Dear Parents and Kingstown Community,

Thank you to all who attended the Parent Assembly last Wednesday and congratulations to all the students who received Merit Certificates.

If you were unable to attend we do have a few snap shots, thanks to Angie Swales and Ms Bennett.

Yesterday we had four students representing our school at the Zone Swimming Carnival in Armidale. They were very excited to participate at this level and should be so proud of themselves.

Georgie Swales, Jack Cassidy, Charlotte Dew & Abby Stevenson.

The Small School Cross Country is coming up very soon. With cooler morning weather now, we will be starting to do some morning runs to prepare for this event. It is great to hear that students are preparing at home,
running around house paddocks and to bus stops! Fantastic!

Active After School ran very smoothly last week. Thank you to Tammy and Mel.

Also thank you so much Lyndie Beynon who has been picking up the fruit each week and preparing it for the students every Tuesday afternoon.

It is a large group of students this year and I would like to congratulate the “active” students on their great behaviour last week.

The new hockey sticks seem to be a hit! It was also great to see the students enjoying the new equipment in sport last Friday with Ms Bennett.

With the cooler months coming we will soon be getting out the gymnastics equipment. Mrs Skewes does a great job in this area and has trained up in gymnastics! Well done, Mrs Skewes! Hopefully we can make it into Armidale Gymnastics Centre this year!

**Power Cut this Tuesday**

Thankyou Stewart Pyne from Asset Management who has organised a generator and electrician for us yesterday. It is greatly appreciated.

Also thanks- Gareth Oats from IT who has been working hard organising our IT and removing outdated computers. Thanks Gareth, we really do appreciate you doing this so very much!!

**Please note the P&C Meeting has been moved to Week 8, Thursday, 20th March, starting at 5.30 pm**

Please come along. Major item to be discussed:

**Upper Division Excursion Years3-6**

Students in Upper Division go on a major excursion (3-4 nights) every second year, usually to a Sport and Recreational Camp. At present we are costing Lake Keepit and Lake Ainsworth (Lennox Head).

At next Thursday’s P&C meeting we will be discussing the excursion and making a final decision, as we do have to book soon. If you are unable to attend and you are a parent of an Upper Division student, your input is welcome. Please contact the school by phone, e-mail or letter before Thursday’s P&C Meeting.

**Cross Country**

Kingstown P&C will be catering for the Small School Cross Country at the UNE.

If you are able to help on the day it would be greatly appreciated.

**Best Start**

Letters to Kindergarten Parents went home yesterday. Students have moved on since these assessments, however there are some useful ideas provided to help your child in literacy and numeracy.

**Smoke Free Zones**

Just a reminder to the community that schools are Smoke Free Zones, as are public bus stops and areas within 10 metres from a school. Community cooperation in this area would be greatly appreciated.

**Thank you to Ron for making some great shelves in our sports shed!**

**Attendance**

We encourage regular and high school attendance as a priority to maximise children’s educational outcomes. School absences should be
for valid reasons as accumulative invalidated absences can put students on the back foot very quickly with their learning. Let’s make it a great start to a great year of learning for all Kingstown students.
P&C MEETING
HAS BEEN MOVED TO NEXT WEEK
Thursday, 20th March
5.30PM

NERAM SCHOOL HOLIDAYS
ARTPLAY

When: Wednesday 16 April 2014
Time: 10am-3pm
For: Ages 5-12 Cost: $50 whole day

Travel back in time in our B.C. (before computers) exhibition to get inspiration to make your own weird and wacky Time Machine from a whole assortment of objects. Sculptor Jeremy Rudge will guide children through an exploration of a world that existed when things were still made by hand and time travel existed only in the imagination.

BYO morning tea and lunch. All materials supplied. Under school age must be accompanied by a responsible adult. PREPAYMENT essential at www.trybooking.com/ELQZ

NERAM
Kentucky St Armidale NSW 2350 • 02 6772 5255 • www.neram.com.au
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Mathematics

Mathematics develops students' thinking, understanding, competence and confidence with numbers, shapes and measurement. Students learn to add, subtract, divide and multiply whole numbers, fractions and decimals. They learn to measure time and calculate with money. They learn geometry, algebra and how to work with data and graphs. Students use mathematical knowledge to communicate, problem-solve and reason.

In Kindergarten

- count aloud to 30 and recognise numbers 0 to 20
- manipulate objects such as counters to help add and subtract numbers
- use the language of money in everyday situations, eg coins, notes, dollars
- count forwards by one to add and backwards by one to subtract
- name the days of the week
- tell the time to the hour, eg four o'clock
- identify and name simple shapes, eg circles, squares
- use position terms, eg between, under, right, left
- recognise that halves are equal parts

Some Year 1 examples

- state the place value of digits in two-digit numbers, eg 'in the number 32, the 3 represents 30 or 3 tens'
- begin to model multiplication using concrete objects, eg 3 x 2 is the same as 3 groups of 2 or an array of 3 rows of 2
- describe halves and quarters found in everyday life, eg quarters of an orange, half a glass of water
- use the terms 'add', 'plus', 'equals', 'is equal to', 'take away', 'minus' and 'the difference between'
- measure the lengths of a variety of everyday items
- recognise, describe and order Australian coins according to their value

Some Year 2 examples

- read clocks on the half-hour
- count, read and write numbers to 1000
- begin to model division using concrete objects, eg 6 ÷ 3 is the same as sharing 6 objects into 3 equal groups
- record area by describing the number and type of unit, eg 'The area of this surface is 20 tiles'
- use a calendar to calculate the number of months, weeks and days until an upcoming event
- begin to understand and draw graphs and diagrams of data, eg use simple picture graphs and tables
- count forwards and backwards by twos, threes and fives
3 1/4 + 3 1/2 = 6 3/4
and
3.25 + 3.5 = 6.75

Some Year 3 examples

- develop mental strategies to multiply a one-digit number by a multiple of 10, eg 5 x 20, 20 + 20 + 20 = 60
- identify, represent and compare fractions involving halves, quarters, thirds and fifths
- record area in square centimetres using words and the abbreviation for square centimetres (cm²), eg 55 square centimetres, 55 cm²
- recall multiplication facts ('times tables') of 2, 3, 5 and 10, eg 10 x 10 = 100
- organise data to create and interpret tables and graphs
- count forwards and backwards by tens and hundreds, eg 1220, 1230, 1240, or 423, 423, 423
- add three or more single-digit numbers, eg 2 + 3 + 4 = 9
- measure lengths and distances using metres and centimetres
- identify and name 3D objects, eg pyramids, cylinders, cones, spheres

Some Year 4 examples

- round numbers to the nearest ten, hundred, thousand or ten thousand, eg 67 rounds to 70
- investigate equivalences using various methods, eg use a number line or a calculator to show that 1/2 is the same as 0.5 and 1/2
- use a tape measure or ruler to measure lengths and distances
- develop mental strategies to divide one-digit numbers, eg 63 ÷ 9 = 7 because I know that 7 x 9 = 63
- determine factors for a given number, eg factors of 12 are 1, 2, 3, 4, 6, 12
- record volume and capacity using the abbreviations for litres and millilitres, eg 5 l, 6 ml
- use a compass to find north, south, east and west
- recognise and describe angles, eg acute angles, right angles
- recognise that there are 1000 grams in one kilogram
- convert between units of time, eg 60 seconds = 1 minute, 60 minutes = 1 hour
- identify and sketch 3D objects, including prisms, pyramids, cylinders and cones, and investigate their use in commercial packaging

Some Year 5 examples

- read, write and order numbers to at least tens of millions
- measure angles of up to 360° using a protractor
- record lengths and distances using combinations of millimetres, centimetres and kilometres, eg 1 km, 200 m
- calculate the areas of rectangles by multiplying the length by the width
- add three or more numbers with different numbers of digits, with and without digital technologies, eg 42 000 + 5123 + 246
- Multiply three- and four-digit numbers by one-digit numbers, eg 673 x 4
- Create, with materials or digital technologies, a variety of patterns using whole numbers, fractions or decimals, eg 1/2, 1/3, 1/4, 1/5 or 2.2, 2.0, 1.8, 1.6

Some Year 6 examples

- use 24-hour time and am and pm notation
- calculate simple fractions and percentages of an amount, eg 1/4 of 30 = 7.5, 10% of $20 = $2
- represent common percentages as fractions and decimals, eg 25% means 25 out of 100 or 1/4 or 0.25
- construct 3D models of prisms and pyramids and sketch front, side and top views
- identify and name parts of a circle, including centre, radius, diameter, circumference, sector, semicircle and quadrant
- find a location on a map that is a given distance from a town or landmark, eg the town is north-east of Broken Hill
- add and subtract decimals with a different number of decimal places, with and without digital technologies, eg 2.0 + 0.75 + 0.05 = 2.8
- solve addition and subtraction word problems with more than one operation, eg I have $40 000 to buy a car. The car is $36 118. I want to add tinted windows for $860. How much money will I have left over?

There are many different ways for teachers to organise lessons effectively. Talk to your child's teacher about what they expect to cover in class and how you can help your child at home.
The language of resilient families

Children and adults in resilient families tune into the needs of each other, choosing situation-specific language, rather than simply regurgitating generalised ‘feel-good’ or ‘get-on-with-it’ platitudes.

3. “Let’s take a break.” Strategy: distraction
   Good for: kids experiencing stressful situations; kids who think too much; kids with busy lives.
   When kids are troubled by events or spend too much time brooding it helps to do something to get their minds off things for a time. Playing games, spending time together, watching some TV, going out – are all good distracters for worried, anxious or stressed kids. Self-distraction is healthy, providing some welcome perspective. It also prevents kids from replaying awful experiences in their heads, blowing them out of proportion.

4. “Who have you spoken to about this?” Strategy: seeking help
   Good for: kids who experience bullying and social problems; handling all types of personal worries.
   Resilient people seek solace in the company of others when they experience difficulty. That’s why social connection is such a strong preventative strategy for young people. The promotion of help-seeking behaviours is one of the best coping strategies of all. Even if kids don’t overtly talk about what’s bothering them, it can be immensely reassuring to spend time around others who are empathetic, understanding and willing to listen and help.

5. “I know it looks bad now but you will get through this.” Strategy: offering hope
   Good for: kids experiencing loss, bullying, change or extreme disappointment.
   There are times when parents can do nothing else but keep their children’s
chins up and encourage them when life doesn’t go their way. Being the ‘hope’ person can be hard work, that’s why parents need to be supported by resilient people and workplaces too. It helps to be mindful that a child or young person’s resilience is nurtured by the presence of at least one supportive adult. You may have to be that person!

6. “What can you learn from this so it doesn’t happen next time?”
Strategy: positive reframing
Good for: kids who make mistakes, let others down or experience personal disappointment.

One of the common attributes of optimistic people is their ability to find a learning, or look for a message, in difficult or negative situations. Parents can help kids reframe events to help them see things differently. For instance, rather than regarding a public speaking opportunity as problematic and a chance to look foolish, it’s better to reframe it as a challenge and a chance to shine. It also helps when parents model reframing so kids see you changing how you view seemingly negative or worrying situations.

7. “Don’t worry - relax and see what happens!”
Strategy: acceptance
Good for: kids who worry about exams or performing poorly in any endeavour; pessimists.

If you’ve ever been driving to an important event only to be stuck in traffic then you would know that there are some situations you just can’t control. The only way to cope is to accept what’s happening because worrying and fretting won’t get you anywhere. Similarly, parents with a resilience mindset can help kids understand what’s worth worrying about and what’s not, and that some things won’t change no matter how much kids fret or beat themselves up!

8. “This isn’t the end of the world”
Strategy: maintaining perspective
Good for: kids who catastrophise or blow things out of proportion.

While most of us catastrophise at times, jumping to the worst possible conclusion, it is a habit that only exaggerates anxiety. When kids constantly think the worst case scenario, challenge their views. “Yes, you could end up not knowing anyone at camp but you won’t be the only one. Besides you’ll probably end up making new friends like you generally do.”

9. “You could be right. But have you thought about...”
Strategy: flexible thinking
Good for: kids who catastrophise; experience extreme feelings; who exaggerate.

Many children and young people talk in extremes – ‘awesome’, ‘the best’, ‘the worst’ and ‘gross’ roll off their tongues easily these days. Unfortunately, their extreme language leads to extreme emotional responses. Develop the habit of winding back their language by introducing shades of grey, rather than black and white. Replace “I’m furious” with “I’m annoyed”. “It’s an absolute disaster” with “It’s a pain.”

“I can’t stand it” with “I don’t like it”. Realistic language leads to realistic thinking, which helps kids handle many ordinary situations that they have blown out of proportion.

10. “What can we do about this?”
Strategy: taking action
Good for: kids who mope, who experience disappointment, who feel inadequate.

Kids can sometimes feel overwhelmed by events such as constant failure, constant rejection or always narrowly missing being picked for a team. They can be overwhelmed by feelings of inadequacy and helplessness. Action is often the best remedy. Help them take the first step forward. Set some goals. Make some plans. Identify the first step and hold their hand while they take it. Taking action is a quality shared by resilient communities, organisations and individuals.

Bring resilience into your everyday language

Resilient parents focus on building children’s and young people’s strengths for the future, while helping them cope with the present difficulties and challenges they experience.

The key to promoting resilience lies in the language that parents use. My challenge for parents is to make resilience an integral part of your family’s proprietary language. You’ll know you have succeeded if your children as adults remind you, when they hear any complaints or whinges from you in your presence, to ‘hang in there’, ‘this too will pass’ and ‘find the funny side’. Granted they may be phrases you don’t want to hear, but at least you know that you’ve drummed into your kids some important core messages that have stayed for life.
Taronga Zoomobile Visit

9.10am, Wednesday, 26th March, 2014

I give permission for my child / children to participate in the “Australian Animals & Snake Safety” presentation on Wednesday, 26th March, 2014 at Kingstown Public School. The cost per child is $4.50

Signed........................................Date..................................................