Principal's Message

Published by The Administration Department

Important Dates

Year 2
Burleigh Headlands National Park excursion
Thursday 11th August - Classes – 2A & 2B morning session
Thursday 11th August - Classes – 2C & 2D afternoon session
Friday 12th August – Classes 2E & 2F morning sessionCost: $19.00
Final Payment Due: 3rd August 2016

Dear Helensvale Community

Olympic Games, a Learning Opportunity

The commencement of the 2016 Olympic Games in Rio this weekend is an opportunity for families to use the games as a learning experience for children of all ages. The lead up to the games with all the media coverage regarding doping by specific athletes and countries, the challenges with the preparation of the games venues, along with the threat of the zeka virus on the health of the athletes and officials has set the scene for an interesting games.

The learning opportunities are numerous regarding maths, geography, history, language, personal goals of participants and team spirit. As you watch the various events you can use maths concepts in the times recorded against world records, personal bests, medal tallies for each country at these games and previous games. Children also find it interesting to know important facts about the various competitors, their home country and often the social commentary about their path to Rio. Brazil is an interesting country from a geographical perspective which could be explored as a family. Geography is open to all kinds of learning which could start with “where is Rio”, is Brazil bigger in area than Queensland, which countries border Brazil, what is the highest mountain etc. Other subjects include the history of the Olympic Games, medals won by Australian participants. Also when the games move to the Paralympics similar learning opportunities exist.

As we get comfortable in our lounge chair or set the recorder for our favourite sports, I wish all our participants every success in their various sports and know that there will be many opportunities to cheer on our home team. Go Green & Gold.

NAPLAN Individual Reports

This week all students in years 3 & 5 received their individual report for the 2016 NAPLAN tests which were forwarded home in envelopes. Please retain this report in a safe place as you will need these especially the year 5 report for high school. Next week I will share with the community the overall results for our school.

ICT Issues

On Tuesday this week our school experienced ICT challenges with our “member server” failing unexpectedly. This failure resulted in delays in response to emails, printer access for all staff and general photocopying. If you...
experienced any issues with responses from the staff via email please accept our apology for the delays. Technology is great when it is working.

Retaining Wall Block 3

Work on the replacement retaining wall in front of block 3 is progressing slowly. The concreting of the area has been delayed due to the heavy rain on Tuesday evening making the entry into the area unsafe to drive a concrete truck to the job site. The increased length of the retaining wall will significantly increase the space for our year 1 student area undertaking class activities and at lunch breaks. It is expected that the works will be completed late next week when the fencing and new seating is completed.

National Consistent Collection of Data

Last year we participated in the mandatory collection of school data. This assists the government in determining future directions regarding funding for any student with specific needs. If you wish to opt out of this data collection as a parent, you are required to let us know in writing by Monday 8th August, 2016.

Michael Shambrook
Principal

Quote of the week

"Take up one idea. Make that one idea your life--think of it, dream of it, and live on that idea. Let the brain, muscles, nerves, every part of your body, be full of that idea, and just leave every other idea alone. This is the way to success."

-- Swami Vivekananda

From Ms Brown’s Desk

Attendance

The cohort with the highest attendance in Term 3 is Year 4 with 94%.

The following classes must be congratulated on maintaining their goal of 95%:
Prep A, 2A, 2F, 3A, 4A, 4D, 4F, 6A and 6F.

2A, 3A and 4F have the highest rate of attendance – 96%.

PREP 2017 Parent Information Session

If you have a child who will be enrolling in Prep next year, don’t forget we have two Parent Information sessions on Monday, August 8. The first session from 9am until about 10:30am will commence in the PAC and will include a walk around the school and into Prep classrooms for those who are not familiar with our school. The 4:30pm session will also commence in the PAC. Unfortunately, there will be no lessons to observe at that time of the afternoon so should be finished by 5:45pm following a walk around the school for those interested.

If you are aware of families intending to enrol but do not have access to our communication channels, please let them know the date and times.

Behaviour

Next week, our whole school behaviour focus is on speaking appropriately. At Helensvale, we speak appropriately when we:

• use our manners
• look at the audience or person
• speak clearly
• use an appropriate tone
• use appropriate words (no swearing)
• use words to solve problems
• use conversational volume
• receive an award by using our manners, looking at the other person and shaking hands.
• see a visitor, by saying hello and offering assistance if needed

Please help us to reinforce these expected behaviours so we are all consistent in our approach.

Prep gate

Please be aware that children cannot reach the pool latch to open the black Prep gate near the Prep A classroom. Just this week we have had two students dropped off outside the gate and they are unable to get in if no one is around to help them. Please ensure students are brought through the gate and taken to the undercover area if prior to 8:30am or taken to the appropriate classroom if after 8:30am.

NAIDOC assembly

On Monday afternoon, Prep B/C and our Indigenous jajumms participated in a song, a dance or a RAP presentation for all of our many guests, teachers and students who attended our NAIDOC assembly. A huge congratulations to these young performers who owned the stage, and Charlie and Brodie who led the NAIDOC assembly with such confidence. Topi, Levi, Lexi and Ayden did a really deadly job of raising the flags.

The jajumms enjoyed lunch with our guests in the Dolphin Room and all lined up for a piece of the NAIDOC cake generously donated by Woolworths, Southport and decorated by our very own highly talented Michelle Moir.

Very special thanks go to Justine Dillon, a traditional land owner, for sharing a local love story handed down through her family, Aunty Pat for welcoming the whole school to be part of her mob, Jodie Parker, Chloe Sullivan and Latoya Gilday for assisting students with their presentations, and all the students who donated their magnificent art for PAC displays.

MUSIC

Strings Eisteddfod

Next week, Tuesday August 9, our years 4-6 Strings students will take to the stage at The Arts Centre to perform three pieces of music, Simple Square Dance, Appalachian Hymn and High Seas Adventure in the Gold Coast Eisteddfod. If you have a child participating this year, please ensure they are wearing our formal school uniform and hair is tied back if below shoulder length.

These musicians certainly sound magnificent and we wish our Strings students and Miss Stephanie Williams all the very best in this strong competition.

Speld (Supporting people experiencing learning differences) Workshop

On Tuesday afternoon Marion McMahon, Executive Officer of Speld presented to parents and then to staff after school. Marion shared with parents the services offered by Speld including advice, assessment and parent workshops. Parents were given a checklist of indicators for identifying a student who may have learning differences. Although the terms “dyslexia” and “learning difficulties” are current, Speld prefers to use “learning differences” as these students are capable but learn in a different way. Marion explained dyslexia/learning differences are neurological and cannot be cured but can be managed. These students are often creative, articulate and entrepreneurial. The difficulties these students may experience in learning were explained to parents and strategies for home were suggested.

A very big thank you to all the parents who attended this session. Further information is available on the Speld website. www.speld.org.au

Premier’s Reading Challenge 2016

16 May to 25 August

3 WEEKS Left!

Congratulations to all students who have completed the challenge and handed in their forms. The purpose of the challenge is to encourage students to be enthusiastic about reading, writing, authors and illustrators. Students may read fiction and non-fiction books suited to their reading ability.

Hint: Students may include novels being read in class.

Please contact Ros Moore with any queries.

Until next week...

From Mrs Austin's Desk

Helensvale's new Behaviour System

This week, the second wave of classes started to implement the new system into their classrooms. Below is a list of classes that were included in the first roll out, as well as the classes commencing this week. If your child’s class has not been included below, this means they will scheduled in the final phase of implementation next week.
Grade | Classes Participating | Classes Participating
--- | --- | ---
Prep | Prep D – Mrs Bridge | Prep B – Miss Gilday
Year 1 | 1D – Mrs Maroney | 1C – Mrs Kent
Year 2 | 2D – Miss Edwards | 2B – Miss Boswell
Year 3 | 3C – Ms Wright | 3A – Miss Bourke
Year 4 | 4A – Mrs Ise | 4E – Miss Millard
Year 5 | 5B – Mrs Dragocevic/Mrs Fowrell | 5D – Miss Ferguson
Year 6 | 6D – Mrs Brannolite | 6C – Mr White
Specialist Teachers | Health – Mrs Strong | 6E – Mrs Pyne
| Reading – Mrs Kelly | 6F – Mrs Hinds

Behaviour Zones – Daily System

Last week we highlighted the new Zone Chart that will monitor and track student behaviour choices across the school day.

Red Zone | Orange Zone | Green Zone | Silver Zone | Gold Zone
--- | --- | --- | --- | ---

As stated last week, the points that are accumulated in the Green, Silver and Gold Zones at the end of the day are recorded and tracked on individual student ‘Strive to Succeed Passports’.

| Red Zone | Orange Zone | Green Zone | Silver Zone | Gold Zone
--- | --- | --- | --- | ---
Prep – Yr 1 | +1 point | +2 points | +3 points
Yr 2 – Yr 6 | +1 point | +2 points

This week we also wanted to further highlight the positive communication that families will receive when students achieve Gold or Silver Zones across the term.

Prep and Year 1

Initial Gold Zone
Inform families by phone call, email or touching base at the end of the school day detailing the positive behaviour.

30 points on the “Strive to Succeed” Passport
HSS Postcard sent home detailing the positive behaviour.

60 points on the “Strive to Succeed” Passport
Sector DP or Principal sending letter home to the family. Visit to the office to celebrate.

Year 2 to Year 6

Initial Gold Zone
Inform families by phone call, email or touching base at the end of the school day detailing the positive behaviour.

10 points on the “Strive to Succeed” Passport
HSS Postcard sent home detailing the positive behaviour.

40 points on the “Strive to Succeed” Passport
Sector DP or Principal sending letter home to the family. Visit to the office to celebrate.
After the survey conducted last term, the community raised in their feedback the school’s need to highlight and celebrate the students that continually do the right thing at school and give more rewards and privileges to aspire towards.

“I feel that the children are often well behaved don’t seem to get given exciting privileges or rewards.”

“Positive reinforcement is required.”

After reading last week’s new rewards systems and this week’s positive communication structures, you can see the school is working towards creating a learning environment that not only inspires students to work towards new incentives but also raises the academic and social behaviour expectations for all.

We know in the coming weeks, that more families will receive positive feedback from the school regarding their child’s improvement and success.

Communication between School and Home

School environments are a very dynamic places with things always happening during the school hours. On most occasions we can plan our day and have it scheduled like clockwork, on other days, the timetable has to change due to external factors, that put simply, are in no one’s control.

During the school day, teachers have an extremely tight timetable ensuring the curriculum content is taught, students are being assessed, school events are attended, specialist lessons are conducted, lunch time duties are covered, managing behaviour of students, providing additional support for students and the list goes on. Outside of the school day, teachers also have responsibilities to attend committee meetings, organise resources, prepare for their school day, attend professional development, work collaboratively with year level teachers and again, the list goes on.

The reason I have stated just a few of the responsibilities expected of teachers is to highlight the demands of their job so you can see the complexities and the importance of time management to fulfil their roles.

Communication between school and home is paramount and is a crucial element to ensure the success of students. Schools cannot do it alone and need the support of families to work as a team. We encourage the lines of communication to occur, but also understand that some parents get extremely frustrated when they come to school and cannot be seen straight away. This is not to intentionally cause parents inconvenience, but like many professions, teachers and the Administration staff have responsibilities, commitments, meetings and schedules to keep.

If you need to see a doctor due to health concerns, you are required to make an appointment. If it is an emergency, then you would ring for an ambulance to be seen immediately. Education is no different. If you require to discuss a concern about your child’s schooling, then we would hope, we too, would be extended the professionally courtesy to find a mutually convenient appointment time to meet. If your concern is an emergency and something that cannot wait, or compromises the safety of a student then please come to Administration. Sector Deputies or the Principal will try to see you at the earliest available time. Alternatively, a future meeting time (convenient for both parties) can be scheduled to discuss your concerns.

One of the most important questions that will be asked is, “Have you spoken about your concerns to the classroom teacher first?” This is, put simply, the professional courtesy extended to our staff members to ensure they have been given the opportunity to be made aware of or address any concerns prior to the Administration staff getting involved. It just isn’t fair to expect teachers to be able to solve a problem or address concerns if they are not given the opportunity first to do so.

We thank you in advance for your support, in valuing and respecting the complexities of each teacher’s time by following the right processes.

School Calendar

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<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Payment</th>
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<tr>
<td>Tues 9 Aug</td>
<td>EISTEDFORD - Strings</td>
<td>GC Arts Centre</td>
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<td>Thurs 11 Aug</td>
<td>Year 2 Excursion Burleigh Heads National Park</td>
<td>Burleigh Heads</td>
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<td>2A &amp; 2B morning session</td>
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<td>2C &amp; 2D afternoon session</td>
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<td>Fri 12 Aug</td>
<td>Year 2 Excursion Burleigh Heads National Park</td>
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School Payments

Commencing from Term 2, there was a change to the finance window opening days and hours. The new days are Mondays and Wednesdays with times of 8am – 9.30am.

Please assist us by adhering to these times.

All excursions and incursions have closing dates to make payment. Please ensure you pay by the due date as no late payments will be accepted.

Thank you for your assistance.

Leonie Foster
Business Services Manager
For the month of August, the P&C are running this challenge with the highest collecting class winning a class party.

We have 42 classes so $100 a class will raise vital funds for our school.

Hints for collecting lots of coins are putting collection tins at Mum’s and Dad’s workplace, asking grandparents and checking bottoms of bags and the car and so many more.

Each day, students will place their coins in the class container which will be brought up to the tuckshop for counting. Thermometers will track each class’s progress.

After Day 2, 5F are leading the way with $108.65

2nd - 2D on $89.30
3rd - 2A on $56.35

An excellent effort so far with over $400 raised in 3 days!
Another great week for being active at Helensvale State School! It was wonderful to see so many students grab a popper or bottle of water at our healthy start morning!

What great turnout for Active School Travel, with 42% of our school actively travelling to or from school. Congratulations to all students who were active travellers last Friday!

Our Green Boot Awards were awarded and our sector winners are:
- Prep & Year 1 winner – 1E
- Years 2 & 3 winner – 2C
- Years 4 – 6 winner – 5D

The most active class at Helensvale State School was 5D with 76% of the class being active travellers! Great work 5D!

Please remember Active School Travel is every Friday so if you walk, ride, scoot, bus, train or car pool to school come along to the school front gate from 8:00 am – 8:30 am to receive your stamps and to redeem some awesome prizes.

From the Active School Travel Team

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News from 6E

6E have been learning about how to write and present a good speech.

“In class we have learnt the key tips for successful public speaking. We learnt that for a speech you need to speak loudly and clearly, know your topic, do lots of research, use palm cards for key words, use gestures. Most importantly to grab the audience’s attention in the introduction and maintain their interest.” Caitlin 6E

“Everyone knows that presenting a speech can be a scary experience. The key to remove the anxiety is to rehearse your speech many times.” Slayde 6E
News from 3E

This week 3E has been focusing on information reports. We have learnt many cool facts about the great white shark and the blue-ringed octopus. Did you know that one bite from a blue-ringed octopus has enough venom to kill an adult in a matter of minutes? We also wrote our own information reports with Mr Clegg. Next week we will construct an information report individually.

One of the major highlights of the week was the inclusion of 3E’s art at the NAIDOC assembly. We read a story about an Aboriginal boy who overcame his fears with the help of a Girragundji (green tree frog). After we finished reading, we summarised the important information and drew the sequence of the events in the story using only indigenous symbols.

Another highlight was 3E’s increasing confidence in our ability to give change using dollars and cents. Our favourite strategy was the ‘part part whole’ strategy combined with the draw a picture strategy. This involves drawing a picture of one-dollar coins equal to the original amount and then crossing out all the coins used. We work out how many cents change by counting on.

3E at Jacobs Well Environmental Education Centre
News from 1E

In 1E we have been learning about Indigenous Dreamtime stories. We read lots of different Dreamtime stories including Tiddalick the Frog, How Kangaroos got their Tails, The Cocky, the Crow and the Hawk and The Two-Hearted Numbat. We created pictures, did some writing and gave an oral presentation about our favourite book the Cocky, the Crow and the Hawk and the Two-Hearted Numbat. Please have a look at some of our amazing pictures and writing.

1E worked with 2A to create dot paintings for NAIDOC week. We used the end of our paintbrushes to do the dots and glued gum leaves, bark and gum nuts onto our pictures. We have had such a great time learning about Indigenous art and Dreamtime stories.
Hello Everyone,

We are desperately seeking volunteers to do the all-day shifts. We need you from 9am until 2:15pm. We will supply your lunch and tea or coffee. If you have children at the school, you don’t need a blue card to start. You will be processing and recording lunch orders, stocking chips and drinks, washing up, packing lunches, serving children and meeting other parents. Time goes quickly and it is quite fun. You get to see the behind the scenes of running the Tuckshop and how it works. It is a great way to meet other parents, if you are new to the school and if you are job seeking. It is a good stepping stone to paid work. We could use some extra volunteers on a Monday especially, Tuesday and Thursday at this stage. So if you can help out, please come and let me know.

Also if you have a spare hour or two in the morning after dropping off the kids at class, we need help processing the baskets. Once this is done it makes the day run smoothly. So if you can spare and hour or two that would be great too.

If you are currently unemployed and need to do volunteer work to receive Centrelink payments, we would love to have you too. We can sign you off to do those shifts you require and it is during school hours and you have the holidays off. You just need to check with Centrelink to make sure we qualify for their required hours needed. It’s a great stepping stone to other paid work as you have experience, or while you are doing a Uni course etc. Please come and see me if you would like to start?

Cheers,
Tracy Wall (Tuckshop Convenor)

News from our Guidance Officer

8 Working Memory Boosters
At a Glance

- Working memory refers to how we hold on to and work with information stored in short-term memory.
- Kids use working memory to learn and follow directions.
- Working-memory boosters can be built into your child’s daily life.

Does your child have a hard time keeping one bit of information in mind while he’s doing something else? For example, if he’s helping make spaghetti and the phone rings, does he forget he needs to go back and keep stirring the sauce? If he often has trouble with such tasks, he might have working memory issues.

Working memory refers to the manipulation of information that short-term memory stores. (In the past, the term “working memory” was used interchangeably with the term “short-term memory.”) It’s a skill kids use to learn. It’s needed for tasks like following multi-step directions or solving a math problem in your head.

You can help your child improve this executive function by building some working memory boosters into his daily life.

1. Work on visualization skills.
   Encourage your child to create a picture in his mind of what he’s just read or heard. For example, if you’ve told him to set the table for five people, ask him to come up with a mental picture of what the table should look like. Then have him draw that picture. As he gets better at visualizing, he can describe the image to you instead of needing to draw it.

2. Have your child teach you.
   Being able to explain how to do something involves making sense of information and mentally filing it. If your child is learning a skill, like how to dribble a basketball, ask him to teach it to you. Teachers do something similar by pairing up students in class. This lets them start working with the information right away rather than waiting to be called on.

3. Suggest games that use visual memory.
   There are lots of matching games that can help your child work on visual memory. You can also do things like give your child a magazine page and ask him to circle all instances of the word the or the letter a in one minute. You can also turn license plates into a game. Take turns reciting the letters and numbers on a license plate and then saying them backwards, too.

4. Play cards.
   Simple card games like Crazy Eights, Uno, Go Fish and War can improve working memory in two ways. Your child has to keep the rules of the game in mind. But he also has to remember what cards he has and which ones other people have played.

5. Encourage active reading.
   There’s a reason highlighters and sticky notes are so popular! Jotting down notes and underlining or highlighting text can help kids keep the information in mind long enough to answer questions about it. Talking out loud and asking questions about the reading material can also help with this. Active reading strategies can help with forming long-term memories too.

6. Chunk information into smaller bites.
   Ever wonder why phone numbers and social security numbers have hyphens in them? Because it’s easier to remember a few small groups of numbers than it is to remember one long string of numbers. Keep this in mind when you need to give your child multi-step directions. Write them down or give them one at a time. You can also use graphic organizers to help break writing assignments into smaller pieces.

7. Make it multisensory.
Processing information in as many ways as possible can help with working memory and long-term memory. Write tasks down so your child can look at them. Say them out loud so your child can hear them. Toss a ball back and forth while you discuss the tasks your child needs to complete. Using **multisensory strategies** can help your child keep information in mind long enough to use it.

8. Help make connections.

Help your child form associations that connect the different details he’s trying to remember. Grab your child’s interest with fun mnemonics like Roy G. Biv. (Thinking about this name can help kids remember the order of the colors in the rainbow.) Finding ways to connect information helps with forming and retrieving long-term memory. It also helps with working memory, which is what we use to hold and compare new and old memories.

Memory-boosting tricks and games are just some of the ways to help your child with executive functioning issues. If your child continues to have significant difficulties with working memory, it might be a good idea to get an evaluation for possible attention issues. You may also want to explore **tips from experts** on topics like getting organized and managing attention.
When: **Wednesday** and **Friday** Mornings
Starting 3rd February 2016

**Time:** 9.30am - 11.30am

Indigenous playgroup for children aged 0-5 years and their families.
Supported by a qualified Indigenous Early Childhood Educator and Family Support worker.
The playgroup provides cultural activities for children, parents and families.
With an opportunity to establish social and support networks within your community.

For more information call North Gold Coast Early Centre
07 56449100
or
Sonya Owen - 0449902770

If transport is required please phone prior to the day. Thank you.

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**Aboriginal and Torres Strait Islander Mental Health First Aid Course**

We respectfully acknowledge the traditional custodians of the beautiful land in which we live, work and play on, and pay our deepest respect to our Elders past, present and future.

This two day course is conducted by the Aboriginal and Torres Strait Islander Health Service, Gold Coast Hospital and Health Service and on occasions may be co-facilitated with other services.

Mental health first aid is the help provided to a person who is developing a mental health problem, or who is in a mental health crisis, until appropriate professional treatment is received or the crisis resolved. Mental health first aid strategies are taught in evidence-based training programs authored by Mental Health First Aid (MHFA) Australia and conducted by MHFA Instructors across Australia.

The Aboriginal and Torres Strait Islander Mental Health First Aid Course is designed as a 14 hour course, typically conducted in 6 modules that are held over two days. This course teaches health professionals and community members (18 years and over) how to assist an Aboriginal or Torres Strait Islander adult who is developing a mental health problem or in a mental health crisis.

**Who can attend the course?**

This course is targeted to Gold Coast Aboriginal and Torres Strait Islander community members over 18 years old.

However, if there are vacancies the course will be made available to Aboriginal and Torres Strait Islander Community members from outside of the Gold Coast. Non-Indigenous Community members and staff of services working with Aboriginal and Torres Strait Islander clients. Please contact the service to confirm availability.

Please note, this course is not a cultural awareness, therapy or support group rather it is an education course to learn how to give first aid to others.

**What the course covers**

- Aboriginal and Torres Strait Islander social and emotional wellbeing
- Mental health problems in communities
- Mental health first aid strategies for working with Aboriginal and Torres Strait Islander communities.

**Developing mental illnesses:**

- Depression
- Anxiety
- Gradual onset psychosis
- Substance misuse
What the course covers (Continued)

- Mental Health crisis situations:
  - Suicidal thoughts and behaviour
  - Aggressive behaviours
  - Severe effects of drug or alcohol use
  - Panic attacks
  - Traumatic events
  - Severe psychiatric states
  - Non-suicidal self-harm (methods and myths)

Course Format
The Aboriginal and Torres Strait Islander Mental Health First Aid Course is designed as a two-day face-to-face course conducted in 6 modules. Course participants will receive a Certificate of Completion.

Cost
Attendance at the course is free. Tea/Coffee, morning tea and Lunch provided.

2016 Course Calendar
8:45am – 4:30pm

KIRRA HILL COMMUNITY CENTRE
1 Garrick Street, Coolangatta (see map)
- 15 & 22 April
- 10 & 17 June
- 19 & 26 August
- 21 & 28 October

SOUTHPORT COMMUNITY CENTRE
6 Lawson Street, Southport 8:45am – 4:30pm
- 17 & 18 March
- 22 & 29 July
- 9 & 16 September
- 2 & 9 December

Click here to download
1457560570_AboriginalandTorresStraitIslanderMentalHealthFirstAidCourse.pdf

NORTHERN GOLD COAST COMMUNITIES FOR CHILDREN
Oxenford and Coomera Community and Youth Centre (OCCYC)
25 Leo Graham Way Oxenford
P: 55 288 087 / 55 804 995
E: family@youthcentre.org.au

FREE PROGRAMS FOR PARENTS Term 3 2016

<table>
<thead>
<tr>
<th>BRINGING UP GREAT KIDS (4 weeks)</th>
<th>1,2,3 MAGIC &amp; EMOTION COACHING (5 weeks)</th>
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<tr>
<td>A four week program that uses ideas of mindfulness and reflection to support parents to review and enhance their patterns of communication with their children, promote respectful interactions, and encourage the development of children's positive self-identity.</td>
<td>A three session program designed to help parents/careers and educators of children aged 2 – 12 years to manage challenging behaviours. Strategies are also suitable for children with ASD or ODD. The program works equally well as a preventative tool and for early intervention. A great framework that preserves the dignity of the child and the adult.</td>
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| Thursday 25th August – 15th September: 9:30 am - 12.00 noon | Monday 19th – 23rd August: 9:30 am - 11.30 am
| Confounded by the Mayorsess Charity | Friday 2nd – 16th September: 9:30 am - 11.30 am |

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<thead>
<tr>
<th>Foundation</th>
<th>TUNING IN TO KIDS (6 weeks)</th>
<th>This six session program teaches parents and carers of 3 – 12 year old children how to become their child’s emotional coach. Help your child build resilience through understanding and managing their emotions. Also suitable for parents of children with anxiety and severe emotional and behavioural issues.</th>
<th>Wednesday 3rd August – 7th September: 9:30 am – 12:00 noon</th>
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<tr>
<td>Confounded by the Mayoresz Charity Foundation</td>
<td>CIRCLE OF SECURITY PARENTING (6 weeks)</td>
<td>This six session program provides parents with strategies to promote a sense of security and a life of resilience and well being in their children. Suitable for parents and carers of 0 – 10 year old children. Also suitable for parents whose children have severe emotional and behavioural issues.</td>
<td>Tuesday 20th July – 30th August: 9:30 am – 12:00 noon</td>
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<td>ASSERTIVENESS (4 weeks)</td>
<td>This is a four week nurturing program designed to build your self-esteem by supporting you to feel better about yourself, increase your confidence, and help you fulfills your goals in life.</td>
<td>Thursday 25th August – 15th September: 9:30 am – 12:30 pm</td>
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<td>SELF-ESTEEM (4 weeks)</td>
<td>This is a four week nurturing program that helps build your self-esteem; increasing your confidence and helping you to feel better about yourself.</td>
<td>Thursday 28th July – 18th August: 9:30 am – 11:00 am</td>
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<td>ANGER MANAGEMENT/ CONFLICT RESOLUTION (8 weeks)</td>
<td>NEW! A four session program filled with information about anger – what it is, how it impacts our lives and relationships, and strategies about how to manage anger, feel happier, and improve the quality of our lives and relationships.</td>
<td>Monday 11th July – 1st August: 9:30 am – 12:00 noon</td>
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**COMING SOON: TUNING IN TO TEENS!!**

Child minding is available during all day programs for children aged 0 – 5 years. First child: $4 and $1 for every child thereafter. Places are limited and bookings are essential. Fee to be paid prior to commencing program.

Northern Gold Coast Communities for Children is funded by the Australian Government Department of Social Services. All programs are held at Oxenford and Coomera Community and Youth Centre except where indicated otherwise.

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If you would like to know more about the research, please don’t hesitate to contact Tiffany Kinoshita on 5644 9400 or another member of the research team from the Children and Families Research Centre at Macquarie University:

- **Tiffany Kinoshita**
  - Research Assistant
  - Ph: (07) 5644 9400
  - E: tiffany.kinoshita@mq.edu.au

- **Dr Rebekah Grace**
  - Chief Investigator
  - Ph: (02) 8850 8444
  - E: rebekah.grace@mq.edu.au

- **Dr Kelly Baird**
  - Project Manager
  - Ph: (02) 8850 2360
  - E: kelly.baird@mq.edu.au

**SUPPORTING ORGANISATIONS**

- benefit
- karratane
- Western Sydney University
- Macquarie University

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WEB DESIGN & DEVELOPMENT

- Media Creations
  - 5966 4799
  - E: info@mediacreations.com.au

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TOP

FREE TENNIS LESSON
Looking to make new friends and learn new tennis skills all while having fun?

Platinum Tennis Coaching located at the Hinterland Tennis Club, Price Street, Nerang are offering a free tennis lesson to any children wanting to get involved in the sport, we have designed our tennis programs to be a perfect blend of fun and education.

So If your between 4-18years of age why not come along and join in.

Lessons run 6 days a week Monday to Friday from 3:30pm Saturdays from 8am.

If you would like to take this offer bookings are essential please contact Jono on 0488 698 939.

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GROUP TRAINING

Look and feel good! Get in shape and lose those unwanted kilos! Stay motivated, have fun, train with your mates!

First week FREE!!

Times: Every Monday. 6.00-6.30am
Tues & Thurs. 5.30pm-6.00pm
Saturday. 8.30-7.00am

Where: Helensvale Primary School, Lindfield Rd, H/vale.

$15 per Week (4 sessions)*

You Get: "ICE" training (scientific training for fat loss).
Plus nutritional advice & special report.

CONTACT: MICK WARD
Fully Qualified Personal Trainer
Group Fitness & Boxing Instructor
3rd Dan Black Belt Taekwondo Do
Transformation Specialist with Metabolic Percision
PHONE: 0402 835 627
‘Like us on Facebook’...KUVX Health & Fitness

*Must pay 12 weeks in advance or $15 direct debit per week

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2016/17 SUMMER SIGN ON

WHEN: Saturday 6th and 13th August
TIME: 10am – 2pm
WHERE: Gambaroma Park, Riverside Road, Oxenford (off Michigan Dr)

JUNIOR BASEBALL

For Boys and Girls from 5yrs – 16 yrs of age
Aussie T-Ball / Rookie Ball / Little League / Baseball

SENIOR BASEBALL

From 17yrs of age
LOOK WHAT YOU GET WHEN YOU SIGN UP....

All new U18’s and U20’s players receive a New Glove and Ball!
WE LOOK FORWARD TO SEEING YOU THERE!

For more information please contact us on:
P: 0400 000 046
E: info@coomeracubs.com
W: www.coomera.baseball.com.au

Coomera Cubs Baseball Club – PO Box 644, Oxenford, QLD, 4210
www.coomera.baseball.com.au
### What's on Communities for Children Early Years Hubs Term 3–2016

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**Parenting**

- **Parenting Programs**
  - **234 Magic and Emotions Coaching Circle of Security**
  - **Teaching a Child**
  - **Bringing up Great Kids**

For more information or to book please contact info@5520897@fb.com.au.
2016/2017 Sign On Day

Its nearly cricket time again!
Come and join us down at Hession Oval on sign on day.
Meet members from our committee, sign on for the season or purchase training shirts

When: Saturday 20th & Sunday 21st August

Where: Clubhouse – Parkes Drive Helensvale

Time: 9am – 12pm
If you have any questions, please don’t hesitate to call Simone on 0408980638

Helpful Phone Numbers

Electricity Loss of Power 13 62 62
Poisons Information Line (24 hours) 13 10 12
Coomera Police Station 5919 5905

24 Hour Support Services
Alcohol & Drug Information Service 1800 177 839
Domestic Violence 1800 811 811
Child Safety Queensland 1300 368 186
Kid’s Help Line 1800 551 000
Mental Health Australia 1300 789 978
Beyond Blue 1300 224 666
Lifeline Crisis Line: 13 32 14
Alcoholics Anonymous 5591 2062

Child Health Services
Child and Youth Health www.qld.gov.au
Practical health information for parents, carers and young people.
Community Child Health
Gold Coast 5687 9183
Logan Central 3687 5933
Brisbane 3827 9833

Parenting & Child Support Services
Broadbeach Helpline 1800 686 268
Child Abuse Prevention Service 1800 688 009
Kidsafe Queensland (Child safety indoors and out, hire of safety equipment and car capsules) 3854 1829
Pregnancy Helpline 1300 139 313

Early Years Hubs
Education and interactive playgroups for parents and children 0-5 years
Join us for singing, dancing, Smallsports,

Family Support and Counselling Services

Read & Grow, craft and cooking:
- Oxenford
- Upper Coomera
- Coomera

Call 55 298 087 for venues and times

- Relationship issues
- Depression and mood disorders
- Anger management
- Mental Health issues and illness
- Addictions
- Anxiety

Book your appointment on 55 298 087

Like us on Facebook - www.facebook.com/occycentre