Dear Helensvale community,

Chinese Study Tour

Our 34 Chinese study tour students completed their time at our school on Tuesday with a farewell luncheon attended by the Principal of Maniyang Talent School and other members of the school's leadership team. At the luncheon a Friendship Agreement was signed to establish an ongoing relationship between both schools. I wish to thank Kathy Ise, Study Tour Co-ordinator for the effort she puts into these study tours.

Are talking to your child?

As parents we often wonder how we can support our children to achieve the best they can at school. How much influence do we have? Research (and common sense) suggests that 50% of a child’s ability to succeed is based on parental input and genetic ability.

So parents matter — a point made clear by decades of research showing that a major part of school success comes from the deliberate nurturing of children by parents. Parents don’t need to buy expensive educational toys or digital devices for their kids in order to give them an edge. What they need to do with their children is much simpler: talk.

Not just any talk! Recent research is refining our sense of exactly what kinds of talk at home foster children’s success at school. For example, a study conducted by researchers at the UCLA School of Public Health...
found that two-way adult-child conversations were six times as effective in promoting language development as conversations in which the adult did all the talking. Engaging in this reciprocal back-and-forth gives children a chance to try out language for themselves, and also gives them the sense that their thoughts and opinions matter. As they grow older, this feeling helps kids develop into assertive advocates for their own interests.

The content of parents' conversations with kids matters, too. Children who hear talk about counting and numbers at home start school with much more extensive mathematical knowledge: knowledge that predicts future achievement in the subject. Psychologist Susan Levine, who led the study on number words, has also found that the amount of talk young children hear about the spatial properties of the physical world — how big or small or round or sharp objects are — predicts kids’ problem-solving abilities as they prepare to enter kindergarten.

While the conversations parents have with their children change as kids grow older, the effect of these exchanges on academic achievement remains strong. The way mothers and fathers talk to their children makes a difference. Research by Nancy Hill, a professor at Harvard University’s Graduate School of Education, finds that parents play an important role in what Hill calls “academic socialization” — setting expectations and making connections between current behaviour and future goals (going to University, getting a good job). When it comes to fostering students’ success, it seems, it’s not so much what parents do as what they say.

Reference:
the potential to use great images of students learning at our school is lost. I have no issue with a family indicating a No due to a myriad of reasons. However, we need to ensure that your child knows if they can or cannot have their photo taken. To clarify this current state of confusion on the part of our students, all students who have a NO indicated on their enrolment details will receive a letter to confirm their status regarding photos next week.

Walk Safely to School Day 22 May

This Friday students are encouraged to take part in Walk Safely to School Day. Walking or taking public transport to school promotes a healthy lifestyle and responsible behavior around our streets, while also reducing traffic around our school. It would be great to see parents joining in as well.

School Attendance

<table>
<thead>
<tr>
<th>if he/she is only missing...</th>
<th>That equals...</th>
<th>Which is...</th>
<th>Over 13 years of schooling that's...</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes per day</td>
<td>50 minutes per week</td>
<td>Nearly 1 ½ weeks per year</td>
<td>Nearly ½ year.</td>
</tr>
<tr>
<td>20 minutes per day</td>
<td>1 hour 40 min per week</td>
<td>Over 2 ½ weeks per year</td>
<td>Nearly 1 year.</td>
</tr>
<tr>
<td>30 minutes per day</td>
<td>Half a day a week</td>
<td>4 weeks per year</td>
<td>Nearly 1 ½ years.</td>
</tr>
<tr>
<td>1 hour per day</td>
<td>1 day per week</td>
<td>8 weeks per year</td>
<td>Over 2½ years.</td>
</tr>
</tbody>
</table>

It certainly adds up doesn't it?

It's important that your child/ren arrive on time to school, so they are ready to start the day and are engaging in the morning routines. For further information visit: www.education.qld.gov.au/everydaycounts

National Collection of Data on School Students with Disability

Collecting data on school students with a disability helps teachers, principals and education authorities support the participation of students with a disability in schooling on the same basis as students without a disability. All Australian Governments have agreed to work together on the annual collection of data on...
school students with disability. All Australian schools participate in this annual data collection.

The data provided to the Australian Government is aggregated data only. Please be reassured that the Department will not provide on to another organisation any data that can identify an individual student. The only data being collected at the school level to be reported nationally is the:

• number of students in the school who are provided with an adjustment to address a disability;
• level of adjustments we provide for those students; and
• broad category of disability.

Consultation with parents is important not only for the data collection but also to ensure you are aware of the adjustments being provided to support your child. We will therefore continue to consult with you. While only data that cannot identify your child will be submitted outside of the Department, if you do not wish for your child’s details to be included, please let me know. Information and fact sheets are available to help you make a decision from the:


Alternatively, if you have any queries about the collection or use of this data I encourage you to contact me directly.

Mike Shambrook
Principal

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Thought of the Week

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Anonymous

*Don't start living tomorrow - tomorrow never arrives. Start working on your dreams and ambitions today.*
**Book Donation**

On behalf of our school community I would like to thank Geoff Maltby, Schools Liaison Officer from Runaway Bay RSL Sub Branch for the donation of two books for our school library. I am positive that ‘Koala Lou’ by Mem Fox and ‘There’s A Hippopotamus on Our Roof Eating Cake’ by Hazel Edwards will be enjoyed by our students for many years to come.

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**Sector Assembly**

Thank you to Johnathan and Sienna who led our Sector Assembly this week and congratulations to all students who were presented with their Student Achievement Awards. Congratulations also to 3E for their fantastic performance!
Don’t yell, move closer

As a busy parent it’s easy to give your voice a work out when you don’t get the cooperation you want from your children.

You know how it goes.

You want your son or daughter to give you some help and they don’t respond.

Perhaps, you want a child to stop annoying his or her sibling.

Or you simply want your kids to QUIETEN DOWN inside.

When your request for cooperation is ignored.

So you do what over 90% of parents do. That is, you repeat yourself. Then if that’s still ignored you RAISE the volume.

I’ll yell at them. That should work!

Hmm, I’m not so sure. Usually yelling only succeeds in producing parent-teen friction.

If yelling, shouting or raising your voice is a habit you’ve developed to get cooperation then here’s a great strategy to use instead.

Next time your kids ignore a reasonable request move close to them and quietly repeat your request once.

No aggression, just expectation.

It means you may need to stop what you are doing. So be it.

Proximity is a powerful influencer. Great teachers know this. That’s why they move around in class so much: to teach and also to manage.

So save your voice for conversation, encouragement and affection.

Use your body effectively to manage kids.

The key, of course, is to do it.

My challenge for you is to bite your tongue when you want to yell. Take a deep breath (as the Mood Meter teaches you) and move into your child’s proximity. Don’t stare him down. Just be close to him or her.

Keep doing it and the cooperation levels you get from your kids will increase astronomically over time.

But you’ve got to do it.

In future don’t yell, move closer.

Michael Grose


parentingideas.com.au
Ten year-old Elle liked to be active, but one weekend things got out of control. A jazz ballet concert, a game of netball, and a family visit to her cousin's house meant no time to herself.

And she let her parents know it with constant moaning, as well as a tantrum or two.

Her father held his tongue for most of the weekend, but couldn't help but give her some fatherly advice on Sunday night. "You've spent the whole weekend moaning about how busy you are. Maybe you need to drop one of your activities, if they are stressing you out so much!"

A tantrum followed...from Elle.

Elle's mum took a different tack. She had a hunch that something was bothering her daughter. "You sound like something is bothering you big-time. What's up?"

"I've got to go to a talk at school on Monday in front of the whole school and I haven't time to prepare. It'll be awful and everyone will laugh."

Her mum replied, "You sound like you might be pretty nervous. That makes sense. Giving a talk in front others can be nerve-wracking."

Elle dropped her shoulders, smiled and said, "You bet!" She was relieved because her mum understood how she felt. In fact, her mum had unlocked the problem for her and reflected back how she felt.

Elle's dad focused on her behaviour and responded in kind (with well-meaning advice about her future behaviour), while her mother focused on the feelings that acted as a possible driver to her daughter's behaviour. She took an emotionally smart approach, which turned out to be the right one in this circumstance.

Emotionally intelligent parents don't dismiss children's behaviour and allow kids to do as they please. There are times that we need to focus on a child's behaviour. A child who is rude in public should be reminded in no uncertain terms that poor manners are inappropriate.

However, there are times when smart parents need to look beyond the obvious behaviours to get an good understanding of what's happening to their child, and to help a child better understand and manage their emotions.

So what does an emotionally intelligent parent look like? And importantly what is the impact on kids, parents and families of this approach?

Emotionally intelligent parents have the following five attributes in common.

They will usually:

1. **Listen more and judge less**

There is nothing better than being understood. Parents who operate from an emotionally-smart mindset are more likely to listen to their kids when emotions are high, trying to access what may be going on, rather than clamping down their behaviour or closing them down with well-meaning advice.

**IMPACT:** Better, more open relationships.

2. **Accept strong emotions**

Anyone who lives with teenagers will know that emotions can run very high. They can say the worst possible things to each other and, at times, to you. Ten minutes after delivering a hateful tirade they can be cuddling up to the person who was the butt of their anger, frustration or anxiety. Emotionally intelligent parents know that feelings need to expressed rather than bottled up, and allowed to test. They also believe there is nothing so bad that a child can't give voice to it in a family, however there are behaviours that are not unacceptable.

**IMPACT:** A healthy expression of emotions.
... What it means to be an emotionally intelligent parent ...

3 Focus on the present
Most parents are rightfully future-focused. We focus on the homework that needs to be handed in tomorrow, the washing that needs to be done, the meal that needs to be cooked. That’s part of everyday life. Children generally focus on this here and now. That of course can be frustrating to a task-oriented future-focused mother or father. However when we lower our gaze we are more likely to pick up how kids are feeling, and importantly help them understand and manage their moods and emotions.

IMPACT: Happier families and less stress felt at home.

3 Use rules rather than their moods to determine discipline
Some parents discipline according to their moods if they feel good then they give children plenty of lenience. If they are feeling bad then they pick their kids up on every little thing. It’s better to stick to the family and house rules, that makes you more predictable, which kids really crave.

IMPACT: More consistent parenting.

6 Develop a language around feelings
A family develop a vocabulary around the things that are important to them. Kids in a sport mad family will inevitably have a rich vocabulary around their chosen sport. The same holds for emotional intelligence. Families that truly value building emotional smarts will develop in kids a rich palette of words that will help them describe how they feel. This vocabulary will inevitably stay with them for life.

IMPACT: Better relationships later in life at work and in their own families.

At a time when anger and anxiety has never been so high in families, there is a massive need for a parenting approach that includes emotional intelligence. Many parents struggle in the area of helping children understand and manage their emotions because we’ve never had any training in it. We didn’t learn it from our parents, and more than likely haven’t learned it at work. Emotional intelligent parenting can be learned. At Parenting ideas emotional intelligence is central to the work we do with parents. We know first hand that kids who have parents versed in Emotional Intelligence are more likely to raise kids with the skills to be happier, enjoy better relationships and experience more success at school.
Help your children make sense of natural disasters

As adults we all want our children to live carefree lives and keep them from the pain and even horror of tragedies such as natural disasters. In reality we can’t do this.

Recent natural disasters wreak incredible havoc: on so many people’s lives and will no doubt leave an indelible imprint on our collective psyche. Graphic images have been brought into our living rooms via the media over the last few weeks, and will continue to do so in the immediate future.

As adults we all want our children to live carefree lives and keep them from the pain and even horror of tragedies such as natural disasters. In reality we can’t do this.

So what is a parent, teacher, or other caring adult to do when the natural disaster fill the airwaves and the consciousness of society? Here are some ideas:

1. **Reassure children that they are safe**
   The consistency of the images can be frightening for young children who don’t understand the notion of distance and have difficulty distinguishing between reality and fiction. Let them know that while this event is indeed happening it will not affect them directly.

2. **Be available**
   Let kids know that it is okay to talk about the unpleasant events. I listen to what they think and feel. By listening, you can find out if they have misunderstandings, and you can learn more about the support that they need. You do not need to explain more than they are ready to hear, but be willing to answer their questions.

3. **Help children process what they see and hear, particularly through television**
   Children are good observers but can be poor interpreters of events that are out of their level of understanding.

4. **Support children’s concerns for others**
   They may have genuine concerns for the suffering that will occur and they may need an outlet for those concerns. It is heartwarming to see this empathy in children for the concerns of others.

5. **Let them explore feelings beyond fear**
   Many children may feel sad or even angry with these events so let them express the full range of emotions. They may feel sadder for the loss of wildlife, than for loss of human life, which is impersonal for them.

6. **Help children and young people find a legitimate course of action if they wish**
   Action is a great antidote to stress and anxiety so finding simple ways to help, including donating some pocket money can assist kids to cope and teaches them to contribute.

7. **Avoid keeping the television on all the time**
   The visual nature of the media means that images are repeated over and over, which can be both distressing to some and desensitizing to others.

8. **Be aware of your own actions**
   Children will take cues from you and if they see you focusing on it in an unhealthy way then they will focus on it too. Let them know that it is happening but it should not dominate their lives.

9. **Take action yourself**
   Children who know their parents, teachers, or other significant caregivers are working to make a difference feel hope. They feel safer and more positive about the future. So do something, it will make you feel more hopeful, too. And hope is one of the most valuable gifts we can give children and ourselves.

Children’s worlds can be affected in ways that we can’t even conceive of as adults need to be both sensitive to children’s needs and mindful of what they say and how they act in front of children.

In difficult times, it is worth remembering what adults and children need most are each other.
Under 8’s Day!

Parents and carers are invited to join our under 8’s celebration this Friday 22nd May 2015. Come along and join our normal lunch time at 1:35. Bring your lunch and hat and stay for playtime. After lunch you are welcome to join your child’s class for a story before joining the Under 8’s Disco in the hall.

Who: Prep, Year 1 and Year 2 students, parents and carers

Where: 1:35 Playground for Lunch (BYO lunch and hat)
        2:30 PAC for Disco and games

Date: Friday 22nd May 2015

Hope you can make it!

I would like to thank our Pre service teachers for helping organise this event.

Free Dress Friday for Nepal

I would like to thank Libby in year 5 who wrote me a letter regarding her concerns about the earthquakes in Nepal. She suggested that we hold a free dress day to raise some money to help out.

So that's what we are going to do tomorrow.

Free dress Friday 22nd May – gold coin donation to support the communities in Nepal.

Fire Brigade Visit

Many thanks to the local fire Brigade for coming and sharing fire safety with our year 1 students. It is great for our students to be able to work with community members.

Incursions

There are quite a lot of notes out at the moment. Please remember to get payments in as soon as possible. On the Spelling incursion there was an error with the last date of payment which should have read May. Any concerns over payment please contact Tracey Smith on 55561333.
Prep

2,3,4\textsuperscript{th} June - Spelling Strategies Spectacular $9  Payment Due 30\textsuperscript{th} May
10\textsuperscript{th} June - Brave Hearts $5  Payment Due 3\textsuperscript{rd} June
23\textsuperscript{rd} June - Shake and Stir $6  Payment due 16\textsuperscript{th} June

Year 1

2,3,4\textsuperscript{th} June - Spelling Strategies Spectacular $9  Payment Due 30\textsuperscript{th} May
10\textsuperscript{th} June Brave Hearts $5  Payment Due 3\textsuperscript{rd} June

Year 2

2,3,4\textsuperscript{th} June - Spelling Strategies Spectacular $9  Payment Due 30\textsuperscript{th} May
10\textsuperscript{th} June- Brave Hearts $5  Payment Due 3\textsuperscript{rd} June

Year 3

21\textsuperscript{st} May - Chinese Dance and Arts  Payment Due 15\textsuperscript{th} May
2,3,4\textsuperscript{th} June - Spelling Strategies Spectacular $9  Payment Due 30\textsuperscript{th} May

Year 4

21\textsuperscript{st} May - Chinese Dance and Arts  Payment Due 15\textsuperscript{th} May
Optional - ICAS English and Maths- Term 3 $8 per test  Payment Due 21\textsuperscript{st} May
2,3,4\textsuperscript{th} June - Spelling Strategies Spectacular $4  Payment Due 30\textsuperscript{th} May

Year 5

Optional - ICAS English and Maths- Term 3 $8 per test  Payment due 21\textsuperscript{st} May
2,3,4\textsuperscript{th} June - Spelling Strategies Spectacular $9  Payment Due 30\textsuperscript{th} May
22\textsuperscript{nd} June - Star lab $6  Payment due 16\textsuperscript{th} June

Year 6

Optional - ICAS English and Maths- Term 3 $8 per test  Payment due 21\textsuperscript{st} May
Assembly

There have been some changes to our assembly dates due to NAPLAN.
The junior (Prep and Year 1) Assemblies for the rest of the term are as follows.
1EF will be performing in Week 7 and
1CD will be performing in Week 9

Hope to see you there!

School News

Published by The Administration Department

Don't forget we have a convenient absence line for parents/carers to access 24/7. Parents can leave a message in relation to student absence for the class teacher on this line. Please phone and leave the following information:

<table>
<thead>
<tr>
<th>• Child/Childrens Name</th>
<th>• Child/childrens class</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Date of absence</td>
<td>• Reason for absence</td>
</tr>
</tbody>
</table>
Helensvale State School
Focus Skill
“Appropriate play at break time”

School rule: Be respectful, Be safe
You can do it key: Getting Along, Resilience

At Helensvale we always try to play safely and be respectful to others.

On the oval this looks like.............

Playing soccer

Playing touch football

Throwing and catching the ball

Running races

Sitting quietly in the shade house
On the multi-purpose courts this looks like.......  

Basketball  
Netball  
Cricket  
Handball

On the adventure playground this looks like...........

Waiting my turn  
Not pushing other people  
Using the equipment in the right way

In the library this looks like......................

Sitting and reading a book quietly  
Waiting my turn  
Using a bookmark
In the undercover areas this looks like .............

Handball
Skipping
Hopscotch

We need to remember that.......  

We do not play tackle football  
We do not put our hands and feet on anyone else  
We do not use put downs  
We do not take someone else's equipment  
We do not cheat in the game  
We do not make up our own rules after the game has started  

We always try to play fair and play safe and include all our friends  

We can use our resilience skills if we do not win or if our friends want to play with someone else  

We should always make sure we take time to get a drink of water and are wearing our hats.  

Break time should be fun  

top
News from 1EF
Year One Fireman Visit

On Monday the 18th of May, Year 1EF had a visit from the local Helensvale firemen. Each student had a turn of the big fire hose and a look around the fire truck. The Firemen showed the students where they keep their equipment and what it is used for. 1EF was lucky enough to see some real action as the firemen when called to a house fire. The students got to wave them off and wish them luck as their sirens went blazing down the street.
On Wednesday 20th May our School Cross Country team competed at the District Cross Country at Runaway Bay. 25 Schools from the Broadwater District invited their best runners, and the Helensvale runners put on a great show, with four of our runners qualifying for the South Coast Regional Trials in June. Congratulations Madison M, Mathilda B, Brodie M and Joseph P on their selection in the Broadwater team. Jaylan W who is a reserve for the team, and to Byron M, Charlie P, Tyrese H, Luke C and Kieran F on their wonderful efforts at the trials.

Look at our School Cross Country Team in the wonderful new Athletics Shirts Kindly donated by Mortgage Choice in Helensvale.
Peter and Amanda from Mortgage Choice Helensvale are your local home loan experts. They take the time and hassle out of shopping around for the right home loan, providing expert home loan advice at no cost to you. They offer lots of choice by comparing up to 28 lenders for you, they can negotiate a competitive rate and they can meet at a time and place that suits you. With their office located at Helensvale Plaza, Peter and Amanda offer a wealth of local knowledge and genuine service and are very proud to be contributing to their local community through their support of Helensvale State School.

In Helensvale  Ph 5593 6642

**Host Families Required**

**HOST FAMILIES REQUIRED**

FOR JAPANESE STUDENTS

Helensvale State School will be welcoming students from the Kokuren Study Tour from 27 July – 4 August. Students are between the ages of 10-14.

The programme provides both the visiting students and the hosting families with a wonderful opportunity to share experiences and cultures and to develop lifelong friendships.

Host families will be subsidised by $80 a night for 2 students. You will be required to supply 3 meals a day transport to and from school and a warm, friendly home.
If you are interested in hosting a student or you would like any additional information, please contact Naomi or Judy on the following number:

The Japanese Advisory Service  (07) 5592 0575

ICAS English and Maths Competition

This year children in Years 4, 5 and 6 will be given the opportunity to participate in the ICAS – English and Maths tests, formerly known as University of New South Wales English and Maths Tests.

Participation is completely voluntary. The benefits of participation include:-

- Evidence for student's portfolios to support applications for Excellence Programs for High School
- Individual Reports, information about individual progress over time
- An Award Certificate

The cost to participate will be $8.00 per subject. Entry fees need to be paid by 21st May 2015.

The English test will take place on 28th July and the Maths test will be held on 11th August 2015.

Interested students will be given a letter with payment details during this week. If you would like your child to participate, please ensure that the permission slip is signed and payment is made by 21st May 2015.

Jane Rheeder
Learning Coach

Community News

Published by The Administration Department

Advertising in our Newsletter

Advertising Space is now available within our newsletter

Please phone Michelle on 0409992479 or send an email to michelle.m@austnews.com.au if you are interested in advertising your business.
SENSORY SCREENING
FOR FAMILIES WITH SPECIAL NEEDS

Big Hero 6
Penguins Of Madagascar
Home (In Cinemas: 19 Mar)
Tinkerbell: Legend Of The Neverbeast (In Cinemas: 2 Apr)
Minions (In Cinemas: 18 Jun)

SUN 15 FEB SUN 15 MAR SUN 26 APR SUN 24 MAY SUN 28 JUN

Sensory Movie Day is an inclusive event for families with special needs
• Lighting is on dim, sound lowered, volunteers monitoring fire exit doors.
• Sensory Movie Day run once a month on a Sunday at 11am
• Tickets are $8 each (Except Ipswich $6 each), Children 2yrs and under are free
• Companion I.D. Cards are accepted

Sensory Movie Day is running at the following Locations:
Morayfield, Maroochydore, Mackay, Capalaba, Browns Plains, Ipswich,
Toowoomba, Lismore, Tuggerah and Cronulla
Any questions email sensorymovieday@hotmail.com

BUY TICKETS NOW AT THE BOX OFFICE

EVENT CINEMAS bcc CINEMAS
***** LOST *****

10.6ft Pale Pink, Black and Red Stand Up Paddle Board.
My treasured Stand Up Paddle Board, “Pinkie” was lost last Monday Apr 27 on Monterey Keys Drive. She has been seen as we have received reports via social media however she has not yet been returned to her rightful owner. Reports indicate that someone has picked up Pinkie and has left her on the side of the road on Monterey Keys Drive. If anyone knows anything, or has Pinkie PLEASE call Susi Bostock 0478 405 652