Weekly Awards

**K**
Phoebe Paynter – ‘wonderful writing skills’

**1/2**
Evie O’Neill – ‘being very ready for Year 2!’
Selina Denyer – ‘always taking pride in her work’

**3/4**
Luke Blanch - ‘trying very hard to improve his writing’
Natalie Rayner - ‘excellent organisational skills and awesome work habits’

**5/6**
Keira Macdonald – ‘her excellent bookwork’
Hayden Reid – ‘his impressive general knowledge’

Commendation Certificates
Evie O’Neill, Bradley Rayner, Charli Macdonald, Justin Battams, Hamish Laurie, Ben Haynes, Jarrod Commons, Makayla Battams, Rohan Everett and Connor Carr.

BPS Values Award
Ben Haynes for the value of CHOICES.

COMING EVENTS

TERM 4 2015

Thursday 22 October
School Photos.

Monday 9 November to Friday 20 November
Intensive Swimming Scheme

Wednesday 18 November
Kindergarten Orientation.

Wednesday 9 December
Presentation Evening at the RSL Auditorium – 6.00pm.

Birthdays
Charli Macdonald 19.10.15 (9)
Georgia Ellis 20.10.15 (7)
Rubi Tull 21.10.15 (6)

Canteen Roster
Monday 26.10.15
Bridget Edwards and Emma Laurie.

During the warmer months the P&C have decided to have an icy pole day every fortnight (available only at lunchtime) in the canteen starting this Friday 23 October 2015.

School Photos
Please don’t forget to send in your child’s photo envelope this Thursday whether you are purchasing photos or not.
Excursion Notes

There is a great deal of organisation and paperwork involved in any activity that involves the students traveling off site. Written permission is a legal requirement of the Department of Education and students are unable to participate without this. When notes are not returned by the specified deadlines, this creates extra work for the staff who then follow these up on an individual basis. Please do not rely on this happening for your child; there may well be an occasion where your child misses out on an activity because they have not returned their note on time as the opportunity for follow up does not always present itself.

Scripture Performance

On Wednesday, 18 November, there is a team of young people from a Christian organisation called Quizworx coming from Sydney to do a Christmas performance as a fun ending to our year of SRE lessons. They bring the Christmas story to the children through music, puppets, drama and games. This will be instead of normal scripture lessons that week so if your child does not normally attend scripture classes, they will also not be attending this performance unless you expressly wish them to and provide written confirmation of this to the school beforehand. Alternatively, if your child does attend scripture classes and you do not wish them to attend this performance, please provide a signed note stating your wishes.

Alison Wise
Principal
Information about applying for Year 7 entry to selective high schools in 2017

Thinking of applying for a government selective high school for Year 7 entry in 2017?

You must apply online at www.schools.nsw.edu.au/shsplacement

Key dates

Tuesday 13 October 2015
Application website opens

Monday 16 November 2015
Application website closes

Late applications will not be accepted

Thursday 25 February 2016
Test authority letter sent by mail and email

Thursday 10 March 2016
Selective High School Placement Test

Early July 2016
Placement outcome information

Please read this booklet carefully before applying.

There is more information at: www.schools.nsw.edu.au/shsplacement

The selective high school placement process for Year 7 entry is administered by the High Performing Students Unit.

Contact details
High Performing Students Unit
NSW Department of Education
Email: ssu@det.nsw.edu.au  Telephone: 1300 880 367  Fax: 02 9266 8435
Postal address: Locked Bag 53, DARLINGHURST NSW 1300
Facebook: https://www.facebook.com/Selectivighschoolplacement

^ In this document, Unit refers to the High Performing Students Unit.

‘Parent’ is defined under the Education Act 1990 as a ‘guardian or other person having custody or care of a child’.
NO Alcohol | NO Drugs | NO Passouts

Lucky Door Prizes

Entertainment: Mobile DJs, Glitter Shop, Solider Club

7:00pm till 9:30pm

30.10.15 @ 7.30pm

Junior Halloween Blue Light

30.10.15 @ 5.30pm

Junior Disco Light Blue

Your Local PCYC Presents
In a digitally literate world of ‘likes’ and social criticism Lakshmi Singh looks at how parents can foster critical spirit in a constructive, healthy and balanced way.

American keynote speaker, author and educator Tim Elmore recently penned an article observing a trend amongst kids dishing out careless criticism of processes, ideas and institutions.

From criticising classes to sports programs, the food offered on campus, administration or accommodation in some colleges and universities, students were increasingly displaying what Elmore calls, a ‘critical spirit’.

Time magazine also ran a feature discussing the narcissistic tendencies amongst Millennials, contributing to a feeling of entitlement amongst youngsters.

So, is there a generational change brewing, where more kids go about criticising anything and everything, becoming self-absorbed in the process?

Experts say that a critical spirit has and always will exist in all of us, it is just that the nature of today’s society and the easy accessibility of forums through which criticism can be provided that has given it more opportunity to be heard.

While experts say that cultivating a spirit of thinking critically about problems and situations is important, it is also necessary to foster a healthy decision-making process.

The age of entitlement
Parents have always wanted the best for kids, but taking the “you deserve the best, this/this is not good enough” mentality a bit too far can also be detrimental, says parenting and education expert Ronit Baras.

“The rules of education are very simple, judgmental parents will raise judgmental kids. Why? Because judgment is a coping mechanism to fight inadequacy. Judgmental people have weaknesses [and] judgment is their way of hiding. ‘If I find faults in others, I will be able to hide mine.’ If parents model this mentality, kids will adopt it.”

Similarly projecting a “my child is special and they need to know that” vision by over-supplying them with activities, commodities and even praise can lead to an unhealthy sense of entitlement, says Dr. Ash Nayate, clinical neuropsychologist.

“Narcissism (i.e. a feeling of entitlement) is a sign of unhealthy self-esteem. Narcissistic people don’t see themselves as equal to others, they see themselves as better than others - and the reason they hold this belief is to cover up their fear of ‘not being good enough;’” she says.

Judging people helps alleviate that fear, she says. To help stop the cycle, she believes parents need to lead by example.

“Developing a healthy self-esteem is critical. If as a parent you have low confidence and low self-esteem, your kids are going to pick up on that as well. If you want your kids to be resilient and confident, then you need to work on the confidence and self-esteem within yourself.”

Readily accessible forums to dish out criticism
It is no secret that Millennials are more digitally literate than the rest of us. With most having access to their own mobile phone, laptop and social media accounts, the stage through which they can communicate with others is wide and always available.

“Social media encourages us to be more vocal about criticism. So instead of just judging people quietly, in our mind, we can do it aloud, behind the safety and anonymity of a computer screen,” says Dr. Nayate.

more on page 2
The privacy that social media affords also brings to the fore a trait that Baras calls a "brain fart".

"In my program we consider it a "brain fart" when you do not consider others or the outcome of what you say and only want to say it, at all cost," she says.

She believes the problem is intensified in a society that values external standards and imposes them on the education system through set metrics. "Teachers use marks, tests [and] they flash with standards and rules and this is far away from teaching critical thinking. So, no wonder kids are learning that everything in their life needs to be judged."

From teacher review sites to specialist groups and threads on social media forums, kids today can critique anything about their school, programs or individual people, making up their mind whether something makes the cut or not.

A culture that accepts criticism

With the prominence and popularity of reality TV shows comes the hard truth that our culture is now one of judgement and criticism.

"People are evaluated on the basis of what they're missing, how they're not good enough or worthy enough, and what's 'wrong' with them," says Dr. Nayate.

To compound the situation, today's society is more geared towards materialism and capitalism, she says.

With the aim of being 'better', 'richer' and 'more successful' comes the habit to indulge in self-criticism, another trigger for engaging in a dialog centred around "I am better than this guy because ..." or "I am so hopeless at this compared to ..."

"Self-criticism is the first step towards judgement of others. We can only judge others if we're somehow judgemental of ourselves," says Dr. Nayate.

Striking a balance

So, how do we turn all this 'judgement' into something that is more considered, evaluated and more respectful of the people and practices involved in the process?

By understanding the difference between informed decision-making or critical thinking and straight judgement, says Baras.

"Critical thinking is when we present kids with options and teach them to evaluate and consider the advantages and disadvantages between options. Criticism/judgment is considering yourself above others and rating them based on your own individual standard."

The good news is that critical thinking skills can be developed without being critical of others says Dr. Nayate.

"It's about adopting an attitude of openness-mindedness and healthy curiosity. Just like a three year old who always asks 'why' - the child isn't doing it out of judgement or maliciousness, it's simply a raw desire to learn more about the world."

While critical thinking skills depend on the maturity of the child, Dr. Nayate believes parents can nudge kids in the right direction by role modelling it:

1. **Verbalise the thought-process** involved in everyday decisions — for example choosing healthier food options ("When I eat fries, I feel a bit sick in the stomach, and the next day I get a headache from all the salt and grease. And then I feel sluggish and lazy, and I just want to sit around at home all day instead of going to the playground with you.")

2. **Assist with decisions and evaluations** — implement this as a two-step process, she advises: first, acknowledge kids when they have demonstrated critical thinking. For example: "that was a good decision to do your homework before you went to your friend's house. That way, you can really have fun and you don't need to rush to get home."

Secondly, help them assess whether the decision they made was because they accept an idea or because it came from a person they accept. As an example, many teenagers tend to accept information as credible when it comes from their peers or celebrities more so than their parents.

3. **Help them put their higher values in perspective** — while some children may value hard work or aim for certain levels of achievement, they would also value acceptance, connection with others, happiness, fun and adventure, she says. For example, a child who values health and fitness highly might override them in favour of other values like fitting in with their peers who smoke and thus take up that habit. Encourage them to see when decisions are made based on what we value, rather than on impulse or what feels good at that moment.

Sources:

- Tim Elmore's blog on 'Curing a critical spirit in students' - [http://growingleaders.com/blog/curing-critical-spirit-students/](http://growingleaders.com/blog/curing-critical-spirit-students/)
- Time magazine article 'Millenials: The Me Me Me Generation' - [http://time.com/247/millenials-the-me-me-me-generation/](http://time.com/247/millenials-the-me-me-me-generation/)
The Pathfinders National Aboriginal Birth Certificate Project is proudly delivered by Pathfinders Inc. and proudly supported by the Department of Prime Minister and Cabinet via the Indigenous Advancement Strategy.

A free Birth certificate is available for Aboriginal applicants that meet the following criteria:

- Are preparing to attend pre-school
- Are preparing to attend primary school
- Are preparing to attend secondary school
- Are transitioning from school to the workforce
- Are transitioning from school into further education
- Were born in NSW, Qld, ACT or Vic.

Parents/Guardians and young people 16 yrs and over must bring 3 forms of ID from the following:

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<tr>
<th>Category 1 (You need one from here)</th>
<th>Category 2 (You need 2 from here)</th>
<th>Proof of Guardianship (You need one from here)</th>
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</thead>
<tbody>
<tr>
<td>Driver’s License</td>
<td>Medicare Card</td>
<td>Child’s name on medicare card</td>
</tr>
<tr>
<td>Passport</td>
<td>Credit or Debit Card</td>
<td>Child’s name on C’link card</td>
</tr>
<tr>
<td>Firearm’s License</td>
<td>Proof of Age Card</td>
<td>Letter from at GP</td>
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<td>RTA or RMS Photo card</td>
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<td>Letter from Centrelink</td>
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<td>Centrelink Benefit Card</td>
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<td>Certificate of Aboriginality</td>
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<td>Marriage License</td>
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Find Your Path

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Acknowledging Traditional Owners
My mum used to tell me, “There’s a time and place for everything Michael, and this is not the time and place to behave like that!”

My mum’s words came back to me as I watched three kids (tweens and early teens) try to out-wrestle and out-shout each other while they waited in an airport queue with their parents. Their noise and wrestling quite obviously disturbed and interfered with fellow travellers, but their parents made no attempt to rein in their behaviour.

I couldn’t help thinking that there is a time and place for this type of behaviour and THIS WAS NEITHER OF THOSE!

Time and place is a brilliant socialisation lesson for children of any age or era to absorb. It starts by asking yourself as a parent: “What does this social situation reasonably require of my children at their age and stage of development?”

In the above case it’s reasonable to expect tweens and teens to be able to stand in a queue without disturbing others for the ten minutes that it took to get service. It’s should be easy for that age group to show some self-control and consideration for others.

That timeframe maybe a stretch for under fives, but some parental attention to distract them from being bored may do the trick. The principle is the same regardless of age or a child’s developmental stage, but the application varies.

Socialising kids
It’s a parent’s job to socialise your kids. That is, it’s your job to develop a sense of OTHER so that they become aware of how their behaviour impacts on others. Many kids have-I Plates when it comes to behaving in public so they need your assistance to behave according to the requirements of the situation – or according to the time and place. You do this by:

1. Giving your kids social scripts
There are times when kids don’t know what to say or how to act in different social situations. “Here’s what you can say when you meet Mrs. Smith…” is the type of pre-emptive social scripting that benefits most boys, kids on the autism spectrum as well as kids who need extra help to get on with others.

2. Regular behaviour rehearsal
Practise appropriate social behaviours at home so kids know how to behave around others. For example, you can role-play a restaurant situation by serving your kids’ meals at the dinner table and expecting them to use their manners.

3. Just-in-time prompts
It helps to remind in positive terms how kids should speak and act around others before entering a social situation or a special place such as a church, airport or restaurant. “In church most people….”

Teaching good manners
Manners are social guidelines that teach kids how to behave around others. While some conventions change over time, basic good manners such as saying ‘please’ and ‘thank you’ never change. They are the basis of a civil society. Kids are never too young to start learning manners.

1. Respectful use of consequences
While the best discipline happens before an event (through behaviour rehearsal, prompts and teaching manners) there are times when the only way to get a message across about time and place is to DO something if the kids’ behaviour thoughtlessly or deliberately impinges on the rights of others. And the best action may be WITHDRAWAL from the place or activity that they are doing. That may mean that the kids (and you) miss out on an activity or being in a special place but such lessons are rarely forgotten and reinforce your important messages.

Time and place is a great parenting message for kids to learn. It’s about consideration for others; it’s about self-control and above all else, it’s about fitting into different social situations.