DIARY DATES

Tuesday 23rd August
Book Week Morning 9-11am
Literacy Games with parents 9-9.30am

Wednesday 24th August
Gr 3-6 House Athletics-Duncan Mackinnon Reserve
School Council Meeting 7.30pm

Thursday 25th August
Parent Forum-Health & Nutrition 7pm
Literacy Games 9-9.30am
(some grades)

Friday 26th August
Curriculum Day– no school for students

Tuesday 30th August
VIP/Special Guests Afternoon
2.15-3.15pm

Tuesday 6th September
Second Hand Uniform Shop 9am

PRINCIPAL’S REPORT
GROWING WITH THE COMMUNITY
Welcoming, Engaging and Achieving

Our mission is to inspire the self belief and motivation in students that will enable them to achieve and grow.

SWIMMING PROGRAM
Our intensive swimming program is well under way and as always our students have made many personal gains. Some students were very reluctant swimmers last week and we have watched them gain confidence with each lesson. More confident swimmers have continued to develop stroke techniques. A strong component of this program is also safety in and around water.

As I am sure you’ll agree it’s extremely important that children become confident swimmers in pools but also rivers and the sea. You child will continue to gain much if you are able to build on the skills taught throughout this program.

As an aside, we thank parents for assisting their child/children to be organised with their belongings each morning. It does greatly assist in the smooth running of the program.

VIP/Special Guests Story Sharing

On Tuesday 30th August, we would like to invite our ‘special friends’ and VIP guests to come to school and share a story.

You can share your favourite story or ask your special friend to bring in their favourite stories.

We will be opening up the classrooms for sharing from 2.15 pm - 3.00pm.

At 3.00pm in the hall we will have some special guest performers on the day too!

Afternoon tea will be generously provided by the PFA.

Please note, parking restrictions in the streets surrounding Carnegie Primary School apply as of 2.00 pm.
CURRICULUM DAY - NO SCHOOL ON FRIDAY 26th August
As you know there is a pupil free day on Friday 26th August. This day will provide professional training sessions for our teachers in the area of Literacy, Numeracy and the effective use of feedback to students. Before and After Care are offering a program on this day, but prior bookings are essential.

RESTORATIVE PRACTICES AT CPS
Liz Harley, Our Wellbeing Leader is currently in the process of overseeing the reviewing of our schools Wellbeing Policy in light of recent government Child Safety guidelines. An important part of supporting student behaviour and promoting wellbeing are the use of restorative practices. Restorative Language focuses on:-
What were you thinking? How did you feel? Who do you think was affected? How do you think they were affected? How can you repair the harm?

The process itself:
- Fosters awareness in the student of how others have been affected.
- Avoids scolding or lecturing. This often results in the student reacting defensively. It distracts them from noticing other people’s feelings.
- Involves the student actively. Instead of simply doling out punishment, which the student is expected to accept passively, in a restorative intervention, the student is asked to speak. They face and listen to those who have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this, therefore allowing the student to be held accountable.
- Accepts ambiguity. Often fault is unclear and people can agree to accept the ambiguous situation.
- Separates the deed from the doer. We can recognise a student’s worth, their virtues and accomplishments while disapproving of their wrongdoing.
- Sees every instance of wrongdoing and conflict as an opportunity for learning. Negative incidents can be used constructively to build empathy and a sense of community in the hope that there is a reduction of negative incidents in the future.

Further information can be found on the Education page of the Victorian Association for Restorative Justice website: www.varj.asn.au

Below is the Carnegie Primary School’s Restorative Chat guide (*all students need to be asked to participate when a student / student concern is being addressed. Students need the time to reflect on their behaviour and think about what they can do to repair and rebuild the relationship.)

<table>
<thead>
<tr>
<th>We need to talk about….</th>
<th>How do you think……..felt when you …….? OR</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think that … is upset because….</td>
<td>At school it’s not ok to …(describe old behaviour) Next time I want you to… (describe new behaviour) What do you think will make this better?</td>
</tr>
<tr>
<td>To fix this up I want you to….</td>
<td>What can I do to help you?</td>
</tr>
</tbody>
</table>

Working with Apologies
Wrongdoer: (harmed name) I am sorry for (describe old behaviour). It was wrong because… I should have… (new behaviour)
Harmed: Thank you for your apology I didn’t like it when you … (describe behaviour) … I felt…
Wrongdoer: I will make this better by …

As you know we place a high emphasis on social and emotional wellbeing and our children are generally extremely kind, considerate and well behaved but having a consistent approach across the school is important if we are dealing with incidents. To support this we also have behaviour think sheets and consequence forms that children write or are supported to write that also gives them time to reflect on their actions and be part of a positive solution moving forward.
If you have any questions please don’t hesitate to ask your class teacher, Ms Harley or myself. Our current Wellbeing Policy is on our website and this will be replaced with our updated one shortly.

WORDS OF WISDOM – Every day do something that will edge you to a better tomorrow 😊

Linda Jones & Michael McCarthy

PARENTING IDEAS By Michael Grose – WHEN KIDS BEND THE TRUTH
Children often bend the truth to suit themselves. They sometimes tell fibs to escape punishment or avoid being caught when misbehaviour occurs. Some kids fantasise about their exploits to make themselves appear bigger, more daring or more exciting than they really are. These children often think that they are not much good and so invent a few tales to make themselves seem more interesting. Of course, some children fantasise purely because it is fun to stretch the truth a little. It is more fun to run away from ‘a ferocious man-eating tiger’ than be scared of the next-door neighbour’s moggie.

As a rule of thumb, step back and try to identify the purpose of a child’s untruths. This indicates to parents how they should deal with the behaviour.

Escaping negative consequences
Eight-year-old Pamela spilt a container of milk on the kitchen floor. She panicked, replaced the empty container in the refrigerator and went off to her bedroom to read. When her mother saw the mess, she asked Pamela if she knew what had happened. The child denied any knowledge of it. ‘What milk do you mean, Mum?’ said Pamela, with an innocent look on her face. Her mother, knowing immediately that her daughter was responsible, asked her to help to clean up the mess. Avoiding a scene, she made sure that her daughter didn’t escape the consequence of cleaning up the mess that she had made.

A matter of trust
Thirteen-year-old Britta was refused permission to visit an older friend after school, as her mother thought the friend unsuitable company for her daughter. Resenting her mother’s interference Britta frequently visited her older friend. When her mother asked her where she was going after school she would lie and tell her that she was visiting a friend that her mother approved of. Eventually her mother found out through an acquaintance that Britta had been lying to her about her visits. She confronted her daughter with the truth. Her mother dealt with the matter of the illicit visits. She was not permitted to go out after school for two weeks. This was an appropriate consequence that matched the misbehaviour. She dealt with the matter of lying separately; pointing out that it was difficult to trust her daughter when she didn’t tell the truth.

Fantasising
Some children continually exaggerate to make everything appear bigger or better than in real life. In this way they appear more exciting or interesting than they think they are. This is a sign of discouragement. It is best to go along with these children’s tales, although you should let them know that you are aware of the truth without bursting their bubble. It is fine to exaggerate, but they should never be too far away from reality.

Persistent fantasisers often need plenty of encouragement. Let them know that they are OK as they are. Fantasising and telling tall tales may be fun but they don’t need to fantasise to build themselves up. Youngest children in the family often tell whoppers in an effort to make themselves seem important in the eyes of older siblings.

Imaginary friends
Some children will use imaginary friends to avoid doing things they don’t want to do. ‘Mr. Bear says I don’t have to go bed.’ If it only happens once in a while then it’s a bit of fun. It can become wearing if it’s a continuous avoidance strategy. If that’s the case, try the direct approach. ‘Mr. Bear could be right. But I’m your mum and I know it’s bedtime. Mr. Bear can join you if he likes.’

Don’t overreact
Be careful not to overreact when children tell lies. It is better to recognise the child’s goal and act in a way that prevents the behaviour from achieving its purpose. There is little point moralising about the evils of lying. Children know that they should be good; they don’t need to be reminded all the time.

Children will continue behaviours that serve a purpose, regardless of whether the actions are morally good or bad. It is more useful to ensure that lying doesn’t achieve its goal and to encourage children at every conceivable occasion.
STUDENT ACHIEVEMENT AWARDS
Assembly Date - 8/8/16

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owen Z</td>
<td>Gr 1 B</td>
<td>For your sweet, happy and enthusiastic approach to life in Grade 1.</td>
</tr>
<tr>
<td>Harry G</td>
<td>2A</td>
<td>You have made outstanding progress in your reading this year. Well done, Harry.</td>
</tr>
<tr>
<td>Angellily O’M</td>
<td>4C</td>
<td>For your creative, imaginative and humorous snapshot recount from our camp experience. Great job!</td>
</tr>
<tr>
<td>Michaela D</td>
<td>4D</td>
<td>For your hard work, enthusiasm and cheerfulness across all areas of school.</td>
</tr>
<tr>
<td>Tomer N</td>
<td>5C</td>
<td>For being a dedicated and passionate learner in all curriculum areas.</td>
</tr>
<tr>
<td>Karlee C</td>
<td>6C</td>
<td>For working really hard on your confidence and blowing us away with your persistence in Grade 6.</td>
</tr>
</tbody>
</table>

ICAS DIGITAL TECHNOLOGIES RESULTS
The following students have been awarded High Distinction and Distinction ICAS certificates for placing in the top 1% and 10% of Victoria in the Digital Technologies test. Well done!

**HIGH DISTINCTION – top 1% in Victoria**
- Hunter B Year 3
- Harshitha M Year 4
- Jude T Year 4
- Harrison E Year 6
- Grace W Year 6
- William W Year 6

**DISTINCTION – top 10% in Victoria**
- Abhay G Year 3
- Pujan K Year 4
- James Ge Year 4
- Nithara P Year 4
- Matthew C Year 5
- Charlie H Year 5
- Saketh V Year 5
- Olivia G Year 6

ICAS SCIENCE RESULTS
The following students have been awarded High Distinction and Distinction ICAS certificates for placing in the top 1% and 10% of Victoria in the Science test. Well done!

**HIGH DISTINCTION – top 1% in Victoria**
- Advika J Year 3
- Arhan B Year 6

**DISTINCTION – top 10% in Victoria**
- Abhay G Year 3
- Milena H Year 4
- Saumya P Year 4
- Jude T Year 4
- Matthew C Year 5
- Harrison E Year 6
- Arushi S Year 6
- William Year 6
Get Excited!
Book Week / Literacy Week
is next week!

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On Tuesday, August 23:
*Come dressed as your favourite book character, author, illustrator or book itself!
*Bring your favourite book to school to share with a friend during our buddy reading sessions.
*Family and special friends — join us in our classrooms between 9 and 9.30am for literacy games.

Bring your $1 donation for dressing up and an extra $1 to buy a pre-loved book at our pre-loved book sale (during lunchtime).

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Pre-loved Book Sale:
If you have any books that you have enjoyed but no longer need, we would love to have these books donated for our pre-loved book sale. Books (appropriate for children from Prep to Year 6) may be placed in the donations box in our library. At lunchtime next Tuesday, students can go across to the BER to buy a pre-loved book for $1.

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Some classes will have a further literacy games session for families on Thursday, between 9 and 9.30am. Please see the individual notices that were sent home last week to check details for your year level.
Come and see all the Grade 6 Kokeshi Bollards at the CPS Art Show, September 2nd to 12th

Michael I
I chose a karate kokeshi bollard because from 2008 or 2009, I did karate until the 8th of March 2014. I am proud of the bollard partially because of the colours. It’s karate time! Sorry! It is not karate time, so Sayonara (goodbye in Japanese)!

Stella M
My kokeshi bollard is of Hermione Jean Granger. She is my favourite character from Harry Potter. She is my favourite character because she is very big on equality and women’s rights. But also because she is really awesome! I had a lot of fun making my kokeshi bollard and she is just as I pictured she would be!

Akash P
I chose to do a ninja because I love ninjas and it would be perfect for the Japanese bollards. It has lots of features. There are 2 swords at the front and 2 at the back. I had lots of fun painting it and drawing my plan in my book. I enjoyed painting it a lot. I tried hard to make sure you couldn’t see any white specks. I hope it will be the best ninja ever.

Kate S
In art
this year all of year six made kokeshi bollards. I chose to do a traditional kokeshi bollard to do one that really represented the original idea. I chose to do wool hair to make it different from other traditional bollards. I learnt lots of helpful tips to do with painting, and it has been one of the most fun tasks I have done over the years.
Beanies for Brain Cancer Day - 4th August
Did you know that herbs improve your memory and develop brain function?

Some herbs are very exotic. Such as:
- **Brahmi**, which is wonderful for rejuvenating the brain and nervous system. It helps the left and right sides of the brain to work together.
- **Gotu kola** is another herb that has high impact on brain functioning.
- **Tulsi** oxygenates the brain and improves circulation which improves feelings of well-being and mental cognition.

There are other more common herbs that also have wonderful properties that promote mental clarity and a strong memory. These are;
- **Rosemary** has a bright and sharp essence that improves clarity in the mind and emotions.
- **Mint** is also stimulating. It enlivens the mind and is one of the best aromas to boost energy, creativity and learning.
- **Basil** improves mental fatigue and focus.

This is why the Sustainability Club has planted a Brain Herb Garden. The brain herbs are growing at the top of the year 6 stairwell. When we have lots of little pots with healthy, wealthy, established plants we will place them in our learning spaces during times when we need a natural boost to our brain power.

Come and check them out!!

**Sustainability Club**

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**BUNNINGS BBQ THANK YOU**

Thank you to all the wonderful parents you volunteered at our Bunning BBQ last weekend. They were; Janeen Bower, Paul McNeil, Lisa O’Keefe, Jo Davies, Jay Freedman, Alistair Rowlands, Louise Daglish, Juhee Chu, Donna McNamara and Be’eri Niego.

The whole thing came together because of one special helper, Sandra Rowlands. Sandra organised the entire day including rounding up the volunteers in the end. Thank you Sandra-you are wonderful!

We raised $1,070 which is just fantastic!

**PFA MEETING – next Monday**

Our next PFA meeting is this coming Monday August 22nd at 7.30pm in the staffroom. All welcome!
Youth Leadership Victoria
Carnegie Primary School OSHC

Opening Hours:
Before School Care 7am-8.45am
After School Care 3.30pm-6.30pm
Vacation Care 7am-6pm

Contact Information:
For bookings ring Vicky (co-ordinator) on 0402 043 810
Account queries or change of bookings please call Rachel: on 0499 777 601 or email: accounts@ylv.com

A copy of the enrolment and booking form can be downloaded through our website on www.ylv.com.au

Prices for the Program:
Before School Care
Permanent Booking: $12.50
Casual Booking: $15.00

After School
Permanent Booking: $15
Casual Booking: $18

Vacation Care: $50

After School Care News:

There is a Curriculum Day scheduled for Friday 26th of August.
Please advise the service if you will need care for this day.

Activities For the Day Include Making:
Dream Catchers/Popsicle Aeroplanes/ Rocky Road Slice/Wacky Relay Races/
Nachos for Afternoon Tea

We will also head down to Koornang Park for a play (weather permitting)

Cost for the day is $50
Please provide your child with morning tea/lunch and a refillable bottle of water

OSHC TEAM
ALLSTARS MARTIAL ARTS ACADEMY

FREE UNIFORM

Karate / Kickboxing / Boxing / Self Defence
School Holiday Programs

FREE TRIAL CLASS 9579 0800

Virginia Park, North Drive
10/232-236 East Boundary Rd, East Bentleigh 3165
Web www.allstarsdefence.com.au
Email info@allstars.net.au