From the Principal – Denise Lockrey

Wonderful Happenings at Wenty!

Welcome back to our new school year!

I would like to extend a special welcome to all our new families who are joining us at Wentworthville Public School for the first time.

We hope that during 2017 and your time with us you will have the time to join in many of our school activities and partner with us as we educate your child.

I submitted the school numbers for 2017 today and we have 530 students enrolled currently at WPS! With all the building being conducted throughout the community we expect to grow further throughout the year.
Wentworthville PS 2017
Class Structure

21 mainstream classes and 3 MC support unit classes for students with disabilities.

KV  Mrs Prathibha Vasanlth
KO  Ms Alana O’Sullivan
KK  Mrs Deena Kamoda
KD  Ms Rebecca Drewery
KR  Mrs Clare Rafidi
1B  Ms Lethika Gunaratnam
1G  Mr Mitchell Gilson
1M  Mrs Lyndy McMahon
1Z  Mrs Rayan Zeidan
1/2W  Mr Luke Williams
2E  Mrs Tareena Eastwood
2WS  Mr Michael Wong-See
2S  Mrs Darshana Shah
3M  Ms Mandy Moorhouse
3C  Ms Marie Chamoun
3/4D  Mrs Fiona Saunders
4J  Mr James Sharp
4/5S  Mrs Renu Sachdeva
5M  Mrs Shalini Mohanaraj
5/6H  Mr Mark Hobor
6W  Mr Gareth Warren
K/1C  Mrs Bianca Cozad
1-3K  Ms Noni Kiernan
3-6M  Ms Brittany McDermid

Executive Staff

Principal – Mrs Denise Lockrey
Executive Release / Relieving Deputy Principal role - Mrs Tania Di Chio
Early Stage 1 – Mrs Clare Rafidi – Assistant Principal
Stage 1 (Years 1 and 2) – Mrs Tareena Eastwood – Assistant Principal
Stage 2 (Years 3 and 4) – Mrs Tania Di Chio – Assistant Principal
Stage 3 (Years 5 and 6) – Mr Gareth Warren– Assistant Principal
Support Classes – Mrs Bianca Cozad – Assistant Principal

Specialist Staff

EALD – Mr Mike Matheson, Mrs Navjot Gill
LaST – Mr Ben Train and Mr George Younan
(Wednesdays)
Teacher Librarian – Mrs Melinda Hall
RFF teachers – Mrs Lucy Lawrence, Mr George Younan and Mrs Caroline Hatter
School Counsellor – Mrs Lisa Crooke (Thursdays and every second Friday - 1/2 day)
Community Engagement Officer – Mrs Makeleta Felila (Wednesdays)
Fulltime SLSO team - Denice Bates, Sue Campbell, Kellee Keast, Helen Brticevic
Office Staff – Mrs Lynn Deuis, Mrs Leslei Sargent, Mrs Christine Powell and Mrs Anne Tordo
(Wednesdays and Thursdays)
General Assistant - Mr Mark Wiles

(Continued from page 1)
Formation of classes
Each year our school enrolments determine the need to form composite or multi-age classes in some years. Our approach to this is guided by:
The number of students enrolled in a year and where they cannot be accommodated in a single year class
When placing students into composite or multi-year classes the school gives consideration to factors about each student such as work habits, friendship groups and capacity to be an independent worker.

Careful forward planning at the end of each year occurs with staff in preparing the next year classes.
Regarding class placement, we are always happy to talk to parents, however, the placement of students into classes is not something that is changed upon parent request. It is the school’s responsibility to determine class placement.

Denise Lockrey—Principal

WPS Parent Information Session and Welcome Sausage Sizzle
Tuesday February 21, 2017
All parents/carers are invited to the Parent Information Evening and Welcome Sausage Sizzle on Tuesday 21st February 2017. The session times for each grade / stage information are outlined below. The parent information sessions are a great opportunity to hear about the plans for the year in your child’s grade and for general expectations of each class. It is not a time to approach the teacher about the specifics regarding your child and their learning. If you feel it necessary to discuss matters with the teacher in a confidential forum, please make an appointment via the front office or written communication.

Parent and class teacher information session details
Location: Classrooms
Years K-2 + support classes (K/1C, 1-3K, 3-6M) (4.15 - 4.45pm)
Years 3-6 (5 – 5.30pm)

Please join us after your Parent Information Session time for a Welcome Back to 2017 sausage sizzle under the cola outside the Administration block

- Years K-2 (4.45 – 5.30pm)
- Years 3-6 (5.30 -6.15pm)

Please click [here](#) to download the full note from the school’s website.
2017 Student Leaders

**Girl School Leaders**
- Chloe Furner – School Captain
- Anika Pawar
- Isabel Redoblado
- Jalleni Satha Ananthan
- Sanatani Mangera

**Boy School Leaders**
- AliKashif Jawadi – School Captain
- Dinura Jayakura
- Elijah Nagam
- Naman Mehta

**Lawson House (Yellow)**
- Girl House Captain – Nancy Ren
- Girl House Vice Captain – Akshita Batta
- Boy House Captain – Sujay Adavelly
- Boy House Vice Captain – Arnav Tyagi

**Kendal house (Blue)**
- Girl House Captain – Sasha Penukonda
- Girl House Vice Captain – Avantika Matahil
- Boy House Captain – Alan Karunakaran
- Boy House Vice Captain – Kevin Huang

**Paterson House (Red)**
- Girl House Captain – Mamathi Pradeep
- Girl House Vice Captain – Visha Patel
- Boy House Captain – James Amegashie
- Boy House Vice Captain – Sai Keshav Nithyandan

**Gordon House (Green)**
- Girl House Captain – Aesha Shah
- Girl House Vice Captain – Riddhi Sharma
- Boy House Captain – Mak Wongwai
- Boy House Vice Captain – Jordan Thinesh

Notes in bags:
- ICAS Competition notes – All Years 2-6
- P&C Family Photo Fundraiser – All years
Local Community Congratulations

It was terrific to hear that Trevor Simpson (Wenty Leagues Club Director and volunteer in our school) was named Cumberland Council Citizen of the Year 2017!

A well-deserved acknowledgement for one who helps us at Wentworthville Public School.

Wentworthville Public School
Parents and Citizens’ Association (P&C)

Dear Parents and Caregivers,

Wentworthville Public School P&C Association is organising a Family Photograph fundraiser on Saturday 25th of February.

For a small sitting fee of $15, each family receives a professional photography sitting and a 20x30cm framed family portrait (Valued at $110) along with a range of other images that will be available for purchase on your photo viewing day.

To assist families to book their preferred times or answer any questions, Jocelyn will be available on Fridays 10th and 17th between 9.00 – 9.30 am and on Tuesday 21st from 5.30-6.00 pm on the top COLA near the bubblers. Please bring correct money.

Please note that the Booking Sheet and the money are due by 22 Feb 2017.

We thank you in advance for supporting this fundraising initiative.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
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</table>
| 3    | Feb 8 | Community Catch-Up  
**Encouraging a smooth transition:**  
Aspects that parents/carers need to consider to ensure their child is going to have a successful start at Kindergarten. |
| 4    | Feb 15| Community Catch-Up  
**Small concerns that may become BIG issues:**  
Including coming late, absence, communicating with your child’s teacher, etc |
| 5    | Feb 22| Community Catch-Up  
**Raising the bilingual child:**  
- Raising awareness of bilingualism and promoting maintenance of home language amongst our migrant families |
| 6    | Mar 1 | Community Catch-Up  
**Triple P (Positive Parenting Program) Program:**  
**Session 1 – What is positive parenting?**  
- Principles of positive parenting  
- Causes of child behaviour problems  
- Keeping track of your child’s behaviour |
| 7    | Mar 8 | Community Catch-Up  
**Session 2 – Helping Children Develop**  
- Developing positive relationships  
- Encouraging desirable behaviour  
- Teaching new skills and behavior  
- Behaviour chart |
| 8    | Mar 15| Community Catch-Up  
**Session 3 – Managing Misbehaviour**  
- Setting ground rules  
- Planned ignoring  
- Giving clear, calm instructions  
- Logical consequences |
| 9    | Mar 22| Parent Café – information will be provided closer to the date  
**Session 4 – Managing Misbehaviour (cont’d)**  
- Quiet-time  
- Time-out  
- Planned routine |
| 10   | Mar 29| Community Catch-Up  
**Session 5 – Planning Ahead**  
- Family Survival Tips  
- High-risk situations  
- Planned activity routine |
| 11   | Apr 5 | Community Catch-Up  
**Easter Craft & End of Term Activities** |
COMPONENT 2 – Social and Emotional Learning

This term all students K-6 will be involved in Social and Emotional lessons related to the Kids Matter framework each Monday afternoon. Social and Emotional learning is about developing the ability to care for others, make responsible decisions, establish positive relationships, and handle challenging situations. Five social and emotional skill areas have been identified as being essential for good mental health and wellbeing: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. In the first lesson students have been introduced to the skill of self awareness which requires them to recognise and label their own emotions and values as well as identifying and cultivating their strengths, limitations and positive qualities. A parent information session about the Component 2 program Social and Emotional Learning will be held on Wednesday 1st March at 5pm in the school Library. All parents are welcome to attend.

PBL

BE SAFE  BE RESPECTFUL  BE A LEARNER

2016 was an exciting year for Wentworthville Public School as we relaunched PBL (Positive Behaviour for Learning). PBL is a problem-solving framework designed to improve social, behaviour and academic outcomes in schools. In 2017 students will be introduced to a PBL focus related to the three PBL values of Be Safe, Be Respectful, Be a Learner on a weekly basis. In week 3 students will discuss what the 3 PBL values mean and they will review the Expectations Matrix, which has been attached to this newsletter. In Week 4 the PBL focus is Be a Learner - I am Prompt. Students will discuss in the line by 5 to 9 as well as being prompt in all settings. Families can support PBL at Wentworthville PS by discussing the weekly focus with their child at home.
<table>
<thead>
<tr>
<th>Week</th>
<th>PBL Focus</th>
<th>Teaching Point</th>
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<tbody>
<tr>
<td>3</td>
<td>BE SAFE</td>
<td>• Reintroduce the three PBL rules</td>
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<td></td>
<td>BE RESPECTFUL</td>
<td>• Discuss what each of the 3 PBL Rules mean</td>
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<td></td>
<td>BE A LEARNER</td>
<td>• Expectations Matrix – Discuss the matrix and how it relates to the 3 PBL rules</td>
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<td></td>
<td>• Discuss class and playground awards</td>
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<td>4</td>
<td>BE A LEARNER</td>
<td>I am Prompt</td>
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<td></td>
<td></td>
<td>• I am in the line by 5 to 9</td>
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<td></td>
<td></td>
<td>• I am prompt to lines after breaks</td>
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<tr>
<td>5</td>
<td>BE RESPECTFUL</td>
<td>I am respectful in assemblies</td>
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<tr>
<td></td>
<td></td>
<td>• Be an active listener</td>
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<tr>
<td></td>
<td></td>
<td>• Be prompt and ready</td>
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<td>6</td>
<td>BE SAFE</td>
<td>I am safe in hallways and walkways.</td>
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<tr>
<td></td>
<td></td>
<td>• Walk quietly</td>
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<td>• Keep to the left</td>
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<td></td>
<td>• Each foot should touch each step.</td>
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<td></td>
<td></td>
<td>• Railings are for holding</td>
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<td>7</td>
<td>BE A LEARNER</td>
<td>I am a learner in the playground</td>
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<td></td>
<td></td>
<td>• I leave the playground as soon as the music starts</td>
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<td></td>
<td>• I follow playground rules at all times</td>
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<td>8</td>
<td>BE RESPECTFUL</td>
<td>I am respectful in the Canteen Area</td>
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<td></td>
<td>• Line up behind the star after the eating bell at 11.05pm</td>
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<td></td>
<td>• The canteen is an area for purchasing only</td>
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<td>9</td>
<td>BE SAFE</td>
<td>I am safe when catching the bus</td>
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<td></td>
<td>• Walk to the bus</td>
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<td></td>
<td></td>
<td>• Line up behind the gate</td>
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<td></td>
<td></td>
<td>• Enter the bus safely when a teacher directs you to.</td>
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<td>10</td>
<td>BE A LEARNER</td>
<td>I am a learner in all settings</td>
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<tr>
<td></td>
<td></td>
<td>• Be an active participant</td>
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<td></td>
<td>• Do your best</td>
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<td></td>
<td></td>
<td>• Be cooperative</td>
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<tr>
<td>11</td>
<td>BE SAFE</td>
<td>Review PBL focus covered throughout the term</td>
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<tr>
<td></td>
<td>BE RESPECTFUL</td>
<td></td>
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<tr>
<td></td>
<td>BE A LEARNER</td>
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</tbody>
</table>
### Wentworthville Public School Whole School Expectations Matrix

<table>
<thead>
<tr>
<th>Expectation</th>
<th>All Settings</th>
<th>Hallways/Walkways and steps</th>
<th>Toilets</th>
<th>Canteen/Weather Shed</th>
<th>Playground</th>
<th>Assemblies</th>
<th>Office</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>✓ Keep hands and feet to ourselves.</td>
<td>✓ Walk quietly. &lt;br&gt; ✓ Keep to the left. &lt;br&gt; ✓ Walk up and down stairs one step at a time. &lt;br&gt; ✓ Railings are for holding. &lt;br&gt; ✓ We keep our hands to ourselves when walking in lines. &lt;br&gt; ✓ Stay with your group when walking in lines. &lt;br&gt; ✓ Bags are on hooks.</td>
<td>✓ Play in the playground. &lt;br&gt; ✓ Wash hands &amp; be sensible with the water. &lt;br&gt; ✓ Walk in the toilet area. &lt;br&gt; ✓ Stay with your buddy.</td>
<td>✓ Walk sensibly in the canteen area. &lt;br&gt; ✓ Keep doorway clear. &lt;br&gt; ✓ Seats are for sitting when eating. &lt;br&gt; ✓ The weather shed is a ‘No Hat, No Play’ area.</td>
<td>✓ Wood chips, sticks &amp; stones stay on the ground. &lt;br&gt; ✓ Keep hands and feet to yourself. &lt;br&gt; ✓ Play only where you are allowed. &lt;br&gt; ✓ Seats are for sitting. &lt;br&gt; ✓ Use equipment properly. &lt;br&gt; ✓ Play 1 metre away from the fence. &lt;br&gt; ✓ Sit while eating in the supervised area. &lt;br&gt; ✓ Wear a hat when outside. &lt;br&gt; ✓ Line up sensibly while waiting for your teacher.</td>
<td>✓ Enter &amp; exit in orderly manner. &lt;br&gt; ✓ Line up sensibly while waiting for your teacher.</td>
<td>✓ Only be there if you need to. &lt;br&gt; ✓ Walk in the office area. &lt;br&gt; ✓ Stay in the front foyer. &lt;br&gt; ✓ Enter the office area only with a teacher.</td>
<td>✓ Walk to the bus &lt;br&gt; ✓ Line up in the bus lines behind the gate. &lt;br&gt; ✓ Enter the bus safely when a teacher directs you to. &lt;br&gt; ✓ Sit and remain seated during the trip. &lt;br&gt; ✓ Tuck my bag under the seat &lt;br&gt; ✓ Stand only when the bus has stopped.</td>
</tr>
</tbody>
</table>
# Wentworthville Public School Whole School Expectations Matrix

<table>
<thead>
<tr>
<th>Expectation</th>
<th>All Settings</th>
<th>Hallways/Walkways and steps</th>
<th>Toilets</th>
<th>Canteen/Weather Shed</th>
<th>Playground</th>
<th>Assemblies</th>
<th>Office</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>✓ Listen to others. ✓ Consider others - adults, the elderly and other cultures. ✓ Speak using polite language. ✓ Ask permission before taking equipment. ✓ Knock, wait for acknowledgment, enter &amp; then speak.</td>
<td>✓ Walk quietly so others can continue learning. ✓ Move from place to place quietly.</td>
<td>✓ 1 child per cubicle. ✓ Allow for privacy of others. ✓ Keep this area clean. ✓ Look after school property in the toilets.</td>
<td>✓ Line up in 3 lines behind the star. ✓ Use your manners. ✓ Wait patiently ✓ Canteen is an area for purchasing only. ✓ Move away once you are served and sit in the weather shed to eat. ✓ Keep the area clean.</td>
<td>✓ Look after the environment. ✓ Put litter in the bin. ✓ Invite others to join in. ✓ Share school equipment. ✓ Use polite language. ✓ Respect the red and yellow lines. ✓ Respect others as friends and playmates. ✓ The board walk is for walking on. ✓ Take turns with the chess set.</td>
<td>✓ Line up when the music starts ✓ Be an active listener. ✓ Applaud appropriately to show appreciation. ✓ Display manners using please &amp; thankyou. ✓ Address people appropriately.</td>
<td>✓ Use your manners ✓ Wait patiently ✓ Keep noise levels down</td>
<td>✓ Respect the driver by remaining quiet. ✓ Use manners when entering and exiting from the bus.</td>
</tr>
<tr>
<td>Be a Learner</td>
<td>✓ Be an active participant. ✓ Do your best. ✓ Be responsible for your actions. ✓ Be cooperative. ✓ Be prompt. ✓ Sit during eating times.</td>
<td>✓ Return to class promptly.</td>
<td>✓ Follow toilet procedures. ✓ Return to class promptly.</td>
<td>✓ Be ready with your money and know your choice. ✓ Use the canteen only during playtime.</td>
<td>✓ Leave the playground when the music starts. ✓ Be a problem solver. ✓ Learn new games and their rules. ✓ Follow playground rules. ✓ Play to have fun.</td>
<td>✓ Listen attentively. ✓ Participate appropriately.</td>
<td>✓ Return to class promptly ✓ Return notes and money to the office in an envelope marked with my name, class and event.</td>
<td>✓ Be prompt to the bus ✓ Gather my belongings from the bus. ✓ Have your Opal card ready to enter the bus.</td>
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<tr>
<td>Term One</td>
<td>MONDAY</td>
<td>TUESDAY</td>
<td>WEDNESDAY</td>
<td>THURSDAY</td>
<td>FRIDAY</td>
<td>SAT SUN</td>
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<td>1</td>
<td>23 Jan</td>
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<td>25 Jan</td>
<td>26 Jan</td>
<td>Staff Development Day (NO STUDENTS)</td>
<td>28 Jan</td>
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<td>2</td>
<td>30 Jan</td>
<td>31 Jan</td>
<td>1 Feb P&amp;C Mtg 6pm</td>
<td>2 Feb Uniform Shop open</td>
<td>3 Feb</td>
<td>4 Jan 5 Feb</td>
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<td>3</td>
<td>6 Feb Uniform Shop open</td>
<td>7 Feb</td>
<td>8 Feb Community Catch-Up</td>
<td>9 Feb Uniform Shop open</td>
<td>10 Feb</td>
<td>11 Feb 12 Feb</td>
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<td>4</td>
<td>13 Feb Uniform Shop open</td>
<td>14 Feb Xenon tech Day</td>
<td>15 Feb Community Catch-Up</td>
<td>16 Feb Uniform Shop open</td>
<td>17 Feb</td>
<td>18 Feb 19 Feb</td>
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<td>5</td>
<td>20 Feb</td>
<td>21 Feb SRE Coordinator meeting 9.25am</td>
<td>22 Feb Community Catch-Up</td>
<td>23 Feb</td>
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<td>25 Feb 26 Feb</td>
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<td>6</td>
<td>27 Feb</td>
<td>28 Feb Xenon tech Day Parramatta T/L Network Mtg at WPS 3pm</td>
<td>1 March Community Catch-Up Community Parent Talk Triple P (Positive Parenting Program) Program: Session 1 – What is positive parenting?</td>
<td>2 March</td>
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<td>4 Mar 5 Mar</td>
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<td>8</td>
<td>Smart Box archiving files</td>
<td>Xenotech Day</td>
<td>Community Catch-Up Community Parent Talk Triple P (Positive Parenting Program) Program: Session 3 – Managing Misbehaviour</td>
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<td>Stage 3 Parent /Student goal setting interviews -&gt; (all week – bookings essential)</td>
<td>Xenotech Day KidsMatter PL (2)</td>
<td>Community Catch-Up Community Parent Talk Triple P (Positive Parenting Program) Program: Session 5 – Planning Ahead</td>
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<td>7 April</td>
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<td>ANZAC Day Assembly 11.30am for 11.45am start</td>
<td>Community Catch-Up Community Parent Talk Easter Craft &amp; End of Term Activities Newsletter Day</td>
<td>School Class Photos (Summer uniform)</td>
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<td>Apr</td>
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<td>KidsMatter PL (3)</td>
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<td>P&amp;C mtg 6pm</td>
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<td>9 Apr</td>
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The simplest way
...to get bang for food budget buck.

Budgeting the week’s food money according to the healthiest foods means getting the best value for money.

**Spend most:** wholegrain breads and cereals; fruit and vegetables.

**Spend moderately:** meats and alternatives; dairy.

**Spend least:** foods high in fat, salt and/or sugar.

**Buy what’s good for you...**
Fruit and veg are good for you - a fibre-rich diet including two serves of fruit and five serves of vegetables a day can help prevent one in six bowel cancer cases.

**And save...**
Fruit and veg are good value for money, especially when in season. Buy canned or frozen when they’re cheaper than fresher varieties.

For more information visit [www.eatittobeatit.com.au](http://www.eatittobeatit.com.au) or join us at [facebook.com/eatittobeatit](https://facebook.com/eatittobeatit)

The Eat It To Beat It program is supported by the Western Sydney Local Health District Live Life Well @ School Program.
Friendship skills: Suggestions for families

Parents and carers are children’s first and most important teachers when it comes to relationships

The ways you relate to your children and the guidance you provide helps develop children’s social skills. You can help children develop and maintain friendships by modelling effective social skills, providing opportunities for children to practise interacting with others, and offering support when they go through difficulties. Taking the role of a coach helps children learn the skills they need for themselves.
Children who have a wide range of interests are more likely to have something in common with others and so find it easier to make friends and get along.

The following suggestions may be helpful

**Make time to play too**
Parents and carers can improve their children's social skills by playing with them regularly. Letting children choose and lead the play allows you to be playful with them and encourages them to practise skills for cooperation and negotiation. Making time for play helps strengthen your relationship with them as well as their skills. Avoid criticising and make it fun!

**Allow your child to try all sorts of different activities**
Children who have a wide range of interests are more likely to have something in common with others and so find it easier to make friends and get along.

**Invite children for play dates**
Having friends over to visit helps children to establish friendships and practise their social skills. It also provides an opportunity for you to provide on-the-spot coaching for children as they develop their friendship skills. Providing positive guidance and helping to structure activities (without taking over!) can be very important when establishing new friendships.

**Child says...**
- "There's this girl in my class who is really mean to everyone in class, and so we are all mean right back to her."
- "Maybe she thinks we don't like her, and so she's being mean to us?"
- "Well, I like her when she's not being mean."
- "Maybe I could invite her over to play after school?"

**Talk with children about what is happening for them with their friends**
Find a relaxed time, like the drive home from school or after dinner, to talk about what is happening in your children's friendship group. By doing this, you let them know that you are interested in their wellbeing, and this can also be an opportunity to share some of your experiences and to help them solve any problems they might have.

**Encourage positive, relevant strategies**
Parents and carers can talk about, and encourage, friendly and cooperative strategies that can help their child to develop friendships. For example, encouraging children to negotiate or compromise when trying to solve conflicts with peers is a strategy that is more positively received than aggression or verbal threats.

**Take a problem-solving approach**
Parents and carers don't need to have the answers to all of their children's problems. You can support your children to think through a problem for themselves by talking with them and asking some useful questions. For example:

**Parent/carer asks...**
- "Why do you think she is being so mean?"
- "That could be one reason. Do you like her?"
- "So how could you show her that you do like her, and that there's no need for her to be mean?"
- Affirms: "That sounds like a great idea to me."

This resource is part of a range of KidsMatter Primary information sheets for families and school staff. View them all online at [www.kidsmatter.edu.au](http://www.kidsmatter.edu.au)
Parenting Ideas

INSIGHTS

Building parent-school partnerships

WORDS Michael Grose

Make this year your child’s best ever at school

A new school year means a clean slate for students. Here are 7 ideas to help you make the most of the fresh start and make this year your child’s best year ever at school:

1. Commit to your child going to school every day on time
   One of the most important things you can do to ensure your child has a bright future is to make sure he or she gets to school every day — and gets there on time. Kids spend more time asleep than at school, so we need to maximise every day to get full value.

2. Help kids start each day well
   A good night’s sleep, a healthy breakfast and some words of encouragement from you will help set a positive tone for a day of learning. This may mean that you adjust your morning routine so that kids have plenty of time to get up, eat and get ready for the day.

3. Establish work & study habits
   The most successful students are those that develop regular study habits that suit their lifestyle, their study style and their school’s expectations. Find out the work expectations from your child’s or young person’s school and help them establish a routine that matches.

4. Make sure your child gets enough sleep
   Many children and young people are sleep-deprived, which impacts on their wellbeing and their learning. A good night’s sleep consolidates learning, as well as assisting future learning. Children need between 10-12 hours of sleep each day, while teens need a minimum of nine hours. Help kids get sufficient sleep by having a regular bedtime and get-up time each day. Have a 45-minute wind-down time each night, and remove screens and mobile phones from bedrooms.

5. Insist kids exercise
   The old saying about ‘a healthy body and a healthy mind’ is true. Exercise releases the chemicals needed for learning and wellbeing. Yet kids today get less exercise than those of past generations, which is an impediment to learning and mental health. Health professionals recommend a minimum of 60 minutes of exercise per day for kids of all ages. Encourage your child to play sports, promote active play and look for ways to make moving part of their daily lives.

6. Focus on being friendly
   Schools are very social places requiring kids to negotiate many different social situations each day. Yet we often only focus on academic learning. There are strong links between social success, and academic success and wellbeing. Encourage kids to be open and tolerant, to be friendly, to be sensitive to others, to be involved in plenty of activities and to be social risk-takers. These are all characteristics of socially successful kids. At the same time, discourage anti-social behaviours such as over-competitiveness, self-centredness and lack of sharing.

7. Develop self-help skills
   Successful students are often well organised, self-directed and self-motivated. Personal organisation seems to come more naturally to girls than boys, however both genders benefit from coaching in this important area. You can foster organisational skills and self-direction by developing simple, age-appropriate self-help skills related to their everyday lives. Such skills as making lunches, packing school bags, and organising after-school schedules can be great lessons on the impact our kids perform at school.

At the start of the school year, kids are likely to do a d...