FROM THE PRINCIPAL

Why is it important to include 20 minutes of reading in your child’s daily schedule? Whether it’s reading to your child, or providing them with the time and space to read independently, daily reading is absolutely vital. At school we teach students the skills they need to become competent readers but we need your help to ensure these skills are practiced every day. There is a wealth of research supporting daily reading with your child and here are a few of the ways reading with your child for 20 (or more) minutes a day benefits him or her.

Reading is “brain food”
Our brains develop as we “feed” them with experiences. The experience of reading (whether you’re the reader or the one being read to) activates and “exercises” many of the areas of the brain. The visual cortex works as your eyes track the words on the page and look at the illustrations. Your memory makes connections between what you already know about the topic of the story and its content. You integrate new information learned through reading further strengthening and growing your network of knowledge. Reading provides one of the most enriching and complex brain activities available in life.

Reading improves listening skills
What parent doesn’t want their child to be a good listener? The experience of being read to helps children develop good listening skills by keying them into the components of language. Through reading they learn to recognize phonemes (the sound building blocks of language), learn new words to add to their oral vocabularies and connect written words to their real world applications.

Practice makes perfect
Generally, the more time you are exposed to something and the more time you spend practicing it, the better you’ll become at performing it. This is absolutely true for reading. Research shows that children who have repeatedly been exposed to books from birth generally exhibit strong reading abilities.
Reading improves academic performance
There is a strong correlation between a child's ability to read and her academic performance. Because so much of our schooling relies on our abilities to read, children must have strong reading skills to succeed and thrive in school.

Reading just makes “cents”
For every year that a person spends reading (either independently or being read aloud to), his/her lifetime earning potential goes up considerably. For a time investment of approximately 87 hours a year (20 minutes a day for 5 days a week), you can increase your child’s ability to support him or herself in the future considerably.

Super Hero Dress-Up Day
Don't forget tomorrow (Friday 17th February) we are holding a super hero dress-up day to raise money for Lifeline. Students are encouraged to dress as a super hero and bring along a gold coin donation. Please take your gold coin to your classroom so that student leaders can come and collect at 8.50am. Lifeline is a national charity providing all Australians experiencing a personal crisis with access to 24 hour crisis support and suicide prevention services.

Somewhere in Australia there is a new call to Lifeline every minute. People call Lifeline’s 24 hour crisis line 13 11 14 about:

- Suicidal thoughts or attempts
- Personal crisis
- Anxiety
- Depression
- Loneliness
- Abuse and trauma
- Stresses from work, family or society
- Self-help information for friends and family

Lifeline is a national charity and relies on community support.
**Student Leader GRIP Leadership Conference**

Our student leaders attended GRIP leadership seminar on Tuesday to learn more about what it takes to be an effective leader in a school. The focus of the day was on leadership responsibility and what that looks like in a school. Our student leaders will be presented with their badges at a special ceremony during Monday’s assembly (20th February).

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**Stop, Drop & Go**

We still have a number of parents who “park” in our Stop, Drop and Go area of an afternoon well before 3.00pm. If you’re one of these people, you are contributing to the traffic build-up we experience on Pioneer St. It is pointless arriving in the Stop, Drop and Go zone before 3.15pm as there are no children to collect. Our school bell rings at 3.00pm which means the earliest a student would be able to arrive at the Stop, Drop and Go zone would be well after 3.00pm. Please give careful consideration to when you arrive to collect your child(ren), and remember that after 3.15pm is the best time to arrive at the Stop, Drop and Go zone.

**Safety Circus for year 3 students**

Next Friday 24th February, our year 3 students will be treated to the award winning crime prevention project ‘Safety Circus’. The show tours primary schools in Mackay and was created by CQ University Honours Student Hannah Barn in 2013.

Safety Circus covers child protection issues, bike safety, and bullying options for a bystander and is performed at schools to Grade 3 students.

Kind regards,

Paul Manttan (Principal)
All parents want what is best for their children. Sometimes though, in our endeavour to protect our children, we take control of a situation, and make decisions, that are not always in our child’s best interest.

Michael Grose (Parenting Educator) talks of 7 resilience robbers that reduces a child’s development of resilience.

**ROBBER 1 - Fight all their battles for them**
This should be the last resort not the first option. We want our children to have strategies that will help them manage difficult situations.

**Solution:** Give kids the skills and opportunity to develop their own resourcefulness. Remember there are always 2 sides to a story. Be the consultant not the problem-solver.

**ROBBER 2 - Make their problem your problem**
Sometimes adults can take too much responsibility for issues that are really up to the child to work out or decide.

**Solution:** Know when to make their problem their problem.

**ROBBER 3 - Give kids too much voice**
It is easy to go overboard and allow children too much of a say in what happens to them. Remember you are the adult.

**Solution:** Know when to make decisions for kids and expect them to adjust and cope.

**ROBBER 4 – Put unrealistic or relentless pressure on kids to perform**
Expectations about success and achievement are important but they must be realistic.

**Solution:** Keep expectations in line with a child’s ability. Excessive pressure can create mental health issues.

**ROBBER 5 – Let kids give in too easily**
**Solution:** Encourage kids to complete what they have started and put in the best effort even if the results aren’t perfect, nor the task significant.

**ROBBER 6 – Neglect to develop independence**
By teaching kids the skills to look after themselves you are setting them up for life. Start early. Kids who have a sense of independence (but family readily available) feel good about themselves and their abilities.

**Solution:** As a parent if you weren’t around what skills would you like your child to have e.g. for younger – dressing themselves, making something simple to eat, washing up, unpacking their school bag; for older – making their school lunch, cooking, cleaning, using appliances.

**ROBBER 7 – Rescue kids from challenging or stretching situations**
When things are outside the comfort zone we tend to want to avoid them e.g. doing a presentation in front of others, school camp. When you show confidence in a child and skill them up to face challenges you will not only help them to cope but their abilities may even surprise them.

**Solution:** Overcoming challenges enables kids to grow and improve.

In life there are many hardships that occur at any age. By skilling up a child to deal with them effectively you will create independent children that are mentally strong and resilient, and so able to enjoy life no matter what is put in their path. Isn’t that what we want for all our children?

*Adapted from Resiliency Robbers by Michael Grose*
FROM THE DEPUTY PRINCIPAL

Writing – A Key Focus for us in 2017

During weeks 3 and 4 students have been introduced to the concept of **tightening tension**. The tension scene comes just before the big climax ending. In movies this is the scene of the soccer final, the exciting car chase, the heroine fighting for her life in a raging river, or the scene where you are in a sinking boat surrounded by sharks.

![Tension Scene](image)

We all know Little Red Riding Hood’s classic tension scene. Red RH arrives at the cottage and the wolf is in bed in granny’s clothes. Red RH, (who obviously needs glasses) says:

“Oh, grandmother, what big ears you have!”

“All the better to hear you with.”

“Oh, grandmother, what big eyes you have!”

“All the better to see you with.”

“Oh, grandmother, what big hands you have!”

“All the better to hold you with!”

“Oh, grandmother, what big teeth you have!”

“All the better to eat you with!”

See how the scene slowly builds up to be more and more dangerous – and thus frightening? We don’t start with the teeth, we start with the ears – and the wolf trying to coax Red RH to come nearer and nearer.

**TOP TIP**

Emotion always takes time to build up. So, in tension scenes, show kids how to start small and ‘escalate’ to a powerful climax.

**ACTION ACTIVITY**

Read picture books with your kids and look for the tension scenes. Picture books are short, so it’s easy to find where the all-important tension builds before the ending.

Kind regards,

Wendy Ross  (Deputy Principal)
Some examples of tightening tension from our Year 6 students:

**Tightening Tension** by Haylee Holdsworth

I’m scared. I’m nervous. It’s the 100m sprint, and I know I’ve got serious competition. I got ready to line up. My friends from other age groups cheered me on. Okay, I thought, I have to do this. I thought of my Mum, watching me at the end of the field. I lined up at the start of the track. I stared down the end. It looked 5 times the size. My body started shaking. I glanced to my left. There, glaring at me, was my competition. Annabella Staks. Her long tanned legs straightened as she got ready to run. People in the grandstand were cheering my name. “Take you marks!” My legs felt as if they would collapse. “Set!” The siren went off. I watched as Annabella started off, running as if she was being chased by a lion, and then her legs crumpling. Now’s my chance. I glided with ease over the finish line. “Billie Jensen wins everybody!”

**100m Race** by Phoebe Nelson

I feel like I’m going to explode. There’s this one girl, she always beats me. This is my last year! My time. I clench my fists and feel my heart pound against my chest! “Bang!” I shoot off and run for my life! I feel angry, wild, like a cat trying to escape out of a bag! I look to my left and see him jogging and cheering, trying to keep up with me. Just like old times. I see the finish line, I’m so close! I see a shadow in front of me and gasp, it’s her! I hear him shouting and tell myself this is my one chance. I close my eyes and find another gate of speed. I hear the stopwatch click. I stop. “Open your eyes silly!” I open to see his kind face and realise… I won! I look back and see her, crying on the grass clutching her ankle. I look back at him but he’s already behind me, running, shouting for help. I think to myself, if she breaks her ankle, it wouldn’t be worth it! It wasn’t even a proper race! It was just 4 kids having fun.
FROM THE P & C EMAIL: pandc@northviess.eq.edu.au

UPCOMING EVENTS:

P & C Meeting: Tonight at 6.30pm in the Hall Meeting Room

Trivia Night: Friday 10th March at 7:00pm

Uniform Shop is opened every Monday before and during parade. The uniform shop currently have brand new shirts in size 12 for $25. Second hand shirts, skorts, shorts and winter clothes are for sale as well as new library bags and hats. Donations of old uniforms are always welcome and thank you to families that have already handed them in. So call in and see Marlene for a bargain.

The first P & C meeting is on tonight at 6.30pm in the Hall Meeting Room. Please come along and find out how and why decisions are made, what is happening in our school and have a say. We would love to see new faces attend as well as returning members.

School Banking is every Thursday. We are currently looking for 2 volunteers take on the school banking program. It is a great program and students enjoy receiving a prize that they have selected after 10 deposits. When we first started school banking we would get together over a cuppa and a chat and counted the money. If you are interested in helping out with school banking please contact Christina Goodchild on 0438 574 449.

Come along to the Trivia Night at the School Hall on Friday 10th February at 7:00pm. There will be over $2000 worth of prizes up for grabs. If Trivia Night is not your thing we would love your help on the night. Please contact Tara Hope on 0416 276 592 to purchase a ticket or lend a hand on the night. All monies raised goes towards vital funds into our school.

We have limited stock on hand of sports shirts so once they are used we will need to re-order from the supplier which may take 2 – 3 weeks. You will be notified of this via text message within 7 days if this is the case. If you have any questions please contact Jodie Whitby on 0466 210 256.

Thank you to all the families that ordered their book packs through Kookaburra Educational Resources. We had a total of 217 book pack orders and our school received the most orders from Mackay. The P & C received $3684.80 in commission, which is a phenomenon amount and the most we have ever received in commission for book pack orders. A big thanks to Christina Goodchild for organising the book packs and distributing the lists early in term 4.
### Students of the Week — 06/02/2017 & 13/02/2017

| PC       | Mitchell Cox & Tidan Rowles  
|          | Isaac Cole                   |
| PM       | Kaylah Perkins               
|          | Sienna Clarke & Emily Scotton|
| 1J       | Max Smith                    
|          | Leilanie Basnight            |
| 1W       | Gene-Steele Kairl           
|          | Lexie Sievers                |
| 1/2D     | Warner Doyle                
|          | Makadde Hope                
|          | Nadia Piggott & Bradley Layton-McVeigh |
| 2Pa      | Harper Skinner               
|          | Hank Brodie                  |
| 3F       | Chase Rees                   
|          | Alex Cutter                 
|          | Talon Cleghorn-Eckert       
|          | Paige Kenniff                |
| 3S       | Travis Muscat                |
| 3/4MW    | Jarek Taylor                 
|          | Taryn Eden                   |
| 4PA      | Will Wienert                 
|          | Max Porter                   |
| 4/5B     | Harrison Ziekenheiner       
|          | Aiseyah Wano                 |
| 5B       | Ashlen Skinner               
|          | Ilyssa King                  |
| 5/6H     | Alira Vaughan & Charlotte Whittaker  
|          | Allixx Yankus-Higson        
|          | Isabella Sammut              |
| 6C       | Will Shears & Trinity Lorraway  
|          | Haylee Holdsworth           |
| HPE      | P - 2 - Lily Pick, Isaac Muscat; 3 - 6 - Jett Wienert, Lily Law, Isabella Sammut |
|          | P - 2 - Kiara Purcell, Makadde Hope; 3 - 6 - Hunter Hardy, Joshua Waldon, Zemiel Cole |
| LIBRARY  | 1J - Beautiful behavior in our lessons. Great work everyone!  
|          | Dylan O’Sullivan, 1/2D - Always trying hard to complete activities in lessons. Well done Dylan! |
| LOTE     | 4/5B - Robert Durkin; 5B - Archer Huntley; 5/6H - Cayden Holley; 6C - Matthew Guy  
|          | 4/5B - Lacey Anderson; 5B - Coby Ferreria; 5/6H - Hannah Hardy; 6C - Amara Efstatidis |