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NEWSLINK

www.cranbourne-ps.vic.edu.au

The teaching and learning pedagogy at Cranbourne Primary School is developed on a

RECIPE (Relevant Engaging Challenging Innovative Personalized Enjoyable)

based curriculum that supports the members of the school community to develop intrinsic

PRIDE (Persistence Responsibility Independence Discipline Enthusiasm) *in their learning.*

Issue 27

31st August 2016

CALENDAR

UPCOMING



Thursday, 1st September

Dad's Night

5 - 6:30 pm

Friday, 2nd September

Book character

Dress up day

Monday, 5th September

Senior Hooptime

Thursday, 8th September

Swimming balance due

4pm

Friday, 16th September

Payment for Footsteps
due by 4pm

Last day of term

3:15 pm finish

Monday, 3rd October

Term 4 begins

8:50 am

PRINCIPAL'S NEWS

We have certainly had an event filled week with recognition and accolades, which we would love to share with our community. Upon our Senior staff and students returning from their camp last week, we received the following feedback of our students.

"Your students demonstrated good resilience" "Some of the campers had great leadership skills" "During the giant swing they were all willing to be involved and did a great job encouraging one another"

The **Minister of Education**, Mr James Merlino, attended our breakfast Club on Friday morning. He joined staff members, nearly 50 students and other department representatives to see our breakfast club in action. They gave us the following feedback -

'It was wonderful to see the warm culture of the school and the connected relationships that your team have built with students and families.'

Breakfast Club is on Tuesday and Thursday mornings 8.15am



On Monday our students who attend Mad on Music lessons performed for our school as a rehearsal opportunity for their concert.

Congratulations — Link, Jai, Audrey, Chelsea, Katrina, Tayla, Taylah, Deekshan, Rithick, Monique and Jordan who performed with instruments; guitar and keyboard and sang in the **'Mad on Music'** concert at Carwatha College, Noble Park last night. All of these students performed with confidence and demonstrated the skills they have acquired through **persistence** in continuing to 'have a go', *even when the task was very challenging*, **responsibility** of attending classes and do their regular practise at home and **enthusiasm** in their performance. *If you are interested in your child participating in music lessons, please visit: www.madonmusic.com.au*

Our Foundation and Junior learning communities attended the Melbourne Museum on Friday. This was a long day with a long, tiring bus trip and whilst it challenged the students and staff physically and emotionally, they were all able to demonstrate PRIDE. This was evident when we received this wonderful letter from the museum

Hello,

I manage all education bookings for Museum Victoria. This afternoon I was approached by our head of security who was so impressed with the good behaviour of your school group, he felt the need to pass on this feedback:

"I observed this group of young students and their teachers/ assistants/ parent helpers on several occasions both inside and outside the Museum. Their conduct and behaviour is to be applauded. While at the west entry doors, at least 75% of these young students greeted me with either "Good morning" or "Hello", and almost all of them made eye contact with me and smiled.

These stellar young people were so well mannered, so well behaved and noticeably quiet yet excited to be starting their journey into the Museum.

Through the morning I saw this group 3 or 4 more times, and each time, it was the same. This school group was so well behaved they stood out from the crowd.

A little later, while walking through the main foyer, I observed them again line up in two straight, quiet lines and descend down the escalators to the lower ground floor, and again, so well behaved.

his behaviour is a testament to their teacher and their assistants, where their demonstrated respect for the Museum, the public, MV staff is so noticeable that they stand out from the crowd. And to see this from an entire class of a junior grade primary school was wonderful." Thanks for visiting us today.

Kind Regards



MUSEUMVICTORIA

Carlo Piccolo



Cheryl Van Deursen
Principal



Quote of the Week

‘We are made to persist, that's how we find out who we are.’

– [*Tobias Wolff*](#)

HAPPY BIRTHDAY TO OUR SEPTEMBER BABIES!

GIZELLE G
MERATA W
MANNAT R
CRUZ D
ARWEN G
MARIE D
ROBYN D
PAULA D



Happy Birthday to those students who are celebrating their special day

Stars of the Week

These students have demonstrated intrinsic
PRIDE (**P**ersistence, **R**esponsibility,
Independence, **D**iscipline, **E**nthusiasm)
in their learning:

Learning community	Student
FOUNDATION	Ryan T
	Iroam G
JUNIOR	Rodney T.
	Nary N
	Hanna B
	Behroz R
MIDDLE	Valentine P.
	Joel M.
	Montaya F.
	Sahasra T.
SENIOR	Daniel M
	Wilhemina O
	Declan W
	Bryson L
ART	Christian F (FSP)
ICT	Lauren S (JCM)
Assistant Principal	Kyle (FSP)
Principal	Chris D (MSB)

FROM THE OFFICE

We had quite a few parents wanting to pay the swimming deposit after the due date. This was not possible as we had to finalise numbers and organise payment of the deposit for the students attending.

There are a lot of "behind the scenes" things that need to be done which is why we have a deadline for payments.

To ensure your child doesn't miss out on activities, please send payment in with the permission slip as soon as possible. We don't like saying "no" to late payments knowing your child will miss out but we too have a deadline to meet.

"You can't catch the train once it's left the station"

Curriculum - History at CPS

History is one of the subject areas in the Victorian Curriculum. This term sees all learning communities completing a History Unit of Investigation.

The Senior Learning Community started their unit with their school camp to Sovereign Hill. They are studying the Gold Rush in Australian History, the subsequent Immigration and its impact on early Australia.



The Middle Learning Community are also studying a component of Australian History. They are investigating the colonisation of Australia through European exploration.



The Foundation and Junior Learning Communities are learning about history through investigating Dinosaurs. They participated in an excursion last week to the Jurassic World Dinosaur exhibit at the Melbourne Museum, to kick off their Unit of Investigation.



Di Fernand
Assistant Principal

Senior Camp

On Monday 22nd August the Senior School headed off to Ballarat for this year's Senior School camp. After a 2 hour journey the adventure began.



Camp activities included a Commando Course, where they climbed over, under and through a variety of structures. The Flying Fox enabled students to get a thrill as they travelled through the air some even upside down, Archery tested student's skills and the Giant Swing tested their courage. Cooking damper was a highlight for many students as was the opportunity to create their own hut.

Visiting Sovereign Hill was a highlight for most students. Students had the opportunity to pan for gold, role play as miners and go in the train down to a mine tunnel. Looking at the old settlement has allowed students a great insight into what it would have been like in 1851 as the gold rush began in Victoria and is a great lead into our topic for the rest of the term.





BELEZA CRANBOURNE

TERM 3 SCHOOL HOLIDAYS TRADING HOURS

LAST DAY OF TERM (16TH SEPTEMBER 2016)

THE STORE WILL BE

CLOSED

THE STORE WILL BE

CLOSED

BETWEEN

SATURDAY 17th SEPTEMBER 2016 to SATURDAY 24th SEPTEMBER 2016

WE WILL RESUME BACK TO NORMAL TRADING HOURS AS OF

MONDAY 26th SEPTEMBER 2016

NORMAL TRADING HOURS

(Effective as of 4th July 2016)

Monday to Friday - - 10:00am to 5:00pm

Saturday - - 10:00am to 1:00pm

Exploring the New Frontier in Parenting – Emotions



By Michael Grose

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.

Current day muse 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.

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 than 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, 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!

PARENTING RESILIENT KIDS



We are inviting parents and their primary-school aged children to take part in a new online parenting program designed to provide parents with strategies to parent with confidence and stay connected with their pre-teen child.

WHAT IS THE RESEARCH ABOUT?

You are invited to participate in research being conducted by Monash University, led by Dr Marie Yap. The research aims to evaluate whether our new online parenting program can help empower parents and in turn build their child's resilience.

WHAT IS INVOLVED?

You will be randomly allocated to one of two groups, to receive either:

- 1) An individually-tailored, interactive online parenting program that will give you practical strategies you can use to parent your child more confidently;

OR

- 2) An information package of 8 weekly factsheets about child development and well-being.
- We will give you a 5-minute call once a week until you have completed your allocated program.
 - We will ask both you and your child (if they agree to take part) to complete some online surveys at the beginning, and after 3 and 12 months.

In total, participation in this research will take a few hours of yours and your child's time over 12 months. To say thank you, you will be reimbursed with e-gift vouchers.

All components of the online program can be done using a computer, tablet, or smartphone.

WHO CAN PARTICIPATE?

Parents or guardians of a child aged 8-11 who live in Australia, are fluent in English and have internet access.

HOW DO I FIND OUT MORE?

To find out more, or to register to participate, please go to www.parentingresilientkids.com

For further details, please contact the researchers at med-resilientkids@monash.edu or on (03) 9905 1232.



MONASH University



PARENTING RESILIENT KIDS:
Preventing Depression & Anxiety

Discover Playgroup

At **PlayDaze**

Free for children aged 0-5 years



Thursday

1 September 2016

10.00 am – 12.00 pm

**Balla Balla
Community Centre
Building 03, Casey Complex,
65 Berwick-Cranbourne Road
Cranbourne East**

**No bookings required.
Come along and join the fun!**

Contact City of Casey

03 9705 5200

NRS: 133 677 (for the deaf,
hearing or speech impaired)

TIS: 131 450 (Translating
and Interpreting Service)

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Customer Service Centres

Cranbourne
Cranbourne Park Shopping Centre

Narre Warren
Magid Drive

Narre Warren South
Amberly Park Shopping Centre

Schools ON STAGE

HOSTED BY TIM CAMPBELL

**Six local schools
light up the stage in a
musical extravaganza
like no other!**



WEDNESDAY 7 SEPTEMBER 2016

7.30 PM, HILLCREST THEATRE

500 Soldiers Road, Clyde North | Entry via Gate 3 | Melway Ref 131 H10

**TICKETS: WWW.TRYBOOKING.COM/LZMO
ON SALE MONDAY 1 AUGUST AT 9.00 AM UNTIL SOLD OUT**

For further information please contact the City of Casey on 9705 5200
or visit our website www.casey.vic.gov.au/youth or 'like' us on facebook www.facebook.com/caseyyouth
NRS: 133 677 (for the deaf, hearing or speech impaired) TIS: 131 450 (Translating and Interpreting Services)
Mr Tim Campbell appears by arrangement with Claxton Speakers International