A most successful night at V FLIX Event this week at the Randwick Ritz
Dear Parents

Thank you for the warm welcome back I have received from so many families this week.

It was wonderful to commence the final term with the culmination of a year’s work. VFLIX, Vaucluse Public School’s very first film festival was sensational. Every film was diverse, richly creative and very unique. We loved the parent involvement that occurred as part of the film making process. Initially the staff were quite daunted at the thought of creating a class film. I think you will agree that each film demonstrated a high level of expertise. We were all thrilled with the final outcome. The large cinema at the Randwick Ritz was a brave choice but when I stood to introduce the festival I was amazed to see we had practically filled the theatre upstairs and downstairs. What a great community event. Thank you to David Todd who expertly coordinated, curated, and inspired us to achieve beyond our wildest dreams. Thank you to the staff who bravely took a leap of faith and came with David and helped his vision to become real. Thank you to those parents who came forward and shared their expertise which ensured we had a very professional product to present. Finally a huge thank you to the stars of the films – our wonderfully talented Vaucluse Public School students. I loved seeing those big personalities emerge on the large screen.

As was suggested on Wednesday night if you are looking for a unique Christmas present for the grandparents that have it all we cannot think of anything better than a personal copy of the VFLIX DVD.

What a lovely surprise I had when I walked into school on Monday morning to see the new playground seating. It looks sensational. A big thank you to the P&C who made all of this possible. It was immediately used for the staff photo and we are looking forward to being able to use the soccer field seating in a variety of ways. The tree seat down in the kindergarten area has already been put to good use and we welcome a new outdoor classroom which the seating has made possible.

The new fencing in the top playground and car park along with new grass being laid during the holidays has also improved the look of our school. It is hard to improve on perfection but I think we have made our school look even better for our students. We are very fortunate to have this great space. Visitors never fail to comment on the school and how different it is to other city schools. We love and value our slice of paradise.

As summer has come very suddenly could parents please ensure every student has a wide brimmed school hat. We would appreciate if parents did not send students with baseball caps. We would like every child in the sun safe wide brimmed hat. It can be extremely difficult to get students to wear this hat if they think a baseball cap is an option. We are also asking parents to support us in the wearing of the school uniform. We would like students to wear their black school shoes and restrict joggers to sports day. The uniform shop sells a fabulous black shoe. Again it is hard to get students to wear black shoes if there are some students wearing joggers every day. Thank you for your support of this.

Next week Play and Stay for 2016 Kindergarten commences and we are looking forward to welcoming our new families into our school.

Maureen Hallahan
I saw a film collection of shorts at the Ritz cinema last night. I like to watch weird goings on at the cinema. It was a fun night.
Before the holidays he was a tadpole and now he is a frog.

He is not the only one. Very exciting news from IJ
On Wednesday night over half of the school travelled to Randwick cinemas to watch.

We saw 16 movies, 1 from each class, with only one rule… there must be a key involved. It could be metaphorical, real, or even imaginary! There were zombie movies, sport movies, and spectacular food movies (and I think we can all agree that how to make ice cream by K-2 j looked delicious). Certainly 1-2M’s movie about marine life had us all learning, and Ka and the robot teacher (starring Ms Aspden) was certainly one of the funniest movies. 1W and Big Ted was very mysterious and 3M taught us all a lesson about bullying. There were so many great films but too many to mention. Let’s hope we have another V-Flix next year!

By Charlotte Scanlon 6T
Save The Date...

Vaucluse Public P&C AGM

Tuesday 3 November from 7pm

Find out what the P&C have achieved this year and plans for 2016.

Voting will take place on all P&C Exec Positions

An Agenda and more Information about the Exec Positions will be available in the next few weeks. Keep an eye out in the Newsletter.

All Welcome

Dear parents,

The school community came together last Friday and all the kids had a lot of fun completing a multitude of laps in the P&C walkathon.

Please send your child’s sponsorship money back to the school by Monday 19th October, 2015. There are various ways to do that: cash, cheque or direct transfer in the Vaucluse P& C bank account (all details are on the sponsorship form)!

As soon as we have all forms back we can start reconciling the funds and hopefully pay for the implementation of the Wi-Fi. Fingers crossed!!

We will also then determine which class was able to raise the highest amount of money and organise their reward: a movie afternoon and paddle-pops!

Thank you all in advance,

Sacha Irvine
Big Crunch Sushi

Tuesday to Thursday

Big Crunch Sushi – Chicken Teriyaki $4.50
Big Crunch Sushi – Salmon $4.50
Big Crunch Sushi – Tuna $4.50
Big Crunch Sushi – Chicken Schnitzel $4.50
Munch Box 8 pieces – Avocado $5.50
Soy Sauce Gluten Free included
Sushi – 100% gluten free and dairy free

Twisted

Vanilla Bean with Chocolate
Vanilla Bean with Berry
New Flavour - Mango and Watermelon
Now only $2.50

Munch Monitor

Save Time! Order online from the canteen
Any issues email help@munchmonitor.com or call 1300 796 190

1. Go to www.munchmonitor.com
2. Click on LOGIN the REGISTER
School ID: vaudluseps Password: munch2030
3. Enter your own username (email address) & password. Click ‘Create your Account’
4. An email will then be sent to you with a link to activate your account.
Need to buy new school uniform but can’t get to the Clothing Pool?

Problem Solved!

Now Here . . . . . in Term 4 2015

An online email order form for all school uniform and accessories!

To make purchasing your school uniform more convenient, the Clothing Pool are introducing a new way to order items via email. It’s as easy as:

1. Download the order form on the VPS website, complete your uniform item requirement and payment details and specify either an ‘Australia Post Delivery’ or ‘Collection from Clothing Pool’ option (for your child or a friend to collect on your behalf).
2. Simply email your order to vpsclothingpool@gmail.com
3. All orders will be fulfilled on Tuesdays and Thursdays each week and posted out on these days. Collection will be during Clothing Pool hours on Wednesday and Friday mornings between 830-915am.

The form is available to download from the VPS Website, and the first orders will be fulfilled on Thursday October 8, 2015 in the first week of Term 4.

(please see sample of the form below)
PLANTING AND PAINTING WORKING BEE

VOLUNTEERS NEEDED

WHEN: Sunday 25 October at 9:30am

Calling all parents to assist with the working bee.

On Sunday 13 September, 2015 we will paint the clothing pool and plant native grasses. Come for an hour or come for longer, anytime you can give is much appreciated. We aim to be completed the planting and painting by 1pm and we can’t do it without you.
“Is media multitasking an important modern-day skill or a disruptive and damaging habit?”

A special opportunity for you to come and learn about Distraction, Multitasking, & Time Management and how it can affect your child.

Tuesday 27th October 2015
6pm - 7pm
Randwick Public School Hall

Please reserve a seat by emailing helen.terata@det.nsw.edu.au
$5 family entry at the door. Places limited.

Host Robyn Treyvaud is an internationally recognised expert in online safety and digital citizenship. She returns to Randwick Public School for this special discussion workshop.

- Explore case studies
- Find out what the professionals say
- Take home practical tools, tips and tricks students can use to stay focused

“...questions about technology’s distracting potential are especially relevant in the context of parenting because we want to make sure we’re doing our part to support effective habits.”
You’re invited to participate in the Tell Them From Me (TTFM) Partners in Learning survey designed for parents and carers. This survey complements the TTFM student and teacher surveys, which focus on student engagement, wellbeing and effective teaching practices. All Department of Education schools have the opportunity to participate if they choose.

Why should I participate?
Parents and carers are an important and valued part of the school community. Schools can use survey feedback to make practical improvements and inform school planning.

What does it involve?
This online survey takes about 15 minutes to complete. It is anonymous and voluntary.
If you have more than one child at this school, and feel that your children’s experiences differ, you can complete the survey more than once.

How can I participate?
You can access the survey in your own time, between 17 August and 23 October 2015.

Follow the instructions below on your computer or table:

1. Login in: https://nsw.tellthemfromme.com
(copy and paste the link above OR hold the Ctrl button on the keyboard and, at the same time click on the link above)
2. Your School’s Parent Username = parent18300
3. Your School’s Parent Password = Vau3325

More information on the Partners in Learning survey can be found on the NSW Department of Educations’ TTFM website: http://surveys.cese.nsw.gov.au/
VOOSC NEWS

REGISTRATIONS FOR 2016

Attention all families.

As explained earlier in last term, no currently held bookings will be rolled over into next year.

It has been requested that all families requiring positions for 2016, to re-enrol their children.

Following a notice to all families, we opened our enrolments for 2016 on 02/09/15. Our positions for 2016 are now full.

If you have not yet submitted a new enrolment form we advise that you do this ASAP as forms are dated upon receipt and placed on a waiting list.

VOOSC STARS
Madeleine W

Congratulations Maddy, you have received a star for making a huge effort do to your homework each afternoon.

Well done and welcome to the Wall of Fame.

Augusta

Congratulations Gussie, you have received a star for always being available with a helping hand and a positive attitude. Thanks for helping all the little people with their fishing during vacation care. Welcome to the Wall of Fame.

Zachary Z

Congratulations Zach, you have received your star for being brave during our excursion at Luna Park and trying things that you haven’t tried before. Well done Zach welcome to the Wall of Fame.

Mia P

Congratulations Mia, you have received your star for showing responsibility and always trying your very best to help with packing away games and equipment. Welcome to the Wall of Fame Mia.

Charlotte S

Congratulations Charlotte, you have received a star for exceptional manners and always being kind to others.

Welcome to the Wall of Fame Charlotte.

Warm regards
VOOSC Team
Vaucluse Out of School Care Centre Inc.
Ph/fax 02 9337 3031
voosc@people.net.au
Social and emotional learning: suggestions for families

What families of young children can do

Families can support children's developing social and emotional skills by:

- being affectionate and warm
- providing security for children by being consistent and predictable
- having frequent face-to-face interactions, including making eye contact, smiling and laughing together
- responding to your child’s signals and preferences (e.g., knowing when to stop playing when your baby turns away signalling they have had enough for now)
- talking with children about what is happening and what will happen next
- being comforting and helping children to manage their feelings
- encouraging children to explore, play and try new things
- using social and emotional skills yourself and showing children how they work (e.g., by talking with children about your own mistakes, saying sorry and trying to make things better for the child you show them that these are a part of life and can be learning opportunities for everyone)
- describing and labelling emotions (e.g., “I enjoyed doing the puzzle together with you. It was fun!”; or “Are you feeling sad today because your friend is not here?”)
- storytelling, playing games, singing, dancing, and imaginary play
- supporting children to make choices and solve problems as appropriate for their developmental level (e.g., “Do you want to wear your red dress or your blue dress?”)
- providing opportunities for interactions with others (e.g., going to play groups with other children, inviting a child to your home for a play, going to the park where there are other children playing).

Parents and carers have a critical role to play in guiding and supporting children's social and emotional learning. Social and emotional skills develop with practice. Everyday situations present lots of opportunities for children to learn and practise skills for coping with emotions, managing relationships and solving problems. You can help children build the skills they need by providing effective coaching.

Supporting social and emotional development through relationships

Relationships are strengthened and social and emotional skills developed through repeated experiences of ‘give and take’, for example, when a baby’s coos and babbles are imitated by a caregiver with similar sounds and noises. Having conversations with children as they get older about these ‘give and take’ interactions helps children to develop their social and emotional skills further. ‘Give and take’ becomes sharing, cooperating and taking turns and developing friendships with other children.
helps children to understand the feelings of others and how to think things through before acting.

Taking time
Take time to really get to know your child through playing with them, observing their patterns and preferences and sharing everyday conversations with them. Being aware of your child’s needs, likes, and interests can help you to be more responsive and ‘in tune’ and also appreciate what is special about them. For example:

- being aware of how your baby communicates when they are tired, such as by yawning, tugging their ear, becoming irritable or less involved in play, means you can help them to get the rest they need
- recognising when your child is happy and enjoying themselves means that you are able to give them more space and time to do the things they like and be sensitive not to intervene too early or try to control your child’s experiences.

Tuning in
Understanding the meaning behind your child’s behaviour will help you to respond appropriately with encouragement, comfort and support (e.g., snuggling together and quietly reading a book to allow an irritable child to have some rest). Whilst it is not possible to understand your child perfectly all of the time, snuggling and having cozy moments together provides security and comfort that are important for your child’s mental health and wellbeing.

Being there
- Encouraging and supporting your child to try out new things for themselves and knowing when to encourage and not step in too soon will help to build their confidence and independence.
- Having conversations with your child to help build relationship skills, such as negotiation and compromise (e.g., deciding together what to have for lunch).

Sharing experiences
- Joining in with children’s experiences, celebrating their achievements and sharing joy helps them to know that they are special to you and builds their confidence in forming relationships with others.
- Providing ‘teamwork’ experiences where each person in the family has a role and can share jobs, such as preparing dinner or tidying up, helps children to cooperate and develop a sense of independence.

How parents and carers can help older children

Encourage discussion of feelings
Encourage children to talk about how they are feeling. Listen with empathy so they feel understood. Help them see that feelings are normal and that all feelings are okay, it is important to understand them, and that understanding and talking about feelings helps you to manage them.

Support children’s confidence
Help children identify and develop their strengths by encouraging them to have a go at things and find activities they enjoy. Praise their efforts, celebrate their successes and encourage them to keep trying and learning.

Provide opportunities to play with others
Playing with other children provides practice in important social skills such as sharing, taking turns and cooperation. Help children develop their skills by praising their appropriate play behaviour, for example: “I noticed how nicely you shared your toys. That made it fun for both of you.”

Lead by example

Parents and carers are important role models. Children learn how to behave by observing and imitating the behaviour of those around them, particularly adults. When you model positive ways of coping with strong feelings like anger, it helps children feel safe and shows them ways that they can manage strong feelings too.

Give children choices

To develop responsibility children need practice in making choices that are appropriate for their age and experience level. You can help children build decision making skills by encouraging them to explore options and helping them think through the reasons for their choices. Involving children in family decision making (that you are in charge of) helps them develop skills for responsible decision making and encourages cooperative family relationships.

Encourage creative problem solving

Asking questions that help children think of alternative solutions supports their thinking and problem solving skills. When problems arise you can explore them together by asking questions, such as: “What could you do about that?” or “What do you think might happen if you try that?”

Teach children to use assertive communication skills

Show children how to confidently and respectfully communicate their thoughts, feelings and needs to others in an assertive way. For example, “I really don’t want to play that game. It’s too dangerous. Let’s play a different game instead.”

Some possibilities for parents and carers:

Parent or carer says: “I’m getting too angry. I need some time out to think about this.”

Parent or carer says: “I’m feeling really tense. I need to take some deep breaths to calm down.”

Admitting to having difficult feelings is not a sign of weakness or failure. It sets a good example for children by showing them that everyone has difficult feelings at times and that they are manageable.