Learning Journey Open Night

Wow—what a great turn out to our Open Night. We were very happy to see so many families come and join in our celebration of learning.

Students where very excited to show their families around the school last Thursday evening.

The classrooms exhibited students work and examples of activities that the children have been undertaking.

Room 7 & 8 students presented ‘Night of the Notables’. They have been studying inventors this term and exhibited their research which culminated in each student giving a short speech on their chosen inventor. Many students dressed up as their inventor, which added to the atmosphere. Although many of the students were quite nervous about the prospect of giving their talks—they all did a fabulous job and gained valuable self confidence from the experience.

The Art room was open during the evening to enable families to see the wonderful work the students have been creating during their visual art lessons. Thank you Mrs Bassett.

The Library was open to show off its new layout and colourful furniture donated by the P&C. Book week displays were also on show creating a lot of interest from visitors. Thank you to those who purchased goods from our local exhibitor which gained $120 commission for new library resources.

Photos of the evening can be viewed later in the newsletter. Thank you to staff, students and their families for making this a very successful event.

Book Week

Book Week activities were also run last week. All the books that received awards in the annual Childrens Book Council of Australia awards were on display for students and teachers to discover during the week.

Competitions were held for students to enter. Our students showed a great amount of talent with the entries we received—thank you to all those who joined in the fun.

The week ended on a high note—with students and staff members dressing up as their favourite book character on Friday. Everyone had the chance to show off their costumes in a parade run by the Student Councillors. This year’s costumes were outstanding and we thank everyone for their efforts.
**HONOUR CERTIFICATES**

Congratulations to the following students who were awarded Honour Certificates at our last assembly

Pre-Prim: Sophie, Max, Tom, Joanna, Emma
Room 1: Breanna, Ben
Room 2: Sam, Shannon
Room 3: Matt, Archie
Room 5: Jazmin, Cooper
Room 6: Ben, Connor
Room 7: Meika, Callum, Peter
Room 8: Molly, Shannon

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**Canteen News**

- New menu Commencing Term 4
- New canteen volunteers needed for 2015 - Please see Jo in the Canteen if you can help.

Reminder: Faction Carnival lunch orders must be placed by Monday 15 September 2015.

**Canteen Roster:**

- Fri 12 Sept: Abbie, VACANT
- Wed 17 Sept: CLOSED
- THURS 18 Sept: FACTION CARNIVAL
- Fri 19 Sept: Belinda, Amber
- Wed 24 Sept: VACANT
- Fri 26 Sept: Jill, Michelle

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**Community Notice Board**

Please see the School Notice Board for community notices.

Recently Added:
- Albany Hobby Expo—4th & 5th October
- Albany Surf Life Saving Club - Registration Day 21/9
- Albany Tennis Academy—Junior Lessons & Holiday Camp
- ALAC—October Swimming Lessons

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**Faction Athletics Carnival**

Students and staff are busy preparing for the Athletics Carnival on Thursday 18 September 2014. This is a whole school event where everyone is expected to have a go and have fun trying to gain points for their Faction.

Family and friends are invited to come along and watch the kids run, jump and throw! The Physical Education Program for Term 3 is geared to training for the multi discipline event. It is a big deal to the students who would love the atmosphere of a big crowd!

We are also asking for parent volunteers to help with the many roles on the day. Being a small school with a small number of staff, the success of the day relies heavily on parents to fill jobs such as place judging, measuring jumps and throws and officiating. Attached to this newsletter is a slip to nominate if you are able to help on the day. If this could be returned as soon as possible to the office, planning will flow more smoothly.

**Dear Parents,**

Thursday 18 September is the LGPS Faction Athletics Carnival. It is a great day for students, parents and staff but needs a great deal of personnel to run successfully. Please indicate below if you can help on the day with jobs such as place judging and recording.

I______________________ can help for a full/ half day at the LGPS Faction Athletics Carnival.

Please return to the school office by Friday 12 September 2014

Thanking you, Mr McCarthy

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**STUDENTS DO NOT ATTEND SCHOOL ON**

**FRIDAY 31 OCTOBER 2014**

**AND**

**FRIDAY 7 NOVEMBER 2014**
“IT’S NOT FAIR”

"It's not fair!" Can't you just hear the tone of voice?
The adult response is usually to employ logic. "Oh yes, it is fair because you went first last time, and now it's Jack's turn."

The usual next step is the adult telling the child that life isn't fair. The problem with this response is that the child is unhappy and can't get beyond that feeling. Telling a child that life isn't fair has no meaning for children who don't have much life experience under their belt.

It is often adults who sow the seeds for the child's expectation for fairness. In families with more than one child, parents bend over backwards to make sure that all the children get the same. The children come to understand that fair means equal. And that's just not the truth.

Dad takes Amanda to buy new shoes, and he gets them for little Samantha too. The mistake is cultivating the idea that whatever one gets or gets to do, the other will as well. Dad wants to avoid the inevitable "That's not fair!" from the one who doesn't get, so he pre-emptively buys shoes for both.

Fair does not mean equal. Fair means doing what each child needs at the time. The response to Samantha should be, "When your feet get too big for your shoes, you will get new shoes too". Understanding the meaning of fair usually tests the child's ability to delay gratification. The ability to wait, to tolerate disappointment and to delay gratification builds over time and only with practice.

Digging underneath the quest for fairness can uncover the child's real feeling which is usually, "I don't like this". It's not fair, simply stated, is a form of protest.

If you address the child's feeling directly, and avoid the ‘fair’ reference - "You really don't like it when Jack goes first" - and accompany this with a quick hug, the child will feel safe to express their real feelings.

Tips for dealing with "It's not fair"

1. Eliminate 'that's not fair' from your own daily usage. Adults say this more than they realise.
2. Stop trying to treat your children equally. If one child needs new shoes, buy shoes only for that child. Trying to be equal only fuels the child's belief that life is supposed to be 'fair', in other words, what one child gets, the other should also get.
3. Tolerate the protest. Say, "I know you are really upset. You really wanted to get some new shoes too".
4. Gently practise delaying gratification. Allow children to wait rather than having their needs and wants met immediately.
5. Allow your child to be disappointed. Learning to tolerate disappointment is one of the most important childhood lessons and is crucial to independent adulthood. Acknowledge their feelings but resist caving in.

Acknowledgement: Betsy Brown Braun

Parent Survey

Thank you to those parents who have already taken the time to complete our Parent School Opinion Survey.

We are always looking for ways to improve our great school and we value your feedback. The greater number of parents who complete the survey, gives us a broader view of the school communities views.

Please complete the short survey online:
http://www.schoolsurvey.edu.au/s/jfncqYQa

The survey is open online until 26/9/14. If you do not have access to the internet then a paper copy is available at the front office.

Please only complete one survey per family.

Thank you for your views.

Focus areas for LGPS

As you would be aware our school has a number of focus areas as detailed in our 2013-2015 Business Plan. These focus areas were decided in collaboration with staff and by the community in 2012 via a parent survey. Listed on our website for your information is a progress report on each one, what we have achieved so far and what is in progress or ongoing.
Communication with School and School Board

Who do I approach with school related problems?

School Board = Selective Policies
Teachers = Your child
Principal = Management or control of school or overall educational programs

You can approach any School Board member in regards to the following issues and it will be tabled for the next board meeting:

- Dress code
- Schools objectives, priorities (focus areas) and general policy directions
- Financial arrangements to fund objectives, priorities and directions
- Charges and contributions
- Booklists
- School budget
- Religious instructions and moral values of school

Other policies not listed above are controlled by the Department of Education.

You can approach your classroom Teacher for the following issues:

- Academic progress
- General Behaviour
- Homework
- Assessment
- Attendance
- Social or emotional wellbeing

You can approach the Principal:

- If you were not able to achieve a satisfactory arrangement regarding your enquiry/concern with the class teacher
- Your enquiry/concern is about the conduct of a teacher or another member of the school staff
- Your enquiry/concern is about another aspect of school life that is impacting on your child’s education
- If your enquiry/concern relates to the management or control of the school or the overall educational instruction of students.

I now know who to approach – but how do I do it?

School Board - via e-mail link on website or in person
Teacher – via e-mail, appointment through office, appointment in person, student diary or note
Principal – via e-mail or appointment through office