

# BARRINGTON

## PUBLIC SCHOOL

Integrity and Excellence



Term 3 Week 9 Tuesday 18 September 2018

### Weekly Awards

#### K

**William Coombe** – 'trying to use an interesting voice when reading'

**Alerah Hardy** – 'reading some big 2 and 3 digit numbers'

#### 1/2

**Naomi Jones** – 'excellent improvement in her reading'

**Stella Thurlow** – 'always being ready to listen and learn'

#### 3/4

**James Barry** – 'editing his writing tasks with care'

**Kenneth Wright** – 'great work in Math groups'

#### 5/6

**Summer Edwards** – 'working hard in math groups'

**Samuel Ellis** – 'his engagement in engineering and his attention to detail'

**Hugo Laurie** – 'always contributing in classroom activities'

**Kaitlyn Commons** – 'excellent results in her grammar assessment'

**Jasmin Richards** – 'achieving excellent results in her grammar assessment'

**Edward Hollingsworth** – 'his involvement in Math groups'

### Soccer News

On Wednesday 3 September, our school soccer team played Gresford in the 3rd round of the PSSA Small Schools Soccer competition. From the outset, Barrington played as a team using all the knowledge and skills Mr Hughes had taught them. They passed the ball around and defended admirably. The final result was 6-1 in Barrington's favour. Lucas and Justin scored 3 goals each but it was the team effort that gave them the win. Congratulations and good luck against Tintinhull at Tamworth in the next round, this Thursday 20 September.



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### Coming Events

#### Term 3 2018

**Friday 21 September**

Craven Creek Music Visit.

Gloucester Junior Cattle Show.

**Tuesday 25 September**

Barrington's Got Talent, 11.30am.

Whole school assembly in 5/6

room, 2.15pm. All welcome.

**Friday 28 September**

Gloucester High School Tri

Challenge. Last day of term 3.

Payment of \$100.00 due for the

Bathurst Excursion.

#### Term 4 2018

**Monday 15 October**

School resumes for term 4 for  
staff and students.

**Wednesday 24 October to Friday  
26 October**

Years 3 - 6 Excursion to Bathurst.

**Thursday 1 November**

School Photos.

**Wednesday 21 November**

Kinder Orientation Morning.

**Tuesday 11 December**

Presentation Night.

### Level 2 - Silver Commendation Certificates

Naomi Jones, Justin Battams,  
Selina Denyer, Hugo Laurie,  
Summer Edwards and William  
Coombe.

## UNSW ICAS Writing Results

Congratulations to the following students who have gained some excellent results in this recent assessment:

Louis Want	Year 3	Credit
Irelyn Want	Year 4	Credit
Paige Connell	Year 5	Credit
Hugo Laurie	Year 5	Participation
Lucas Pope	Year 6	Credit



## 'Jump Off' Afternoon

On Wednesday afternoon last week, the whole school participated in a variety of activities to show case their wonderful skipping skills. It is amazing how much they have improved since we began skipping in PE at the start of the term. Thank you to all the parents and grandparents who attended on the day and showed support for their little skippers. We have now collected most of the sponsorship money and are thrilled to report that we have so far raised a whopping \$4190 between a mere 61 students! The response from the Jump Rope Foundation was pure amazement that such a small school could exceed the sponsorship amounts of much larger schools with hundreds of students! So, I wish to express a huge thank you to all the families who sought sponsorship and to their friends, workmates and family members who generously donated. Once all the sponsorship money is collected, we will send it all off and prizes will be forwarded back to our school for distribution to some students.



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Congratulations to the following students who have demonstrated the school's values:

### Week 8

Dean Germon and Charli Macdonald.

## Birthdays

Dean Germon 8.9.18 (12)



## P&C Canteen Roster

Monday 24 September

Karen Webeck and Amanda Ellis.

## Term 4 - Canteen

Canteen will resume first day back next term, Monday 15 October, Amanda Ellis and Karen Webeck.

Icy poles will be for sale in Term 4, commencing first Friday back, 19 October. Icy poles are sold at lunch time and prices vary from 0.80c to \$1.60.

## P&C 'Knowla' Bull Sale Fundraiser

The total profit from donations at the 'Knowla' bull sale after expenses were taken out was \$1244.57, plus a cheque from the 'Knowla' Laurie family of \$1200.00, which makes a total of \$2444.57. Well done everyone involved!

## PSSA Hockey

Best of luck to the school's hockey team who have travelled to the Macarthur Hockey Complex, Narellan to compete in the PSSA hockey tournament, today. Watch this space for a full report in our next Bulletin.



## 'Boy' Performance Report

On Tuesday 11 September 2018, Barrington Public School had the privilege of viewing a play version of the picture book 'Boy' by Phil Cummings. It was about a child named Boy who couldn't hear, but he was happy. He spoke with dancing hands and he drew pictures for people in the sand. A war between the king and the dragon was tearing the land apart. Unknowingly, Boy ran into the middle of a fight. With a simple question, he made them wonder why they were fighting, and helped them see how they could be much happier. It illustrated to students how communication comes in different forms but is still important when understanding one another's feelings. The play also included humour and was interactive, with some students asked to join in. Students walked away having laughed but also learnt an important life message.



## Bathurst Excursion - Wednesday 24/10/18 to Friday 26/10/2018

The itinerary for the Bathurst Excursion along with the list of what to pack, will sent home to the relevant students next week. As this excursion is second week back next term a reminder to parents that there are still outstanding permission/dietary notes, as well as outstanding deposits and instalments due. The payment schedule is as follows:

\$100.00 which was due on the 14.9.18  
\$100.00 which is due on the 28.9.18  
\$100.00 final payment due 19.10.18.

Thanks to the parents who have already sent in their payments.

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# insights

## The language of Independence-building

by Michael Grose



*Independence-building is vitally important for parents. It's the pathway to children's competency, confidence and creativity, and the short cut to resilience and real learning.*

Families always develop shared language around the values that have strong meaning for them. If resilience is a shared value then there invariably will be a strong set of words and phrases about resilience factors such coping, flexibility and perseverance.

Similarly, the values of independence and self-sufficiency are reflected in a family's proprietary language. In fact, it's through shared language that culture exists. If you are looking to building a culture of independence in your family then creating your proprietary language around independence is a great way to start.

These following twelve examples of independence-building language, and the principles behind them, will help you create your own family's language.

1. "Never regularly do for a child the things a child can do for him or herself" – **Goal:** Independence

This is perhaps the original parenting-for-independence manifesto, and it's a philosophy that guides many teachers and parents today. In effect, this sentence means that wherever possible – we give children the skills and competencies to look after themselves physically and emotionally. It requires a great deal of patience, time and courage from parents and teachers as the sentence is easier to say than to put into practice. But it's a worthy guiding principle that leads to self-sufficiency in children, and ultimately redundancy as parents.

2. "Is this something you can do?" – **Goal:** Self-help

Independence takes many forms but perhaps the most common is the development of self-help skills. The confidence, pride and, for most, sheer pleasure that kids doing the simple things for themselves such a toddler tying his shoelaces or a child making her own lunch is immeasurable. Yet it is so easily denied by well-meaning parents and adults who see it as their job to do everything for children. Independence begins at home with the development of self-help skills.

3. "Have you checked the help roster today?" – **Goal:** Contribution

A great way to develop a sense of independence is to give kids opportunities to help out at home. There is no need



to overburden children with jobs, but a sensible allocation of chores according to their age and study requirements is not only a great help to you, but fantastic training for them. It also builds accountability and a work ethic, both highly valued characteristics for continuing success at school and later in life.

#### 4. *"Which of these two would you prefer?"* – **Goal:** Decision-making



Parents as wise leaders need to call the shots on how the family life is conducted, including health and welfare issues such as appropriate bed and bath times. Some things are not up for negotiation. But there are areas where parents can rightfully hand autonomy to children and say, 'It's your call!' Choice of clothes, how they keep their bedroom, what they eat and who they play with are the types of decisions they can make. Naturally, this is age-related and you do need to have some influence on their choices.

#### 5. *"How can you make this happen?"* – **Goal:** Problem-solving

Kids get used to bringing their problems to parents to solve. If you keep solving them, they'll keep bringing them. A problem-solving approach relies on asking good questions, which can be challenging if you are used to solving your child's problems. The first question when a child brings you a problem should be: *'Can you handle this on your own?'* Next should be, *'What do you want me to do to help you solve the problem?'* These questions are not meant to deter children from coming to you; rather, to encourage and teach them to start working through their own concerns themselves.

#### 6. *"We rely on you to do this."* – **Goal:** Reliability

Reliability is closely connected to responsibility and other aspects of independence. Every child over the age of five, at the eldest, should do something that someone else relies on whether it's looking after a pet, clearing the meal table or emptying the garbage on a regular basis. Having others rely on you has its challenges and can be a learning curve. They'll inevitably forget to put the rubbish bins out on garbage night, meaning your bin will be overflowing for the next week. They'll need to be reminded about feeding the pet or clearing the table. Kids inevitably won't get things right, but that doesn't mean we should stop giving them responsibilities.

#### 7. *"What can you learn for next time?"* – **Goal:** Self-sufficiency

Learning from mistakes is part of the independence-building process for children. Often adult impatience or unwillingness to put up with errors prevents us from giving kids the chance to do things for themselves or take real responsibilities. If independence is to be a major part of your family's culture then it's imperative that we help kids learn from their mistakes whether social, behavioural or just messing up while helping out at home.



#### 8. *"How do you feel about this?"* – **Goal:** Emotional intelligence

An often over-looked aspect of independence is the ability to self-manage your emotional state. Emotional self-management starts with the recognition of how you feel about a particular event or action and then labelling that feeling. If possible prompt to identify their emotions before they act on them. You can also revisit events and ask



children about the feelings that may have led to a certain behaviour such as hurting or yelling at a sibling.

9. *“When you muck up, you make up.”* – **Goal:** Accountability

Kids of all ages will make mistakes. In fact, mucking up is part of the learning process. But kids will just repeat their mistakes unless they experience the consequences of their decisions. The use of behavioural consequences is a way of teaching children to take greater responsibility for their lives and to learn to make smarter choices.

10. *“How will you fix this?”* – **Goal:** Restoring relationships

Independent kids are usually socially-smart kids who don’t operate in a bubble. They know that their behaviour impacts on others they are mindful of the thoughts, feelings and behaviours of others. They also make amends or restore relationships when their behaviour impacts negatively on others. Relationship restoration is a lifelong skill and involves the following: swallowing your pride, making up, giving something back, not holding a grudge and moving on.

11. *“You need to do what’s right, not what’s easy.”* – **Goal:** Integrity

A sense of integrity is important for a child’s independence because it’s the basis of reasoned and socially focused self-control and self-management. The job of parents is to move their children from ‘Me’ to ‘We’. Integrity is the great socialising agent for a child. They may get by without courage, endurance and grit but they won’t get far socially without integrity.

12. *“Let’s find a way to make this happen.”* – **Goal:** Positive risk-taking

One of the ways to develop independence is to work with them to build their skills and abilities to safely navigate an ever-broadening environment outside of the relative safe confines of their home. Ideas include adults and kids doing things together such as catching public transport until they are ready to go it alone or with friends; and giving kids smaller freedoms that lead to bigger liberties such as allowing a young child to walk part of the way to school on their own and then extending the distance as they get more experience and feel more confident.

Independence-building is vitally important for parents. It’s the pathway to children’s competency, confidence and creativity, and the short cut to resilience and real learning. We’ve gradually retreated from this approach over recent generations much to our children’s detriment. It’s time to help kids reclaim their independence. Getting our language right is a good place to start as family change always begins with shared language.

