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Dates to Remember

Follow this link to the yearly calendar: www.mosman-p.schools.nsw.edu.au/calendar

PRINCIPAL'S REPORT

Mini-Mos excitement is palpable as we gear-up for this Sunday's wonderful *Community Fun Run & Fair*.

Registrations for the 3 runs is soaring, *Fair* preparations are reaching a crescendo, and class fundraising for charities is well on the way to reaching our school goal of \$30,000. The Mini-Mos committee will award a class pizza party to each class that reaches their \$1,000 target, with several already well and truly surpassing that figure. The *Teacher Challenge* is on once again, and students are able to bring in a gold coin donation to tempt eight of our teachers to dress up and put some extra fun in the *Fun Run*.

Please update the office if you have changed any of your contact details: address, phone, email, emergency contacts. There is a form at the end of this Whaler that you can print off and send in to the office – or simply copy it, fill it in and email it back to us at your earliest convenience.

The Wellbeing Community Engagement Group has ratified the **PBL flowchart**, which can be found in this Whaler. The flowchart clearly outlines the steps in our behaviour management system.

MPS is a **Polling Place** on July 2. If you'd like to assist in an official capacity on the day, the AEC is recruiting workers. Applications through the AEC website. The P&C will also be operating an **Election Day BBQ**, so be sure to grab your breakfast or brunch here at school. If you'd like to volunteer some time, the P&C will also be recruiting.

The NSW Department of Education, the Catholic Education Commission NSW and the Association of Independent Schools of NSW have come together to develop a strategy that builds on existing efforts to provide and maintain safe learning environments for young people and to enhance student wellbeing. The strategy to address anti-social and extremist behaviour in schools requires a coordinated approach and is called **School Communities Working Together**. A parent fact sheet can be found later in this Whaler.

Steve Connelly – Principal

Live Life Well @ School

A joint initiative between NSW Health and the NSW Department of Education and Communities.

How to choose what's healthy from the canteen

Select **GREEN** menu items that include foods like

- Fruit, legumes, vegetables
- Lean meat, fish, lean poultry
- Breads and whole grain cereals
- Low fat milks, yoghurts, cheeses
- Water

AMBER items like savoury pastry foods, cakes, muffins should be limited.

RED items such as high fat and salt pastry foods or high fat and sugar cakes, muffins or lollies should not be sold at the canteen regularly or should be limited to twice per term throughout the school.



Behaviour Flow Chart



The teacher uses professional judgement to manage and engage the class and playground taking into consideration student age and needs. Use verbal and non-verbal strategies including the 5Ls, positive reinforcement, proximity, redirection, own classroom management, social stories, etc.

POSITIVE BEHAVIOUR

CYBG - Caught You Being Good card

Expectations Award
3 students from each class to receive School Expectation Awards each Friday (record on Sentral)

Assembly Award
K - Whale
1 - Whale
2 - Whale
Stage 2 Whale
Stage 3 Whale
5 Whales awarded each Friday

Principal Attendance Award

NB: Class reward systems can still operate but should reflect school expectations

MINOR INCIDENT

In a school day
1st Minor Incident card (yellow) issued for an infraction.
Teacher to record yellow incident card on class list in PBL folder.

2nd Minor Incident card (yellow).
Timeout within the classroom.
Teacher to liaise with the supervisor to decide on future direction.

3rd Minor Incident card = Major Incident card (red).
Teacher and student to complete My Plan card before visiting planning room.
Teacher to **attach** the 3 yellow Minor Incident cards to the completed My Plan card. Student visits planning room with their My Plan card.

NB: Duty and specialist teachers- all warning cards are to be handed to the classroom teacher (NOT to the child)

Teacher to hand each yellow incident card to supervisor to enter details on school tracker.

Teacher has discussion with parents regarding warnings.

MAJOR INCIDENT

1st major incident goes to a warning 1 on the school level system. Student completes My Plan card to take to planning room. 1st letter sent home.

2nd major incident becomes a warning 2 on the school level system. Student put on a task card. 2nd letter sent home.

3rd major incident becomes a Formal Caution of suspension on the school level system and letter sent home.

4th major incident becomes a short suspension on the school level system. Principal meeting with parents, following Departmental procedures.

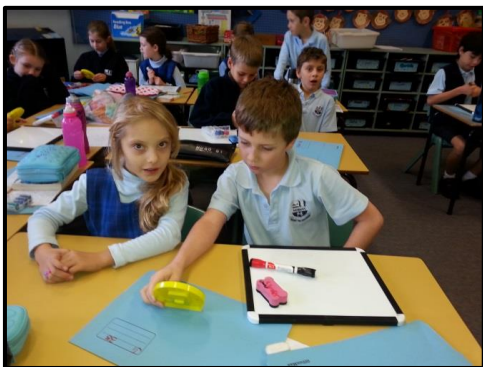
NB: Some major incidents will proceed immediately to suspension (e.g. aggressive behaviour with intent, physical violence)

Executive to communicate with parent via phone or face to face and student referred to the Learning Support Team

STUDENT HAPPENINGS

3B Maths Fun

This week we were studying clocks and time. Students chose to be in one of two groups. Those who needed to learn skills were 'Time Traveller Students' and those who were confident with skills were 'Time Bandit Teachers'. Teachers and students were then paired together. The whole class enjoyed the experience and lots of time skills and concepts were mastered.



Premiers' Reading Challenge

Congratulations to the following students who have been busy finishing the PRC:

Year 1 – Maya T, Dillon G, India H

Year 2 – Molly F, Julian H, Madeleine R, Mia D, Amber K, Mitch T, Sam T

Year 3 – Emily C, Rory H, Abbie S

Year 4 – Amy T

Year 5 – Francisca S, Lola A



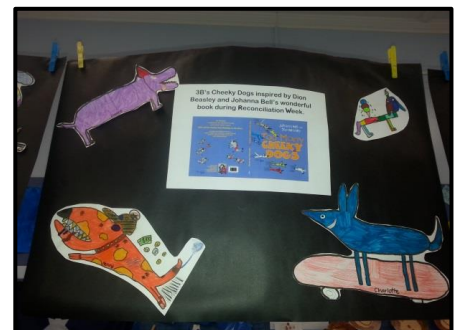
During Reconciliation Week, 3B studied the book 'Too Many Cheeky Dogs' which was written by Johanna Bell and illustrated by an amazing young Indigenous artist named Dion Beasley. Dion is inspirational because he was born deaf and unable to walk. With the help of a dedicated teacher, Dion has overcome adversity and has been able to use his wonderful talents to generate an income through not only books, but T-Shirts and other clothing. We created our own pack of 'Cheeky Dogs' and wrote descriptions of them.

My dog, Baba, sleeps in my cat flap that is too small for him. Baba runs around, biting his stumpy tail while riding his tall, two-wheeled, hand-railed skateboard. All Baba knows of is his horrid, dumb, pretzel-shaped toy. His toy is disgusting! Baba has a really rotted red belly with ears shaped like oval mittens. His legs are

skinny, short and stumpy like his tail. Baba acts like a charging bull stampeding right through fences. *By Reuben*

My cheeky dog is extremely funny. He is also very quick, fast, and simply the best in the world. Oussie is his nick name. His real name is Ostervold but he prefers Oussie. Oussie is the best soccer player. He sleeps on a large, cosy, bed and it is on a soccer goal. Oussie was injured in soccer. He is a prankster with a twirly hat and a spiky collar. *By Henry*

My cheeky dog's name is Bluey. He rides my speedy, silly red skateboard. Bluey likes to sit up at the piano and pretend he is playing sad, sleepy songs. Bluey sleeps in the



wonderful, warm hotub. Sometimes in the middle of the night, he wakes up and starts splashing around in the colourful, cool wet water. Bluey has lots of friends. Their names are Rainy Bow, Chickster and Rainbow. They normally play in the cellar with the dress ups. My Cheeky dog is the silliest and funniest dog in the whole world. Bluey is always playing funny pranks and jokes. By *Charlotte*



Light: Colours, Reflections and Lenses

Stage 2 enjoyed a science incursion on Tuesday, where students learned all about light.

Here's what they thought of it:

I thought it was brilliant when we saw the laser go through the smoke. *Henry 3B*

I liked it when they showed waves with a slinky and also the Minion was cute. *Maeve 3B*

I enjoyed when they made the screen red and then put all the colours together to make the screen white. *Willow 3B*

I found it very interesting and I learned a lot about the properties of light. *Tom 3B*



COMMUNITY NEWS

Mosman Council Before and After School Care Program

The Before and After School Care run by Mosman Council currently has places available and there are no families on the waiting list. If you are interested in enrolling your child for the Before and After School Care program please refer to the website link <http://www.mosman.nsw.gov.au/community/children-community/before-and-after-school-care/> for further information or, alternatively, contact Michelle Schultz on (02) 9978 4161.

Family Tax Benefits June 30 2016 Deadline

Did you know Centrelink has now changed the way families can claim the Lump Sum Family Tax Benefits? Parents who DO NOT receive their Family Tax Benefits on a fortnightly basis MUST NOW complete a 2015 lump sum claim form. *The deadline to do this is June 30 2016.* Please see the flyer at the end of this newsletter for more information.

Condition of use – Student Opal Card

It is a condition of use that students tap on and tap off at the start and at the end of each trip with their Student Opal Card. This is important to ensure correct patronage data is recorded, which is used to plan school special and regular route bus services. This data helps State Transit ensure adequate capacity is provided, so students can travel to and from school safely.

Currently, many students are failing to tap on or off the Opal readers when using their Student Opal Card.

To assist with future service planning, can you please advise students of this important condition of use so State Transit can continue to provide effective school bus services in the future.

Traffic & Services Manager



NIDA Winter class at Mosman Art Gallery

The Peach Factory

Date: Tuesday 5 July and Wednesday 6 July 2016
 Time: 10am - 4pm
 Grades: 3 - 6
 Fees: Course \$260, Early bird \$234
 Venue: Mosman Art Gallery

Riddle, fly and rhyme your way through Roald Dahl's stories adapted for the stage including *James and the Giant Peach* or *Willy Wonka & the Chocolate Factory*. Be introduced to acting and voice techniques for live performance, rehearse then present scenes to family and friends.

Book online: <http://bit.ly/nidamosman>



Cnr Art Gallery Way & Myahgah Road
 MOSMAN NSW 2088 T 02 9978 4178
www.mosmanartgallery.org.au
 Open 7 days, 10am - 5pm (closed public holidays)

Mosman Art Gallery is a cultural service provided by Mosman Council

Art Attack!

MOSMAN ART GALLERY

Tuesday 12 July &
Thursday 14 July 2016

NIDA class Tuesday 5 & Wednesday 6 July

Creative School Holiday
Workshops
for 5 - 12 year olds

ART ATTACK! every school holidays
visit www.mosmanartgallery.org.au



January 2016

School Communities Working Together

Fact Sheet for Parents and Carers



Introduction

The role of schools is to work in partnership with parents to provide an environment that encourages students to connect with each other and their community, so they can succeed and thrive. Parents, teachers and the community all play a role in fostering this environment.

Schools have well established systems which support student wellbeing and address instances of anti-social behaviour such as bullying, threats of physical violence and other offensive behaviours.

Your role in supporting your child

- Be involved in your child's life – dedicate time to really understand your child. Know where they are, who they are with and what they are doing.
- Be cyber-aware:
 - regularly monitor what they are looking at on the internet and on social media sites and do what you can to reduce their exposure to inappropriate content;
 - place the computer or device in a common area of the house, so your child is less likely to try and access inappropriate web sites or use social media sites inappropriately; and
 - consider content filters to help control what your child can access.
- Encourage open and honest discussion at home – encouraging your child to learn about and understand other points of view is a valuable life skill. If you stop discussion about topics that you are uncomfortable with, for example religion, politics, racism, drugs, extremism or terrorism, your child may find it even more interesting and may try to find information without you knowing. This could lead them to inaccurate information.

- Encourage positive outlets for your child's energies – sports, performing arts, hobbies and organised clubs, all provide a sense of belonging and somewhere to focus their interests, though it may take a few attempts to find the right interest for your child.
- Be a role model – modelling positive, respectful relationships, positive ways to show emotions and how to apply objective thinking skills are valuable life skills for your child.

How you can help your child

You know your child better than anyone else and are in a good position to notice any changes in their behaviour. If their behaviour changes significantly, try to find out what is happening in their lives. There are many reasons for a change in behaviour, so don't jump to conclusions.

The best way to support your child is to maintain open, non-judgemental communication with them. By keeping a positive relationship you may be in a position to help them if they want to talk about their problems. Listen to their concerns and try to understand their perspective.

Even if you disagree with what they are saying, it is important to find some way to let them know they are accepted and that you are there to help them.

What to do if you are concerned for your child

If you do have concerns that your child is involved in or supporting extremist behaviour there are a number of options for seeking advice. You may like to talk to someone from your child's school such as the Principal, your child's Year Advisor, a teacher, or a trusted staff member.

You may wish to talk to your child yourself, or ask a close friend or family member to do so. Alternatively, there are government assistance and advice lines and websites. Some are listed below.

Remember

As your child grows, they will be exploring their own values and beliefs. They may search for and push the boundaries of acceptable, responsible behaviour during this process.

Cyber Safety

- Office of the Children's eSafety Commissioner – <https://esafety.gov.au/esafety-information/games-apps-and-social-networking>

- ThinkUKnow – internet safety education site – <http://www.thinkuknow.org.au/>

If you are concerned that a person in your community is showing possible signs of terrorism, you should call the National Security Hotline - 1800 123 400 or email hotline@nationalsecurity.gov.au

Resources

- 000 (triple zero) if you feel unsafe or in danger
- 1800 RESPECT – <http://www.1800respect.org.au>
- Domestic violence line (24h) 1800 65 64 63
- Lifeline – T: 13 11 14 – <http://www.lifeline.org.au>
- Black Dog Institute – <http://www.blackdoginstitute.org.au>
- Secure NSW – <http://www.secure.nsw.gov.au>
- Living Safe Together – <http://www.livingsafetogether.gov.au>
- Multicultural NSW – <http://www.multicultural.nsw.gov.au>
- Australian Multicultural Foundation – <http://www.amf.net.au/>
- Multicultural Youth Advocacy Network – <http://www.myan.org.au/>

If you are concerned that a person in your community is showing possible signs of terrorism, you should call the National Security Hotline – 1800 123 400 or email hotline@nationalsecurity.gov.au



What is Family Tax Benefits?

Family Tax Benefits are paid by the Family Assistance Office (FAO) to help with the cost of raising children.

The payments, known as Part A and Part B, are Income Tested but NOT asset tested.

What are the Income Tests?

The Income tests are based on a Financial Year and is usually what is shown in your Annual Income Tax Return with some adjustments to include things like additional salary sacrificed superannuation, Fringe Benefits & Child Support Payments.

The Income tests will also depend on how many children you have and their ages. Basically the more children you have and the older they are, the higher your income limit will be.

As a rough guide only, a family with two children under the age of 13 years old, should be entitled to some Family Tax Benefit Part A if their annual combined income is less than \$112,000. In addition, if the Parent with the lowest income is less than \$20,000 (as long as the higher Income Earner is less than \$100,000), they will also be entitled to some Family Tax Benefit Part B.

We suggest you contact Family Assistance Office or Centrelink to determine if you are eligible to receive any Family Tax Benefits.



How do I claim these Benefits?

The majority of people "register" with the FAO or Centrelink. They are given a CRN (Customer Reference Number) and can use this to register their children for Family Tax Benefits, Child Care Benefits and Child Care Tax Rebates.

As part of the FTB registration process, parents are asked to estimate their future income. Based on their response, they will start to receive payments for both FTB Part A and Part B on a fortnightly basis. If the income estimate is higher than the income threshold, no fortnightly payments will be received.





MOSMAN PUBLIC SCHOOL

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Website: www.mosman-p.schools.nsw.edu.au

Principal: Steve Connelly



If you have had a change of address, phone numbers or email please complete the following information and return it to school.

Student's name: Class:

Parent's name:

Address:

.....

Email address:

Mum (home)Mum (work)

Mum (mobile)

Dad (home)Dad (work)

Dad (mobile)

Persons authorised to collect/Emergency Contacts:

Name:Phone:

Relationship to child:

Persons authorised to collect/Emergency Contacts:

Name:Phone:

Relationship to child:

Persons authorised to collect/Emergency Contacts:

Name:Phone:

Relationship to child:

If at any time during the year the above information changes please let the school know.

If at any time you do not receive the WHALER email please check with the office to see if we have your correct email address.

Thank you for your cooperation – MPS Administration