CALENDAR - Issue 18  4-11-16

11th November, 2016
• Prep-2 Swimming balance due $40

14-18th November, 2016
• Prep-2 Swimming

18th November, 2016
• Grade 4 Camp Briars balance due $125-00

28-30 November, 2016
• Grade 4 Camp Briars

1st December, 2016
CURRICULUM DAY – NO STUDENTS TO ATTEND SCHOOL

6th December, 2016
• End of Year Concert
• Grade 6 Transition Day
• 2017 Prep Transition Day

13th December, 2016
• Grade 5/6 Beach Day – information to follow

14th December, 2016
• Grade 3/4 Beach Day – information to follow
• Grade 6 Graduation Excursion

15th December, 2016
• Grade 6 Graduation Ceremony
• Grade 6 Fruit Growers Day Out

SCHOOL ASSEMBLIES
2.45pm Friday in the Gym
All Welcome

PRINCIPAL’S REPORT - Nicky Fammartino

The antidote to bullying

Do you know what the number one thing is that stops bullying in its tracks? It is genuine empathy for others. There is a growing body of research that has found that genuine empathy by bullying students towards targeted students is the most effective antidote to bullying.

Punishing the bully is less effective and often results in the bullying continuing but out of the sight of adults. Research has also found that students who have greater empathy for others tend to have happier relationships, both now as well as in their adult relationships. Furthermore, the more emotionally intelligent they are, the more likely they are to achieve academically.

So what can parents and adults do to encourage greater empathy in their children? One of the best ways to do so is to set the example by modelling caring behaviour. Young people will not always remember what we say, but they are more likely to remember what we do. Show genuine care both to loved ones as well as people outside of your family. When you have hurt someone, even unintentionally, show them it is the right thing to do to respond in a caring way, apologising and making amends if necessary.

Praise your children when you see them doing the right thing in caring or being considerate for another. When their behaviour has been hurtful to another, you can ask them to reflect on how that person may be feeling. You could also ask them to remember a time when they were unhappy. When the child is able to do so, you might then say that you believe that the person who has been hurt is probably feeling the same way.

Most children or adolescents who are able to genuinely appreciate how their behaviour is affecting another, are better able to change their behaviour or make amends. Those who take pleasure in causing pain to another need to reflect if their behaviour is really helping them be the person they want to be. Or they need to be taught about how good relationships work.
We can also encourage empathy in our children by encouraging care for a sibling or even a pet. Of course, there are many adults who also need to develop greater care for others. As we develop greater empathy, we not only become more whole people, but also more aware of how our actions can impact on others, and the need to take action to make things right.

Positive Peoples Solutions

PEG UP

Congratulations Brock and Ella for being the first students to peg up to the office for their outstanding behaviour.
If you have a student in year two ask them to explain what it means to peg up.

Are you getting enough physical activity?
Physical activity should be an important part of every day and can take many different forms and occur in many different places.

Being active can happen at home, at school, at work and in the community, as part of leisure time, travel, active play, organised or non-organised sports, and games or during P.E.

The Australian Physical Activity and Sedentary Guidelines have the following age-specific recommendations for children:

- Birth – 1 year: daily supervised floor-based play “tummy or floor time”
- 1-5 years: at least 3 hours spread throughout the day (low to vigorous)
- 5-17 years: at least 1 hour of moderate to vigorous physical activity every day

Adults are recommended to be as active as possible and should aim for at least:

- 2½ to 5 hours moderate physical activity weekly
- 1 ¾ to 2 ½ hours vigorous intense physical activity weekly
- Muscle strengthening activities at least 2x per week.

All exercise is good exercise and increasing your physical activity level is good for your health.


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<thead>
<tr>
<th>Low intensity</th>
<th>Moderate intensity</th>
<th>Vigorous intensity</th>
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<tbody>
<tr>
<td>Light walking</td>
<td>Brisk Walking</td>
<td>Race walking, jogging, running</td>
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<tr>
<td>Slow swimming</td>
<td>Water aerobics</td>
<td>Swimming laps</td>
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<td>Tai-chi</td>
<td>Tennis (doubles)</td>
<td>Tennis (singles)</td>
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<tr>
<td>Stretching</td>
<td>Bicycling (slower than 16km/hr)</td>
<td>Bicycling (faster than 16km/hr)</td>
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<td>Basic Yoga</td>
<td>Slow/ballroom dancing</td>
<td>Aerobic dancing</td>
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<tr>
<td>Roller skating</td>
<td>Walking the dog</td>
<td>Jumping rope</td>
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<tr>
<td>Pilates</td>
<td>Team sports</td>
<td>Hiking up steep mountain</td>
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DECISION MAKING (from Kidsmatter, a copy of this information sheet is available in the school office foyer)

Effective decision making is a skill that children can learn

To be able to make good decisions children must learn to:
- recognise when there is a choice for them to make
- understand that they are responsible for making the decision
- take others’ needs into account
- think of different possible choices or solutions and decide which is best.

Children learn skills for effective decision making when they are taught the steps and given opportunities to practise using them to solve problems. Teaching these steps and reminding your child to use them could have helped them make a better decision.

Being able to plan ahead and choose wisely are very important skills that help children succeed at home, at school and in life. Parents and carers can help by teaching children how to think through decisions and giving them opportunities to practise their skills.

Helping children take responsibility

Children often focus on immediate wants and don't consider long term consequences. They need adult guidance to develop their decision making skills. Parents and carers can prompt good decision making by identifying appropriate choices for children to make and using questions to help them think through the steps.

To learn to use decision making skills children need to be shown how to use the steps and be given opportunities to practise them. Practise and experience are necessary for building skills. It is important to remember that children's thinking skills develop gradually and so does their capacity for making decisions. Children do not learn to make good decisions overnight. They need to start with simple things.

How parents and carers can help

Give children a choice between two options. This helps to make decisions manageable. Limit the number of choices to ones that are realistic for children to make (depending on their age and ability).

Encourage children to give reasons for their choices. This teaches them to think through their decisions.

Ask, “Is that a good idea?” or “Do you think that will work?” Instead of saying, “This is what you should do,” ask “What about this?” Asking encourages children to develop their own judgment.

Listen with interest to children’s explanations. Learning to explain their thinking helps children think better.

Give children a role in family decisions, for example, when planning activities or deciding on household jobs. This helps children learn how to make decisions that take others into account.

PE – Brenton Patterson

Lap Club

Every Thursday 8:35am to 8:50am. A tally of laps will be kept and certificates given. Bring mum, dad, granny, anyone can jog or walk around our runners track.

Congratulations to Archer Fleming for completing 25 laps, also Harrison Triffett and Callum Taylor for completing 150 laps. They have been presented with their certificate at assembly.

F-2 Swimming

F-2 swimming program is being held at the Somerville YMCA from the 14th to the 18th of November.

The cost is $60 and notes have already been sent home. If you do not have one, please contact the School Office or your child’s teacher.
Grade 1 Magic Words

In room 4 we are always looking for different ways to learn our top 200 most commonly used words. We have been using multiple resources to support our knowledge of these Magic Words. By constructing, reading and writing our Magic words, we in room 4 believe it will help us to use these words effectively. As we can see in the classroom pictures, we have been busy applying these strategies in a positive and enthusiastic manner. The students must first say the word, build the word using the letter blocks and finally writing it on a whiteboard. We have used other strategies including writing the vowels and consonants in different colours, writing the words in silly letters and creating our own word finds.

With additional support from our integrations aides (Ceri-Ann Zammit and Andrea Cazaly) we have seen big strides taken by the grade ones. Each Friday the students are tested on their words and celebrate their achievements together and by having an educator sign off on the completion of each word reading level.

GRADE 3 – 4 Sarah Kandasamy

Melting Moments

Why do some things melt and not others? Do all things that melt, melt at the same speed?

These were some of the questions we tested when heating up different objects using sunlight and a heater.

We found that chocolate melts at different speeds depending on the size of the chocolate and if some was in the shade and some in direct sunlight.

We found that a metal spoon heated up the most but did not melt at all.

Learning intention: to understand why different objects melt or stay solid

Success Criteria: I can make a prediction and test my prediction using materials such as chocolate, oil, cordial and metal under different heating conditions.
GRADE 5 – 6 Kylie Hammond

Somerville Rise Primary School

OCTOBER

CITIZEN OF THE MONTH AWARD

Awarded to

<table>
<thead>
<tr>
<th>PP</th>
<th>Leila Thwaites</th>
<th>3W</th>
<th>Abby Guarnaccia-Carroll</th>
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<tbody>
<tr>
<td>PPK</td>
<td>Charli Edwards</td>
<td>4H</td>
<td>Dylan Reeves</td>
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<td>Kalani Love</td>
<td>4W</td>
<td>Regan Martin</td>
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<td>5H</td>
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<td>2K</td>
<td>Jacky Tran</td>
<td>5J</td>
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<td>2KW</td>
<td>Thomas Ridout</td>
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<td>Ambros Schafer</td>
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<td>3K</td>
<td>Keagan Cox</td>
<td>6DM</td>
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These advertisers support us, please support them.