Principal’s Comment

This is the final newsletter for Term 1. It has only been a short term, but it has been very busy. I would like to take the time to thank our Teachers and Teacher Aides for the work they have undertaken in order to improve your children. Every one of our teachers is dedicated to the academic, social and emotional well-being of the students.

Over these last two weeks, our teachers have and will be conducting Parent-Teacher Meetings and will discuss the goals they are setting with you. This is a chance for you to interact in the on-going education of your children. Teachers really do appreciate the time you take to work with them to ensure the growth of your children.

I would like to remind parents of the process if you are going away on holidays during term. Please contact the Office, either in person, by phone or email or fill out a notification slip from the newsletter. If your child/ren will miss greater than 10 consecutive days then you can apply for an exemption. This consists of a form that can be collected from the Office and which I sign to make it official. Please follow these procedures so that we can ensure our children have the best possible attendance whilst at school.

On the holidays there will be extensive work happening to refurbish Mod A and B. There will be tradesman on site so I ask that people do not access the school grounds.

Also on the holidays, Miss Masters will take the wonderful step and get married.

On behalf of all staff I would like to wish you all a safe and happy Easter. We look forward to a strong Term 2.

ANZAC PARADE
Anzac Parade will be held on Thursday 21 April from 8:30am. All welcome to attend.

Dates to Remember

**March**
- 22\textsuperscript{nd} Religious Education Lessons commence
- 24\textsuperscript{th} End of Term 1

**April**
- 11\textsuperscript{th} Term 2 Starts
- 13\textsuperscript{th} School Photos
- 21\textsuperscript{st} Anzac Parade
- 22\textsuperscript{nd} School Disco – Rock & Roll Theme
- 25\textsuperscript{th} Anzac Day

School Photos
School Photos are on in the first week of next term. Bring your bright smiles and clean uniforms on Wednesday 13 April. A timetable will be made available in Week 1.

Phones and other electronic devices
Our school policy states that any students who bring a mobile phone to school is expected to hand this to the Office on arrival at school and collected upon leaving. Devices are not to be used throughout the school day and are not to be left in school bags. We have a number of phones that have been ringing in bags during class. Please ensure this is followed.

Whole school review
This will take place in Week 6 next term. The reviewers would like to speak with a number of people from our community. If you would like to take part, please contact me at the Office.

**ANZAC PARADE**
Anzac Parade will be held on Thursday 21 April from 8:30am. All welcome to attend.

**WHOLE SCHOOL REVIEW**
This will take place in Week 6 next term. The reviewers would like to speak with a number of people from our community. If you would like to take part, please contact me at the Office.

**SCHOOL PHOTOS**
School Photos are on in the first week of next term. Bring your bright smiles and clean uniforms on Wednesday 13 April. A timetable will be made available in Week 1.

**PHONES AND OTHER ELECTRONIC DEVICES**
Our school policy states that any students who bring a mobile phone to school is expected to hand this to the Office on arrival at school and collected upon leaving. Devices are not to be used throughout the school day and are not to be left in school bags. We have a number of phones that have been ringing in bags during class. Please ensure this is followed.
PARENTS AND CITIZENS ASSOCIATION

It was very gratifying on Monday evening to see the number of interested parents who came along to our P&C AGM. The people who turned up made the meeting enjoyable and a worthwhile event. On behalf of the school community, I would like to thank Chris Pocock for the leadership he has shown over the past two years as President and to Tracey Pearce for her time as Vice President. As well, Mrs Sam Bell, who has been our Treasurer has made an invaluable contribution. I would like to congratulate and wish our new committee well as they move forward. The new committee consists of:

- Suzie Elliott – President
- Antoinette Russell – Vice President
- Ashleigh De Pasquale – Secretary
- Belinda Thompson – Treasurer
- Admin Officer – Sam Bell
- Fundraising – Corrine Jackson/Hayley Hogan

The association is already looking at fundraisers to support our school, including the Easter Raffle, Mother’s and Father’s Day stalls and maybe even a Trivia Evening. We hope you support us and give us the opportunity to improve our school even more.

BIKES AND SCOOTERS

It has been noted many children are riding their bikes and scooters in the school grounds when entering and leaving. Please remind students that they must walk them in the school gate and across roads. Our school grounds become unsafe when people are riding in amongst pedestrians. If children are consistently breaking this rule then they will face the consequences.

VOLUNTARY CONTRIBUTIONS

I would like to thank the parents who have already paid the Voluntary Contribution for 2016. The cost of $30 per student, covers other costs such as ingredients for cooking, special art requirements and other incidentals. This can be paid at any time to Belinda or Sam at the office, and will be receipted.

PLAYGROUND USE BEFORE SCHOOL

For those families new to our school and for others that may need a reminder, we do not encourage children to be at school before 8am. Students are then expected to follow the ‘Sit on it’ social skill outside their classrooms. This includes Prep students playing on the playgrounds. There are no teachers rostered on duties at these times and children are not permitted on any play equipment, even if you are supervising them. Please help us with these safety issues.

CAR PARKING

Please be aware that the 23rd Avenue pick up zone is a 2 minute zone. Please show consideration to all other users of this facility and make a swift pick up. QPS are patrolling school zones at present. We are currently beginning talks about changing this area to a carpark. If you have any input, please contact myself or Mrs Walsh in the office.

Norm McNamara
Principal
## Students of the Week

<table>
<thead>
<tr>
<th>Prep Blue</th>
<th>Prep White</th>
<th>1 Blue</th>
<th>1 Gold</th>
<th>1 White</th>
<th>2 Blue</th>
<th>2 Gold</th>
<th>2 White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophiea R Menzie C</td>
<td>Dennekka S Samuel G</td>
<td>Acacia K Isabelle T</td>
<td>Dan O Jack C Connor B</td>
<td>Lusiana Y Lily C Max B</td>
<td>Daniel R Mason C Micay H</td>
<td>Izabella V Shayla D Beau P</td>
<td>Riley S Aston M Lachlan M</td>
</tr>
<tr>
<td>Kody P Kiani H</td>
<td>Zoe D Lincoln T</td>
<td>Harlow J</td>
<td>4 Blue</td>
<td>4 White</td>
<td>5 White</td>
<td>6 Blue</td>
<td>6 White</td>
</tr>
<tr>
<td>Cooper H</td>
<td>Lei-Larni M Jordan W</td>
<td></td>
<td>Mayce Y Thomas R Cole F</td>
<td>Ethan P Jazmin P Zain K</td>
<td>Ashton P Amity F</td>
<td>Max S Gabriell F Zaden M Brooke C Corey S</td>
<td>Misha G Amy J Lachlan F</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Students of the Week

- **Prep Blue**: Sophiea R Menzie C, Kody P Kiani H, Cooper H
- **Pre White**: Dennekka S Samuel G, Zoe D Lincoln T, Lei-Larni M Jordan W
- **1 Blue**: Acacia K Isabelle T Harlow J
- **1 Gold**: Dan O Jack C Connor B
- **1 White**: Lusiana Y Lily C Max B
- **2 Blue**: Daniel R Mason C Micay H
- **2 Gold**: Izabella V Shayla D Beau P
- **2 White**: Riley S Aston M Lachlan M
- **3 Blue**: Aiden G Holly B Evia J
- **3 Gold**: Megan A Erica S Joshua J
- **3 White**: John E Bailey M Skye B
- **3 Silver**: Lilah C Brook M Keanna B
- **4 Blue**: Benjamin P Bonnie B Tateyarna H
- **4 Gold**: Mayce Y Thomas R Cole F
- **4 White**: Ethan P Jazmin P Zain K
- **5 White**: Ashton P Amity F
- **6 Blue**: Max S Gabriell F Zaden M Brooke C Corey S
- **6 White**: Misha G Amy J Lachlan F

### Attendance Trophy

**Congratulations**

- **1B**: 99%
- **4G**: 99.5%
- **5B**: 99.25%
- **4G**: 100%

On having the best attendance in week 6, 7 & 8 at Happy Valley State School.

### Uniform Shop Opening Times

**Tuesdays**: 8.30am – 9:00am  
**Fridays**: 8.30am – 9.00am  

NB Can do orders & payments (credit card) over phone for collection at office.  
Orders can also be placed at the Tuckshop between 8.30am – 1.30pm (Mon/Wed/Thurs) for collection at a later date.

Larger sizes available (up to XXL)

**EFTPOS NOW AVAILABLE IN UNIFORM SHOP**

ANYONE WITH SECOND HAND UNIFORMS AT HOME IS ENCOURAGED TO DONATE THEM TO THE SCHOOL. DROP THEM INTO THE FRONT OFFICE.

**Reversible Sports House Hats Available**

### Social Skills

**Bully Free Zone**

Bullying is repeated behaviour over time. It can be physical/emotional or cyber. If you see it then REPORT it. Bullying is not tolerated at Happy Valley State School.

**Help is at Hand**

Ask people you trust for help or just to ask for advice on how to deal with a situation.

### Bully Free Zone

**Bully Free Zone**

Bullying is repeated behaviour over time. It can be physical/emotional or cyber. If you see it then REPORT it. Bullying is not tolerated at Happy Valley State School.

**Help is at Hand**

Ask people you trust for help or just to ask for advice on how to deal with a situation.
Progress Reports

By now many families have been involved in interviews with your child’s class teacher to discuss your child’s progress to date, and to set goals in the school’s priority areas of literacy, numeracy and wellbeing/attendance. We recognise the importance of open communication between home and school to ensure individualised success in our students’ academic and social-emotional learning and trust you have found these meetings to be beneficial in supporting your child’s learning.

If you have been unable to attend a meeting, please contact your child’s teacher as these conversations may be able to occur over the phone. In instances where contact cannot be made the teacher will develop the goals in conjunction with your child.

Progress reports outlining the child’s strengths and areas for development, including goals for Term 2 will be sent home on Tuesday 12 April (Week 1 of Term 2).

The Year 3s are one of the first year levels to engage with the newly released Australian Curriculum Digital Technologies subject. In their unit, Technology: Digital Systems the students have been exploring a range of digital systems including hardware (displays, game consoles, battery packs etc.), software (word processing programs, photo editors etc.) and peripheral devices (printers, barcode scanners, USBs etc.). They are learning how digital systems are used and meet needs at home, in school and the local community. They are developing their understanding of how peripheral devices transmit data and that their peripheral devices can be used for different purposes. The students have also been thoroughly enjoying their time exploring simple coding algorithms using the programming software, Scratch.

Next term, the students will learn specific codes before demonstrating their knowledge of programing language including branching algorithms and the program Scratch to create a simple guessing game. Well done to our budding “techs” and “coders”, and to their Enrichment teacher Mrs Hayley King for enthusiastically taking on the challenge of Digital Technologies.

Jose 3B - “I like learning about the online games and making Scratch the cat move.”

Hayley 3W - “I like learning how to use computers and learning that my camera is a Peripheral Device.”

Ryan 3S - “I like playing on Scratch and putting the blocks together to make Scratch the cat move.”

Rose 3G - “I have liked learning about the different types of digital systems, Hardware, Software and Peripheral Devices. I have also liked figuring out problems for characters that are having trouble with their digital systems. Actually, I like learning all of it!”

“From the HOC
Glenys Smith

Spotlight on Year 3 Digital Technologies

The Year 2’s using digital and non-digital systems to make data patterns.”
FREE DENTAL SERVICE – REGISTER NOW

If you have a child who is between 4 years of age and completing grade 10 in 2016 they are now eligible to register for a free check-up and treatment with the School Dental Service operating in Mt Isa, Cloncurry, Julia Creek, Doomadgee, Mornington Island and Normanton.

Children who are under the age of 4 or those who have already completed grade 10 are required to hold a Queensland issued Centrelink concession card to be treated under the free dental service.

Registration by Email: Your child/children can be registered with the school dental service by emailing the following details to:

MT_ISA_Dental_Admin@health.qld.gov.au

- Child’s full name
- Child’s date of birth
- Postal address
- Contact telephone
- Grade

Registration by Phone: Your child/children can be registered by contacting the school dental service directly on (07) 4744 4407 or (07) 4744 4041.

ICAS

The International Competitions and Assessments for Schools (ICAS) is an independent, quality skills-based assessment program which rewards and recognises achievement. At happy Valley State School we give students the opportunity to enter Science, English and Mathematics. ICAS can give you broad insights into your child’s performance across these curriculum areas. ICAS (sometimes referred to as the UNSW assessments) has been developed by Educational Assessment Australia (EAA) since 1981.

When your child takes part in ICAS assessments, we can track their learning as they progress from year to year. It also helps us identify potentially gifted students and those who may need more focused and purposeful teaching to achieve their best.

Each student receives:
- an engaging and challenging full-colour test booklet
- an individual diagnostic report highlighting strengths and weaknesses and year to year progression
- login details to access their online results which can be analysed and downloaded
- a High Distinction, Distinction, Credit, Merit or Participation Certificate acknowledging their level of achievement
- the chance to receive an individually-engraved UNSW medal for the highest scoring student in each year level for each subject.

To learn more about ICAS go to www.eaa.unsw.edu.au/icas/about.

Permission forms will be sent home closer to the dates.

Dates & Costs

<table>
<thead>
<tr>
<th>Subject</th>
<th>Date</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Tuesday 31 May</td>
<td>$8.80</td>
</tr>
<tr>
<td>English</td>
<td>Tuesday 2 August</td>
<td>$8.80</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Tuesday 16 August</td>
<td>$8.80</td>
</tr>
</tbody>
</table>

RELIGIOUS EDUCATION LESSONS

RE lessons will commence Tuesday 22nd March for Grades 3 – 6.

If you wish for your child NOT to attend please inform the office if you haven’t already done so.
TEACHER AIDES MAKE A GREAT DIFFERENCE

Are you a helper in your child’s classroom?
Interested in a career as a teacher aide?
TAFE Queensland Brisbane offers Certificate III and IV in Education Support through flexible online delivery.

GET QUALIFIED NOW
Enrolments open throughout the year

13 72 48
tafebrisbane.edu.au

SPORT 4 LIFE

LEARN SPORT SKILLS FROM:
Micaela Cocks
Townsville Fire Champion
Andre Moore
Brisbane Bullets Legend

When: Wednesday 6 & Thursday 7 April 2016
Time: 9.30am - 11.30am for 7 - 12 year olds (register from 9.00am)
12.30pm - 2.30pm for 13 - 17 year olds (register from 12.00pm)
Where: Mount Isa Basketball Stadium, Sports Parade

NEWS FROM HAPPY VALLEY AFTER SCHOOL CARE

We currently have full time vacancies for our After School Care program.
After School Care caters for Prep to Year 6 and runs from 2.30pm – 5.30pm
If you have any queries or wish to enrol your child/ren please phone
Tegan 0499 995 812

SIGN ON DAYS

Sunday 20th March
Saturday 9th April
Sunset Oval
10:00am – 12:00pm

- First Club day will be Saturday 16th April 2:00pm
- For ages 4 – 100 years
- Assistant Coaches & Volunteers also welcome
- Forms and information available at www.mountisaathletics.com.au or contact David Scott 0402 219 039
- Birth Certificate will need to be sighted for all new members.
Exploring the New Frontier in Parenting

So what is this new frontier of parenting? Emotions are now recognised as an important part of the parenting landscape. Here are five ideas to help you explore the alien landscape of kids’ emotions.

It's official!

Emotions are now part of the parenting and educational mainstream!

For some time they've been relegated as a sideshow to the main events of discipline, confidence building, character building, and lately, resilience.

Not now.

The recently released movie Inside Out gives life to emotions in a fun, accessible way. It’s a wonderful demonstration of why we must put emotional intelligence front and centre in our parenting and teaching. The quickest pathway to happiness and success is the acceptance and recognition of feelings.

This is not a new idea. Over 2,000 years ago Socrates reminded his Greek compatriots, “Educating the mind without educating the heart is no education at all.”

Current day muse Dr. Marc Brackett, Director of the Yale Centre for Emotional Intelligence is more expansive. He says, “Emotions matter as they drive learning, decision-making, creativity, relationships, and health.”

This is not to say that we ignore children’s poor behaviour, neglect to set limits or not ask anything of them when they’ve experienced hardship at school. Accepting and recognising emotions is an added layer in our interactions with kids, which may well be the missing link in building cooperation, connection and resilience.

Emotions are messy. They can be loud. They can be hidden. They so often interrupt our well-organised schedules. “What do you mean you’re sad? We’re off to watch a movie. It’s a happy time!” Emotions are hard to control and difficult to see. Like slippery eels swimming in a dam, you know that they are down there somewhere but it’s hard to figure out just what they are doing.

It’s a wonder parents haven’t smartened up to emotions earlier because ‘good parenting’ is hard emotional labour. When your three-year-old throws a tantrum in a supermarket and all you can do is grin and bear it (rather than throwing your own tantrum or doing what you really feel like which is disowning your own child) you’re doing hard emotional labour.

When you console and contain the hurt of a primary school aged child who throws himself at your feet howling that everyone hates him, you are doing emotional labour.

Staring down a teenager who looks you straight in the eye while spitting out “I hate you!” because you’ve denied their request to go out is hard emotional labour. Parents do emotional labour all the time. That’s one of the reasons its so draining.

Accepting kids’ emotions mean we need to listen to them. We need to be mindful of their feelings as well as their behaviours and thoughts, which is what most parents and teachers are conditioned to do. We’ve built a broad vocabulary around behaviour management featuring terms such as consequences, limits and boundaries, and time-out to name a few. And the perennial ‘To smack or not to smack’ question shows we are very willing to have debates about behaviour management methods, but discussions about emotional management are few and far between.

Want more ideas to help you raise confident kids and resilient young people? Subscribe to Happy Kids newsletter, my FREE weekly email parenting guide at parentingideas.com.au. You’ll be so glad you did.
The limits of many parents’ emotional vocabularies are matched by the limitations in method as well. Most parents when asked can provide plenty of ways to raise a well-behaved child but I suspect many would struggle if asked to name three or more ways to build their children’s emotional smarts. This is not a criticism but an acknowledgement of lack of training in the area.

Ask yourself, “Who taught you how to recognise, manage and regulate your emotions?” If you answered your parents then lucky you. They’ve given you the tools you need to have successful relationships, to maximise your earning potential (I kid you not) and to behave like a champ, not a chump, when playing sport and participating in other competitive or high performance activities. If you were able to identify any adult who taught you emotional intelligence then I suspect you are in rare company. My guess is you probably couldn’t identify anyone, so your emotional intelligence (if you’ve read this far you have the emotional smarts needed for focus, self control and concentration) is unconscious, rather than conscious, making it hard to teach or pass on emotional intelligence skills to kids. So where do we start?

Here are five ideas to help you explore the alien landscape of kids’ emotions, the new frontier of parenting:

1. **Listen first**
   When your child fusses and fumes about some wrong-doing or hurt they’ve experienced clear your mind and listen.

2. **Contain rather than manage (let your kids do the managing)**
   Children’s behaviour can become tangled up in upsets and disappointments. It’s hard to separate their behaviour from their feelings. Sometimes as a loving, caring adult you just have to soak up their feelings, and give them the time and space to soothe their own souls. We don’t have to do that for them.

3. **Know that emotions can be pleasant and unpleasant**
   We often place value judgements on emotions by saying some emotions are good or positive (happy, motivated, energised) while some are bad or negative (sad, worried, sulled). Avoid passing judgement in such ways. Recognise that emotions are pleasant or unpleasant and that all emotions are acceptable, whereas some behaviours (such as hurting someone when you are angry) are unacceptable.

4. **Build a vocabulary around emotions**
   Just as feelings have names, there are terms for the emotional intelligent parenting method. For instance, i-messages® are a type of communication used by parents and adults who take an emotions-first approach.

5. **Help your kids recognise, then regulate emotions**
   Ever told a child to calm down only to see their emotions escalate? Kids, like adults, need to recognise their feelings before they can regulate their emotional state, and that’s not easy. Emotional recognition is a complex process that takes practice. Even when we are good at it we don’t always get it right. Learning to recognise your feelings is a continuous process that’s best started when young, before the ups and downs of adolescence becomes a reality.

Emotional intelligence is best learned when it becomes part of your family’s culture, or way of doing things. When it becomes part of your family’s DNA then emotional intelligence will be passed down from generation to generation. You’ll know it’s had generational impact when your children identify you as the person who trained them in the skills of emotional intelligence. How cool is that!

Want more ideas to help you raise confident kids and resilient young people? Subscribe to Happy Kids newsletter, my FREE weekly email parenting guide at parentingideas.com.au. You’ll be so glad you did! When you subscribe you’ll also get my fantastic Kid’s Chores & Responsibilities Guide with plenty of ideas to get your kids to help at home without being paid.

Michael Grose
1. Aim for your children to have a healthy media diet in the 3 key areas:
   - Moderate amount (1-2 hours per day recreational screen use)
   - Content (Less of the violent/anti-social/discriminatory media; more pro-social and educational media; more active games);
   - Remember you know more about content even if your child knows more about playing the games.
   - Age-appropriateness, especially for children under 8.
2. Keep video games (on any device) out of the bedroom
   - This will usually help to lessen the amount of use and moderate the type of use.
3. Aim for more physical activity time than sitting screen time
   - This isn’t easy but in an ideal world parents would be creating lots of fun opportunities each day for activity, this can include replacing sedentary e-games with active e-games but should also include more real-world activity than e-based activity.
4. When playing video games, have an active break after 30 minutes
   - This minimises prolonged sitting and sustained close-vision effects and helps to switch to other activity.
5. Encourage a good safe playing technique. That is a technique that:
   - Avoids poor postures
   - Avoids repetitive movements
   - Ensures sufficient space for active e-games.
6. Know what games your children are playing and monitor their game use.
   - In a recent study increased parental monitoring of screen use was associated with reductions in screen time, violent media exposure, aggressive behaviour and BMI, and increases in hours of sleep, pro-social behaviour and school performance.
7. Set and enforce rules around use.
   - This may include time quotas (e.g. maximum 2 hours per day of entertainment media, averaged across the week) and content restrictions.
8. Model appropriate screen use and participation in real world activities
   - Children copy their parents, so modelling healthy screen use is crucial
   - Children are more likely to be active if their parents are. In Canada, programs that replaced screen time with family time were met with initial resistance by kids, but after 6 months or so family members came to prefer family time.
9. Have a screen-free time before bedtime.
   - Sleep professionals recommend 2 hours because the effect of screens with blue light interferes with sleep hormones.
   - The closer the screen the greater the interruption to sleep.
10. Be actively involved in your child’s game play
    - This is especially important if games frighten kids, depict violent or anti-social behaviour or upset kids in other ways. It is ideal to have a parent nearby to put video game content into context and/or to help calm kids/teens if needed
    - Co-playing games can be helpful, but to be beneficial the parent should be actively communicating with the child during play.