



# Glenmore State School Newsletter

**NEWSLETTER NUMBER 13**  
**7 May 2015**

## **INTRODUCING OUR SCHOOL CAPTAINS FOR 2015**



**Jorja, Bernadette, Deakin and Gustavo**

*Quality Learning in a Caring Environment*

*All parents are invited to attend monthly P&C Association meetings*

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Great state. Great opportunity.



## PRINCIPAL'S NEWS

### Thought for the week:

“All that I am or ever hope to be, I owe to my angel mother.”

– [Abraham Lincoln](#)

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Yesterday we hosted the Glenmore Mothers' Morning Tea, organised for the fifth year by our wonderful Chappy Melissa. There were some 150 RSVPs this year and the decision to stage the morning tea on our basketball court proved a wise one. I have worked in schools now for some 37 years and I can say most definitely that our Mothers' Morning Tea is far and away the best event of this kind that I have seen. It is a tribute to the work of Chappy Melissa and also to our Glenmore mothers and grandmothers who accepted the invitation to join us this morning. Events like this enable our school community to gather together in a relaxed atmosphere, to enjoy some good conversation and it helps to build that important connection with the school. Thank you to all who assisted in making this a success – Chappy Melissa, Mrs Jones, Miss Sims and Student Forum and Leaders, Mrs Michell, Mrs Humble, volunteers from the Baptist Church, Mr Roder and Mr Beresford.

The morning tea was, of course, to acknowledge the importance of mothers and mother figures – grandmothers, aunts and foster mums. As a dad of two now adult daughters making their own way in life, I know the significant contribution that Mrs Dunlop made to give them the best opportunities growing up – stories, playgroup, lots of time at home with mum in those early years cooking, painting and playing games, sewing new clothes, outings and the list goes on. When I think about the conversations I have with parents in the course of my work, most often it is mums that those conversations are with. I hope that your Mothers' Day this Sunday is a relaxing one, full of pampering from your children and family.

Late last week, I met with Mrs Terry Thirkettle, Transitions Partnership Officer from District Office, to talk about the early years agenda and transitions to school. This is a major focus of the Department of Education and as the year progresses we will be examining how we can better support the move from kindy to Prep for children in our community. Mrs Thirkettle also spoke about the significant positive impact on children's progress when they are immersed in language from birth to 18 months of age – reading stories to them, talking to them one-on-one at every opportunity. This sets them up for success far beyond those early years.

A major project which commenced way back in 1972, the Abecedarian Project, was a carefully controlled scientific study of the potential benefits of early childhood education. The outcomes of this study affirm the focus we now have on the early years. *Four* cohorts of individuals, born between 1972 and 1977, were randomly assigned as infants to either the early educational intervention group or the control group.

Children from low-income families received full-time, high-quality educational intervention in a childcare setting from infancy through age 5.

- Each child had an individualized prescription of educational activities.
- Educational activities consisted of "games" incorporated into the child's day.
- Activities focused on social, emotional, and cognitive areas of development but gave particular emphasis to language.
- Children's progress was monitored over time with follow-up studies conducted at ages 12, 15, and 21.
- The young adult findings demonstrate that important, long-lasting benefits were associated with the early childhood program.

#### The major findings of this project are astounding.

- Children who participated in the early intervention program had higher cognitive test scores from the toddler years to age 21.
- Academic achievement in both reading and maths was higher from the primary grades through young adulthood.
- Intervention children completed more years of education and were more likely to attend a four-year college.
- Intervention children were older, on average, when their first child was born.
- The cognitive and academic benefits from this program are stronger than for most other early childhood programs.
- Enhanced language development appears to have been instrumental in raising cognitive test scores.
- Mothers whose children participated in the program achieved higher educational and employment status than mothers whose children were not in the program. These results were especially pronounced for teen mothers.

NAPLAN is scheduled for 12, 13, 14 May. Final preparations are underway and I'm confident our Year 3 and 5 students will continue the great work of our 2013 and 2014 cohorts.

Attendance is our top priority at Glenmore in 2015. 5 JS is still leading the way with a class attendance rate of 94.4%. Comparing year levels, to date, Year 1 and Year 4 have the best attendance. At least 92% is our short term goal. We CAN do 92. Every day counts for Glenmore kids.

Regards

*Mark Dunlop*

A/Principal

**Every day counts**  
Is your child at school today?

**On Tuesday 12, Wednesday 13 and Thursday 14 May, students in Years 3 and 5 will take the 2015 NAPLAN tests. The test schedule for these three days is outlined below.**

SESSION	TUESDAY 12	WEDNESDAY 13	THURSDAY 14
MORNING	Language Conventions Years 3, 5 – 40 minutes	Reading Year 3 - 45 minutes Year 5 – 50 minutes	Numeracy Year 3 – 45 minutes Year 5 – 50 minutes
1ST LUNCH			
MIDDLE	Writing – 40 minutes	Tuesday catch-ups	Wednesday catch-ups

## NEWS FROM THE DEPUTY ....

Last week I discussed the attributes needed to develop resilience in children –

- Positive outlook
- Focused
- Flexible
- Organised
- Proactive

This week I'd like to explore what parents can do to help build resilience in their child. Most of this information is taken from *"Anxious Kids, Anxious Parents: 7 Ways to Stop the Worry Cycle and Raise Courageous and Independent Children"* by anxiety experts *Lynn Lyons and Reid Wilson, PH.D.*

Resilient children are problem solvers. They can face unfamiliar or tough situations and strive to find good solutions. This doesn't mean they have to do everything on their own – as mentioned last week, they know how to ask for help so they can find the steps to solve the issue. Resilience can be taught and parents are encouraged to equip their children with skills to handle the unexpected. This actually contrasts our cultural approach. Lyons contends the "We have become a culture of trying to make sure our kids are comfortable. We as parents are trying to stay one step ahead of everything our kids are going to run into. The problem? ....Life doesn't work that way."

We all love our children and we all want the best for them. However, it is not our job to be there all the time for our children – it is just not possible especially as your child grows older and develops more and more independence. A parent's job is to teach your child how to handle uncertainty and to problem solve. The authors have given the following list of suggestions to ensure you raise resilient kids:

1. **Don't accommodate every need.** According to Lyons, "whenever we try to provide certainty and comfort, we are getting in the way of children being able to develop their own problem-solving and mastery. Overprotecting kids only fuels their anxiety."
2. **Avoid eliminating all risk.** The key is to allow appropriate risks and teach your kids essential skills. "Start young. Give kids age-appropriate freedom to help them learn their own limits."
3. **Teach them to problem-solve.** Engage your child in figuring out how they can handle challenges. Give them the opportunity, over and over, "to figure out what works and what doesn't".
4. **Teach your kids concrete skills.** Focus on the specific skills they'll need to learn to handle certain situations. For example, if your child is shy, you might teach your child how to greet someone and start a conversation.
5. **Avoid 'why' questions.** 'Why' questions aren't helpful in finding a solution. Remember to use 'how' questions. 'How' questions encourage the child to think of ways to change or fix the situation.
6. **Don't provide all the answers.** "Rather than providing your kids with every answer, start using the phrase 'I don't know', followed by promoting problem solving. Using this phrase helps kids learn to tolerate uncertainty and think about ways to deal with potential challenges."
7. **Avoid talking in catastrophic terms.** Pay attention to what you say to your kids and around them.

8. **Let your kids make mistakes.** "Failure is not the end of the world. It's the place you get to when you figure out what to do next. Letting kids mess up is tough and painful for parents. But it helps kids learn how to fix slip-ups and make better decisions next time."
9. **Help them manage their emotions.** *Emotional management is key in resilience.* Teach your children that all emotions are okay. Parents also need to teach them to think through what they're going to do next in relation to how they are feeling.
10. **Model resiliency.** Children learn from observing their parents' behaviour. Lyon recommends "Try to be calm and consistent. You cannot say to your child you want them to control their emotions, while you yourself are flipping out."

"Resiliency helps kids navigate the inevitable trials, triumphs and tribulations of childhood and adolescence. Resilient kids also become resilient adults, able to survive and thrive in the face of life's unavoidable stressors."..... Isn't that what every parent wants?

*Laaree Lanyon*

A/Deputy Principal

## STUDENTS OF THE WEEK

Congratulations to the following students for the great effort this week.

### Prep

Xavier McAtamney  
Elexis Riley  
Ana Marques da Silva

### Year 1

Jayden Roberts  
Malcolm Darkin  
Calie Rigg

### Year 2

Jasmine Mullins  
Izzabelle Howell

### Year 3

Carole Hirst  
Riley Cormack

### Year 4

James Doyle  
Haylee Burrows  
Allirah Richards

### Year 5

Scott Johnston  
Caedon Edmunds  
Ysmael Gandia

### Year 6

Tara Leabeater  
Robert Taylor

### LOTE

Amelia Jones

### LIBRARY

Krystal Li



## BIRTHDAY WISHES

Happy birthday to the following students celebrating their birthday this week and over the holidays:



Baileigh Bryant, Maddison Ashton, Nuatufi Mann, Tyler New, Krit Bhattarai, Ayesha Mahadya, Dave Butac, Arawn Nalder

**REMINDER  
P&C MEETING  
MONDAY 11 MAY**

**6.30pm**

**We would love to see you there!**

## SPORTS REPORT

### AFL

## CONGRATULATIONS

**Congratulations to our Friday afternoon interschool sport AFL team who last week won the Friday afternoon comp. What a fantastic team effort. A big THANK YOU to Mrs Saunders for coaching the team.**

### SOCCER

#### Year 5 Game.

Glenmore 2, Berserker Street 1 goal.

This was the closest game all year.

Berserker Street opened up the scoring and really put pressure on the Glenmore backs. Jesse Conrad and Ysmael Gandia played well at the back.

Wesley Balderson was doing well in the mid-field and levelled the scores with a thumping goal kicked from outside the penalty box just before half time.

A tight second half saw only one goal scored and that was by Karl Butac to give Glenmore the win.

Xavier Hermann, Seth James and Curtis Williams also contributed well to the win.

#### Year 6 Game.

Glenmore 9, Berserker Street 0.

A ripping start saw Glenmore with its first goal inside 20 seconds. Berserker Street never recovered with the Glenmore attack being relentless. Sayder Silva Paiva, Umanga Budhathoki and Guilherme Silva played very good team football to create many scoring opportunities.

Levi Maclean enjoyed his run in the mid-field and did score an amazing goal from a near impossible angle.

Riley Green-Hermann showed some style with strong runs out of the backs to put the ball into attack.

Goal scorers: Sayder Silva Paiva 5, Umanga Budhathoki 2 & Gustavo Almeida and Levi Maclean 1 each.

A special mention to Sayder who kicked one goal from an even tighter angle to the goal line than Levi's goal.

## SPORTS FEES



Earlier this term, Expressions of Interest were sent home re Friday afternoon sport and teams are now almost complete. Shortly, a note will go home to advise the cost of this next season of sport (term 2&3).

**Payments will be receipted immediately**

**money is brought to the office and parents are asked to keep these receipts as proof of payment.**

If you send your child to school with money for these fees, please ensure you receive the receipt when your child arrives home. If they do not have a receipt, they may have forgotten to bring the money to the office.

### TUCKSHOP SPECIAL

Pizza, Garlic Bread and a Popper

**\$4.50**

Limited time only 11 May – 15 May

## TUCKSHOP AND UNIFORM NEWS

### Volunteers Wanted

If you can spare 2 hours in the morning it would be greatly appreciated. We only have 3 volunteers at the moment and if one of us are away it can be hard to get the lunches out on time. Without extra volunteers I will have no other choice but to limit the menu.

### TUCKSHOP ROSTER

*Reminder - Tuckshop is closed Friday mornings during parade.*

Monday 11	HELP NEEDED
Tuesday 12	CARMEN DAVIDSON
Wednesday 13	HELP NEEDED
Thursday 14	HELP NEEDED
Friday 15	MARLENE GRANSHAW

### UNIFORM SHOP OPENING HOURS

Monday, Wednesday and Friday mornings 8.30am – 9.30am

## COMMUNITY NOTICES

**Rockhampton Basketball invites you to be a part of our new U10 & U12 Winter competition and U8 Aussie Hoops program.**

**Season Dates:** Fri 15<sup>th</sup> May – Fri 18<sup>th</sup> Sep

**Aussie Hoops Dates:** Fri 15<sup>th</sup> of May – Fri 26<sup>th</sup> June

**U12's** (Born '04 & '05): \$190

**U10's** (Born '06 & '07): \$150

\*(Includes Registration, BQ Insurance, Singlet, & all court fees for the entire season)

**Aussie Hoops** (Born '08 & '09): \$77

\*(Includes 7 weeks training, Basketball, Back Pack & Training Singlet)

To join a team please contact Rockhampton Basketball on 07 4922 5544, or head to [www.rockhamptonbasketball.com.au](http://www.rockhamptonbasketball.com.au).

**COME AND JOIN THE LOCAL GLENMORE BULLS,** your AFL club in North Rockhampton.

All ages welcome.

For details about the 2015 season contact:

Tim – 0403 186 587

Peter – 0418 186 988

Or visit our website [glenmorebulls.aflq.com.au](http://glenmorebulls.aflq.com.au)



## FOOTBALL CENTRAL QUEENSLAND

Girls Come and Try Day Sessions

Football Central Queensland has received a grant from Queensland Government Sport and Recreation, to run a series of Come & Try Days to attract junior girls to play football in CQ.

This grant, provided under the Queensland Government's Get Going program, will allow Football Central Queensland to run 4 Come & Try Day sessions in Rockhampton. FCQ is looking to run our first session in Rockhampton on Saturday 9 May.

These Sessions will offer girls aged 5 to 9 who have not played football previously to try the game in organized sessions, with access to local coaches, and to play in some organized games. FCQ is looking to expand the sessions to offer opportunities for girls aged 10 to 14 to also try their hand at football.

For more details on the Girls Come & Try Sessions, please contact Football Central Queensland on 4922 4470.

# THE 2015

**Glenmore Parents and Citizens Association**

Would Like to welcome you to the  
next up-coming meeting



Show your interest

## **GET INVOLVED!**

**Monday 11<sup>th</sup> May 6pm Administration Building**