



NEWSLETTER

Tuesday 19th November 2013

IMPORTANT DATES

Wednesday 27th November

School Council 6 pm
P & C 7 pm

Thursday 5th December

Kinder Orientation Teddy Bears Picnic
12.30 - 1.30

Thursday 12th December

Presentation Evening 7 pm

Monday 16th December

Year 6 Farewell (Yrs 5 & 6)

Tuesday 17th December

Whole School Disco

Wednesday 18th December

Last Day of Term
Mufti Day

2014 Dates

Tuesday 28th January

Staff Development Day

Wednesday 29th January

Students Years 1 to 6 return

Thursday 30th January

Kindergarten students start

Friday 14th February

Small Schools Swimming Carnival

FROM THE PRINCIPAL

CSU Teacher

Welcome to Miss Natalie Harris, who will be working with Miss Kirk and the K/1 class as she undertakes her teaching practicum with us over the next few weeks.

How 2 Learn Training

Miss Kirk and Mrs Cambey continue their professional development this week, attending the last sessions of the How 2 Learn training in Mulwala today and tomorrow.

Kinder 2014 Orientation

The students joining our 2014 Kindergarten class will visit our school for their last transition with the Teddy Bear Picnic on Thursday 5th December. With their Year 5 buddy and classmates they will have a picnic lunch together and participate in other fun activities designed to help them to settle into their new learning environment.

School Assembly

With the conclusion of the swimming classes last week, we will resume our regular Friday assembly this Friday from 2.30pm. Parents are most welcome to attend.

Borella House Christmas Carols

Students from our school will entertain the residents of Borella House with Christmas carols on the 6th December. Students will be learning a selection of carols and songs in the lead up to this important community event.

Visiting School

Seventy-five Year 6 students and their teachers from Horsham West Primary School will drop in on our school for a lunch break on their way home from their Canberra excursion

this Friday. This will be a great opportunity for our students to swap Canberra excursion stories and for us to strengthen our growing ties with Horsham West school.

School Council/P&C Meeting

Our next meeting will be held next Wednesday, 27th November, from 6pm. Parents and community members are most welcome to attend.

Andrew McEachern - Principal

P & C MEAT FUNDRAISER

The P & C distributed the Yalandra Meat Fundraiser last week. Please make sure you have your orders into school by Friday 22nd November. They also have christmas products available as well. If you would like to order any from the attached list, please add them into the extra order section on your order.

XMAS CARDS FOR SALE

The students have been creating wonderful Xmas artwork and we will be making Xmas cards using this artwork.

You can order as many as you like of your children's creations or order a mixed set which will consist of a random selection.

If you would like to have some of these wonderful cards to send to your family and friends, complete the order form and return to school along with your payment.

Cards & envelope will sell for \$1.50 each.

Cards are printed on card not paper.

VOLUNTARY CONTRIBUTIONS

Contributions for 2013 are \$40 per child. This fee covers the cost of textbooks and other consumables for each child. If paying by cheque, please make payable to Table Top Public School.

MATHLETICS CONTRIBUTION

Parents are asked to contribute \$10 per child to help cover the annual user fee for Mathletics in our school. This is a fantastic price, as the usual fee is \$99 per child. Thanks to the P&C who have already committed funds to support Mathletics for our children.

P & C FUNDRAISING CONTRIBUTION

The fund raising voluntary contribution for 2013 is \$50 per family. This can be paid in full or by instalments over the next three terms as follows:

Term 1	\$20
Term 2	\$20
Term 3	\$10.

*Cheques should be made payable to
TTPS P & C*

School bank details:

Account Name: Table Top Public School

Account Number: 157014

BSB: 032-001

Reference: *Surname and item/s being paid*

END OF FINANCIAL YEAR

The 30th November is the end of our financial year and we would appreciate if all outstanding fees could be finalised before that date.



HOW DOES YOUR CHILD DEAL WITH DIFFICULTIES?



Do they ...

Never Sometimes Always

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Get really frustrated and blame someone else?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Try to avoid the difficulty by doing something else?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Stay rooted to the spot not knowing what to do?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Want to be with you or with their friends?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Need you to make them try harder?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Sulk?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Compare themselves with their friends?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Try harder?..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



SOME EXPLANATIONS

1. Children often blame themselves or others if something seems too difficult, and this may lead to aggression or confrontation. This is called the 'fight' response.
2. 'Running away' is a frequent response to things that are difficult. This is called the 'flight' response.
3. The phrase 'getting stuck' says it all. Getting stuck is not a problem, but staying stuck is. Good learners are better at becoming unstuck. This response to anxiety is called the 'freeze' response.
4. Being with others who are like us helps us to cope with threat. This is called the 'flock' response.
5. Learning needs positive support and interest, but pushing your child too hard puts pressure on them and can be unhelpful.
6. We all react differently to situations, and your child's moods will fluctuate and change. When moods get linked to an experience – for example, if doing homework always causes them to sulk – you need to help your child break the pattern.
7. Friends or 'peers' can exert a powerful influence. You need to keep watching and listening as peer pressure can be good or bad in learning.
8. 'Stickability' is the secret of success. So if 'try harder' means 'stick with it', that's good. But sometimes more of the same won't help – a different approach is needed.

If we could give a child one gift it would be to free them from a fear of failure.



The good and the bad of digital technology for kids

The jury is still out as to the educational benefits, or otherwise, of digital technology for children – and until a clearer picture emerges parental vigilance is paramount writes Karen Fontaine

Like moths to a flame, 21st-century children gravitate to touchscreen-enabled tablets and mobiles – so much so, that a study across Australia, New Zealand, the US and Britain found more two- to five-year-olds are able to manipulate apps than tie their shoelaces or ride a bike.

However, given the relative infancy of these devices – and hence a dearth of studies into the effects on children of their long-term use – it's becoming increasingly difficult for parents to decipher which apps stand to actually maximise their children's learning.

'We are still beginning to understand the possibilities that new technologies like iPads can have on experiences that engender learning for children,' says Dr Denise Chapman, a lecturer at Monash University and an early-childhood specialist for more than a decade in the US and Australia.

Dr Chapman points to research from Dr Jackie Marsh of the University of Sheffield, who said that 'these virtual worlds are fast becoming a part of the online landscape of play for young children and rather than dismiss them as irrelevant, or deride them as potentially harmful environments, academics and educators need to examine their affordances more closely in order to identify what children gain from their playful engagement in these worlds and how their experiences can be built upon in early years settings and schools'.

It is through play that children learn, Dr Chapman says, and iPads 'just happen to be a part of, and compatible with, children's play'.

Still, according to two surveys of US teachers released late last year, there is a widespread belief among teachers that students' constant use of digital technology is hampering their attention spans and ability to persevere in the face of challenging tasks.

Scholars who study the role of media in society say no long-term studies have been done that adequately show how – and if – student attention span has changed because of the use of digital technology. But, as *The New York Times* reported, 'there is mounting indirect evidence that constant use of technology can affect behaviour, particularly in developing brains, because of



heavy stimulation and rapid shifts in attention'.

Dr Jordy Kaufman, a senior research fellow at the Swinburne University of Technology, is looking into the effects of tablet use in 140 three- to seven-year-olds. He has found that tablet use has no negative effects on executive function, which is the cognitive ability to exercise control and manage tasks such as planning and problem solving.

He has also found that, for some children, touchscreens appear to motivate and enhance learning rather than hinder it. Dr Kaufman's results indicate that calm, creative activities on the touchscreen, such as painting, were similar to their 'real world' counterparts in that they 'do not seem to adversely affect children's behaviour or attention in the short term'.

Kristy Goodwin, director of www.everychancetolearn.com.au and a lecturer at Macquarie University, says her own research into the 150,000+ 'educational' apps available on iTunes found 72 per cent are aimed at toddlers and preschoolers, the majority of them promoting rote learning (a memorisation technique based on repetition).

However, she says iPads are not an ideal tool for rote learning and young children are better off using apps that stimulate creative expression, language development and problem solving.

'In an ideal world, parents should be using iPads to enhance their children's communication skills and opportunities for creativity,' Dr Goodwin says. 'When they are not being used as a digital babysitter or a digital pacifier, there is a lot of upside to using them in the right way.'

In her book *Screen Time*, journalist Lisa Guernsey lays out a framework – which she calls the three Cs – for thinking about media consumption: content, context, and your child. She poses a series of questions such as 'Do you think the content is appropriate?' and 'Is screen time a relatively small part of your child's interaction with you and the real world?', and she suggests tailoring your rules to the answers, child by child.



All apps are not created equal

'So many apps have been designed not by educators but by 20-something app developers and there is no real scrutiny (as to their educational benefits) before they are put in the educational category. All iTunes does is check for inappropriate language or links to inappropriate websites,' says Kristy Goodwin, director of www.everychancetolearn.com.au. 'That said, there are some fantastic apps and they can be the most amazing tools when used in developmentally appropriate ways.'

Here, Kristy lists her top five apps (as of August 2013):

1. Toontastic – 'This app comes highly recommended. It is a creative app that allows users to draw, animate and share their own cartoons through imaginative play. Press the record button, move characters onscreen, and record your narration! Toontastic will play back the animation and voice as a cartoon for users to share on ToonTube. Suitable for children aged 3+ years.'

2. My Story-Book Maker – 'This app allows young children the opportunity to create their own digital stories with ease. Students can draw their own pictures, take photos with the built-in camera and record their voice. The finished story can be emailed or uploaded online. This is a wonderful app to develop children's capacity to reflect. For example, it can be used to annotate and describe digital photos after a visit to the zoo or after a holiday. Suitable for 3- to 12-year-olds.'

3. Play School Art Maker – 'This free app is ideal for Australian children familiar with *Play School*. Using this app, students can create movies and drawings using Play School characters. This app supports creative play, social interaction and language development. Suitable for children aged 3 to 5 years.'

4. Draw and Tell HD – by Duck Duck Moose – 'This app allows children to create a digital artwork and simultaneously records their voice as they draw. Then it saves both the artwork as well as their verbal narration

to your device's photo album. All of the on-screen movement is captured as a short video with your child's voice narrating. Suitable for 3 to 8 year olds. An excellent app for developing creative expression and language skills.'

5. Kids Flash Card Maker – 'This creative app allows children (and parents) to make their own interactive flashcards. Insert your own photographs using your camera roll or camera app, record your own voice and videos as well. Suitable for children aged 3+ years. A great way to use this app is to create a 'morning routine' chart using the app and take photos and videos of children performing their daily tasks to get ready in the morning.'

Beware the 'pass-back effect'

You see it in cafes and shopping malls everywhere and now it has a name – the 'pass-back effect'. It's where parents hand their mobile device to their child to pacify, placate or simply please them.

Dr Joanne Orlando, a lecturer in education at the University of Western Sydney, is researching how apps contribute to children's learning. She wrote in *The Sydney Morning Herald* that giving a child a mobile phone every time you want them to be quiet can be 'as detrimental to their development as giving them a lolly each time they throw a tantrum'.

'Consistently demanding children disengage with the world around them and expecting them to be quiet all the time limits their opportunities to learn how to engage confidently with society,' Dr Orlando wrote. 'It teaches them that they are not important. They may be having fun using a device, but the message is subliminal. We should develop the skills of children to use mobile technologies as valuable learning tools. They are fast becoming a way of life for young people, and it's our responsibility to ensure that children use them in a way that helps them reach their potential.'

The simplest way

to get your kids loving Fruit & Veg.

Eating plenty of fruit and veg can help keep your children healthy, but sometimes it's hard to get them to eat enough. Children often copy their parents, so our first tip is to make sure you eat enough too!



Other tips are:

- **Put your kids in charge.** Let them choose and wash fruit and veg for their lunch box; if they're able to, let them peel, cut or grate it.
- **Keep it interesting.** Cut fruit and veg into a variety of small shapes so it's easier and fun to eat.
- **Make ready-to-eat snacks.** Keep cut fruit and veg in the fridge for the kids to grab and eat with hummus or yoghurt.

For more information visit
www.eatittobeatit.com.au
or join us at facebook.com/eatittobeatit



Christmas Product Price List:

Rolled Pork Leg. \$12.30 per kg

Bone in Pork Leg. \$11.99 per kg

Rolled Pork Loin. \$19.99 per kg

Pork Loin Rack. \$18.99 per kg

Traditional Smoked Ham On The Bone . \$24.00 per kg

Rolled Lamb Leg . \$ 16.99 per kg

Lamb Leg On The Bone . \$ 14.99 per kg

Butterfly Lamb Leg . \$16.99

Rolled Lamb Loin. \$24.99

Wagyu Beef Blade Roast. \$10.99 per kg

Whole Turkey's : \$12.50 per kg

Rolled Turkey Buff : \$17.00 per kg

Whole Turkey Buff : \$15.50 per kg

Rolled Size 18 Chicken: \$17.50 per kg

Rolled Size 14 Chicken: \$17.50 per kg

Whole Size 18 Chicken : \$15.50 each

Whole Size 14 Chicken : \$11.80 each

Whole Size 10 Chicken : \$7.00 each

Whole Ducks : \$28.00 each

Quail x 6 : \$27.00 per tray