something isn't right.**

When there's something that needs attention, you're right on it. You're amazing like that. You'll be the first to spot trouble and to figure out what needs to be done about it. Just make sure you spend as much time feeling the things that make you feel good, as you do feeling the things that bother you. You might have to work really hard at this but we already know that your brain is a hard worker and super capable. When something happens that makes you feel good, let the good feeling stay – keep noticing that good feeling for at least 20 seconds. This will help the good feelings to happen as easily as the worrying feelings.

## **You're brave. And strong. And determined.**

Anxiety and courage always happen together. It can't be any other way. If you're anxious, it's because you're about to do something really brave. Anxiety feels like a big barrier, but even with that, you're able to push through it and do things that feel scary. That takes determination, strength and courage – and you have loads of all of them. People with anxiety are some of the bravest people on the planet because even when things feel scary, they do them anyway. And they do them every day. The more anxious you are, the braver you're about to be.

## **Your thoughts are powerful.**

Your thoughts are so powerful that sometimes little thoughts can be big worries and before you know it, they're controlling the way you feel and the things you do. You have a really – really – strong mind, and as powerful as it can be in making you anxious and stopping you from doing things, it can be just as powerful in making you do things that are strong, brave and determined. Your strong mind means that you will always be braver and stronger than you feel. Always.

## **You are really trustworthy. And people know it.**

Because you understand people and the things that can hurt them, you are really careful not to hurt those around you. People can tell this about you and would think of you as someone who is trustworthy and pretty great to know. Research has even proven it.

## **People like you, like, really like you.**

People really like you. Research has shown that even though people with anxiety tend to be unsure about what others think of them, those others are likely to be thinking that you're someone kind of wonderful. Anyone who knows you would know that you aren't bossy or mean, that you're kind, honest and thoughtful and that you can be really funny and fun to be around. Why wouldn't they like you! That doesn't mean you always want to be with people, even if they're people you really like. Sometimes it just feels good to be on your own – and there's nothing at all wrong with that.

## **You would make an amazing leader.**

You understand people really well. You understand the sorts of things that can hurt people's feelings and you understand the things that can make people feel great about themselves. That's a true leader. You are trustworthy and people look to you for guidance because they know that you've usually thought of everything. You might not be the one putting your hand up to be a leader or a captain, but you should be. People trust you, and they know that if they follow you, they're in great hands.

## **You are creative.**



People with anxiety are often very creative. Anxiety and creativity seem to come from the same part of the brain. If you know this and are already doing creative things, keep going – the world needs your creative genius. If you haven't found your creative spark yet, keep looking – it's there – it's just a matter of finding the thing that will make it come out. There are plenty of ways to be creative – drawing, painting, cooking, building, writing, acting, inventing, dancing – so many!

## **You are great at making decisions.**

You might take a while to make decisions, but that's okay, don't rush yourself, because that time you're taking is your brain taking all sorts of things into consideration – maybe even things that nobody else has thought of. You don't make wrong decisions from jumping in too quickly or because you've missed something important. You are able to notice the important things and take them into account when making up your mind. Imagine if we could all do that! When you make a decision, it will most often be absolutely the right one. Remember though that sometimes there are no wrong decisions – just a choice between two (or more) things that will be equally good for you.

## **When you're anxious, you kind of have the power of a superhero. Or a ninja.**

The reason you feel the way you do when you have anxiety is because your brain has told you that there might be some sort of trouble ahead and it surges your body with healthy chemicals called hormones and adrenaline. (Remember, your brain doesn't actually know whether or not there is trouble – it's just letting you know that there might be.) These healthy chemicals are designed to make you more alert, stronger, faster and more powerful, just in case there actually is something you need to deal with. It's your body going into superhero mode. The problem is that if there's no superhero action needed (nothing to fight, nothing to run away from) the chemicals build up and that's why you feel the way you do when you have anxiety. Taking a few strong deep breaths is one way to feel better because it calms your brain, switches off the chemicals, and restores your body to normal.

## **You're people smart. You get people. You really understand them.**

You understand what it is like for people to worry or feel scared or as though they might make a mistake, because you go through similar things. Even if you don't understand exactly why someone is feeling the way they do, you understand exactly what it feels like to feel 'not right'. You can take information about people and situations and put them together really well. You can understand how people are feeling or what might help them to feel better. Seriously – it's no wonder people love you.

## **The things that matter to you REALLY matter.**

Your family, your friends, your pets – you care deeply about the people and things that are important to you and you always work hard to make sure they are okay and that they know how important they are to you. It's the kind of person you are – you really care about the things that matter, and you'll never stop.

## **You do great things with information.**

You're great at learning and understanding things. That doesn't mean you know everything about everything, but when you have enough information or when you put your mind to understanding something, you can understand it really well and put the information to good use.

## **You're a thinker and a planner.**

You think deeply about things and you figure things out. Even though thinking about things too much can make anxiety worse, it's also the thing that makes you prepared and very capable. You're very likely to spend a lot of time thinking about the things that could go wrong, so make sure that you also spend a lot of time thinking about the things that could go right. They're important too.

## **Everyone struggles with something.**

Every single person on the planet struggles with something. Everyone. Even the strongest, bravest, smartest person on the planet has things that trouble them or make them worried or anxious from time to time. It's good to know that you're human. Take it as a sign that you're normal, and about to do something really – really – brave. Because that's exactly what it is.

## **You make the world better – no, wonderful – for the people around you.**

Because you know how it feels when things are difficult, you're really able to appreciate how great it feels to be happy and safe and with people who you like being with.

## **And finally ...**

Anxiety can be tough to deal with, but dealing with it has given you certain strengths that are unique to you, and amazing. Own them – they're pretty great strengths to have. You're a thinker, you're creative, you're brave, strong and determined, and you feel things richly and deeply. You are capable of something wonderful and there's no need to know what that will be, just that it will be. In the meantime, all you have to do is take one small step at a time, because the biggest, most important, most wonderful things all start with something small and brave.

<http://www.heysigmund.com/kids-with-anxiety-need-to-know/>

# How parents can help students in the senior years of school

**Andrew Fuller**

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When you have a student completing the senior years of school, everyone in the family is doing Year 11 or 12. Here are a few ideas for coming through these years flourishing, and having everyone's dignity intact.

Parents have a vital role in helping students:

Manage time

Manage energy

Manage stress

Manage to get everything in at the right time and in the right place.

In addition to this you have to manage yourself.

## **Developing the System**

Regular planned times for study throughout the year creates better results. Short regular sprints of learning are more effective than long study marathons. To create this you need to work out a system.

Sit down with your student and map out an ideal week including-

Times for sleeping (at least 8 hours a night)

Times for unwinding and relaxing

Best breakfast foods

The best times for study

The best time of the week for consolidating notes and extending memory

Time to catch up with friends

Required school hours

Time for part time work (less than 10 hours a week)

How to handle invitations around exam times.

Without a plan, you are simply left with doing what you like when you feel like it and often feeling like studying is not probably the most likely emotion in teenagers' lives.

Study sprints should be ideally 20 minutes long and never longer than 50 minutes with a ten-minute break between study sessions.

Usually on the weekend, have some time set aside for organising information and testing memory of new information.

Patiently, talk through the system until you all feel that you have the best plan. Ask them how often you should remind them of the system when they don't seem to be following it.

You may also need to discuss minimizing distractions- excessive social media use, listening to music while studying, multi-tasking or chatting with friends online is not compatible with studying. Multi-tasking is just splitting your attention and means you'll need to study four times longer than you need to.

As a parent of a senior school student, keep yourself informed. Come to information sessions and parent-teacher meetings yourself. Stressed students don't always store detailed information well so take notes of key dates and requirements.

## **Steering students back to the system**

It is hard to get through Year 11 or 12 without some meltdowns. When a melt down occurs



rather than starting a long conversation about it or providing a motivational pep talk, think about what your student needs- Food? Rest? Exercise? Some social time? Try to quietly arrange for this to occur.

### **How to deal with the catastrophic thinking**

Pacifying or reassuring the unsettled senior school student is a fine art. Acknowledge to yourself in advance that anything you are likely to say is probably going to be heard as the “wrong thing”.

Generally what you do is more important than what you say. Providing meals, comfort and for some, reassuring hugs is often more powerful than words.

Some teens “freeze up with fear” and want to avoid schoolwork completely. Try to avoid getting into lengthy debates about the merits of the current educational system or their own intellectual ability. Instead, go back to basics. Feed them. Hydrate them. Rest them. Then gently bring them back to the topic. Ask them to tell you what they do understand about an issue. If they will initially with, “I know nothing” say, “Well, tell me what you think you know”. Slowly rebuild confidence.

### **What to do when the system breaks down.**

When you are planning the system develop a rule of “never miss twice”. We know there are days when even the most well thought through system falls into tatters. Accept this but also plan never to miss twice. For example, I can take a complete break from my study routine for one day but not for two days in a row.

Around August is the most common time for students to become disheartened and lose motivation. However the work done in August and September probably adds more to the final results than any other stage of the year. The reason is that by this time most of the basics have been covered and we are

now able to add the higher order thinking and deepen understanding.

If taking on new information seems too much at this time, go through the process with them of organising information, drawing up flow charts, making memory aides and consolidating notes.

### **What if my teenager won't listen to me?**

Have a confidential chat with one of their key teachers so that they can have a conversation with your student directly about their progress and study strategies.

### **How to deal with the build up to exams**

Here is the time to trust the system. Keep things as calm and consistent as you possibly can. Ensure that your student has enough sleep, good food, exercise and social time.

Consider ceasing part time work in the lead up to exams. Also discuss not using or at least lessening the use of social media sites.

If your family has major birthdays during this period it may be worth delaying celebrations until after the exam period.

### **It is not the end of the world**

Your student's Year 12 result is not their future. There are many other more important determinants of success and happiness in life.

Many people who did not get the Year 12 results they wanted find careers where they thrive.

Above all, remain calm and believe in your student. Adding an anxious parent to a panicking teenager is always a recipe for disaster.

**Andrew's most recent book is “Unlocking Your Child's Genius” (Finch Publishing, 2015).**