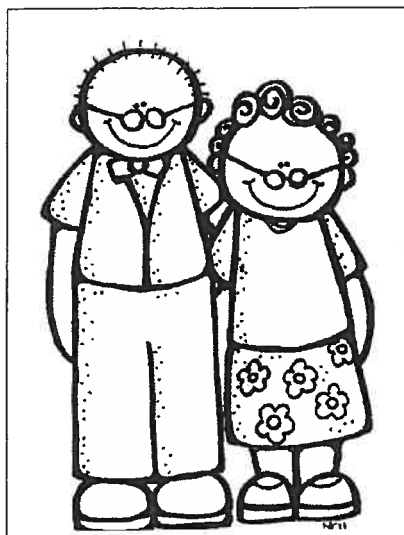


# S.I.P.s Canteen **Grandparents day**

Friday 27<sup>th</sup> October 2018

## Sausage Sizzle

1 x Sausage/bread/Onion and sauce



# \$2.50



**NOTE:** ORDERS MUST BE IN TO CANTEEN BY 9AM/CLASS LUNCH BASKET

**\*NO OTHER LUNCH ORDERS ON THIS DAY. DRINKS STILL AVAILABLE TO PURCHASE.**

**ALTERNATIVELY YOU MAY CHOOSE TO PACK YOUR OWN PICNIC LUNCH**

CUT ALONG LINE AND TAPE ORDER FORM TO FRONT OF LUNCH BAG

NAME CLASS		quantity	price
	Sausage sizzle/sauce (no onion)		\$2.50
	Sausage sizzle/onion/sauce		\$2.50
	Total quantity		\$ total price



# Sussex Inlet Public School

## SURVEYING THE SCHOOL COMMUNITY

# 2017

### PARENT SURVEY

Sussex Inlet Public School welcomes you to participate in a parent survey.

By completing this survey you offer some very valuable information that can better our school, our students and the connection between SIPS and the community.

It is important that we receive feedback from ALL our families to ensure we have an accurate account of your thoughts and feelings.

You are not required to put your name on the survey, so that confidentiality and anonymity will be preserved.

We are aiming at 100% completion.

***We ask that surveys be returned by 10 November and be handed to the front office.***

Results of the survey will be communicated back to the whole school community.

Regards  
Janelle Radke  
Principal

To fill-out this survey, read each of the following statements and indicate, by crossing the appropriate number, the extent to which you agree or disagree with each statement.

#### Example:

My child likes this school.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	X	4

Through this survey, we hope to find out about the impressions you have formed of our school. If you don't know for sure about an issue, it will still be useful for us to know what you **believe**. For this reason, please use the *unable to comment* option as little as possible.

# For parents with **more than one child at the school**, you are welcome to fill in a survey relating to each child should your responses vary for each child.

At the end of this survey, space is provided for you to make written comments about our school. Feel free to add further comment if your responses may be different for each of your children.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Comment if required
1. This school is well organised and runs smoothly.	1	2	3	4	
2. Regular school attendance is important to my child/ren's learning.	1	2	3	4	
3. This school encourages a sense of pride in achievement and a sense of self worth.	1	2	3	4	
4. I feel comfortable in voicing my concerns with the Principal.	1	2	3	4	
5. I talk to my child regularly about what they are learning at school.	1	2	3	4	
6. I think the school's FISH values work well at SIPS.	1	2	3	4	
7. I feel teachers care about how my child is going.	1	2	3	4	
8. I feel staff work together to provide the best for the students.	1	2	3	4	
9. I would recommend this school to others.	1	2	3	4	
10. This school deals with any parent concerns effectively.	1	2	3	4	
11. My child(ren) enjoy going to Sussex Inlet Public School.	1	2	3	4	
12. I feel students care about their school	1	2	3	4	
13. I feel students are engaged in a positive learning environment	1	2	3	4	
14. My child receives help from teachers when he/she experiences difficulty learning.	1	2	3	4	
15. Staff at this school are committed and enthusiastic	1	2	3	4	
16. The school acknowledges and celebrates Multiculturalism and Aboriginal culture	1	2	3	4	
17. My child's teachers provide a stimulating learning environment and make school work interesting and enjoyable.	1	2	3	4	
18. My child is encouraged to achieve to the best of his/her ability.	1	2	3	4	
19. The school offers communication methods which suit my needs e.g. newsletter, Class Dojo, school website etc	1	2	3	4	

20. The school reports I receive about my child are informative and easy to understand.
21. This school's staff are approachable and welcoming.
22. This school provides a wide variety of learning opportunities for my child (academic, cultural and sporting)
23. Parents are given opportunities to be involved in the school in many ways – canteen, P&C, Harmony Day etc
24. Being involved in technology/coding/robotics programs at school are important in my child/ren's learning.
25. Overall, I am satisfied with my child's educational progress at this school.

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

Comment if required

Gender of your child at this school

Male

Female

Year group of your child at this school

K - 2

3 - 6

## COMMENTS

The **one or two** aspects I most like about this school is -

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The **one or two** aspects I would like to see this school improve is -

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Other comments

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**Thank you.**



## Avoid the pitfalls of labelling kids

by Michael Grose



*People are natural labellers. We're quick to categorise others, particularly when they hold different views to ourselves. Terms such as 'racist', 'feminist' and 'socialist' are used liberally at the moment.*

The trouble with placing a label on a person is that it stops us from thinking too deeply about what they're saying and prevents us from understanding who they really are. It's hard to see beyond the label.

The same principle applies when we apply labels like these on kids:

*"She's the bright one of the family."*

*"My child is the one on the autism spectrum."*

*"He's such a naughty kid."*

*"She's an only child."*

*"He's shy."*

The labels we place on kids can become their defining characteristics. Anyone who has been called 'stupid', 'tanglefoot' or a 'klutz' will know that these tags can become an overriding narrative, remaining well into adulthood. *"I'm hopeless with accounts. I was a klutz in maths when I was a kid and I'm still hopeless with figures,"* is an example of a self-limiting storyline that has its origins in childhood.

Even positive labels can be a burden for some children. Be told often enough that you're the 'smart', the 'good' or the 'responsible' child of the family or class and you've got some lofty expectations to live up to. There's nothing wrong with setting high behavioural or academic standards, but a child's good behaviour or high achievement shouldn't become a badge or label that they always have to wear.

### Look beyond the label

Instead of labelling kids, look beyond the label when you talk about them. For instance, when working with a child on the autism spectrum a teacher or coach will need an understanding of the child's condition in order to communicate with, manage and teach the child. But autism shouldn't be the defining characteristic; it shouldn't be the only lens used to relate to the child.

A child is so much more than any condition they have, but being labelled as the 'autistic child', the 'anxious child' or the child with oppositional defiant



disorder immediately colours the perception others will have of them, as well as affecting the way the child sees him or herself.

## **Help kids to define themselves broadly**

Many children put self-limiting labels on themselves. A child who defines himself as being stupid because he struggles academically benefits from parents who lovingly point out that there is more to life than schoolwork. Help your kids see the strengths that they have in other areas of life such as making friends or success at leisure activities, along with personal qualities such as loyalty, patience and persistence. In other words, help children see past any labels that they place on themselves.

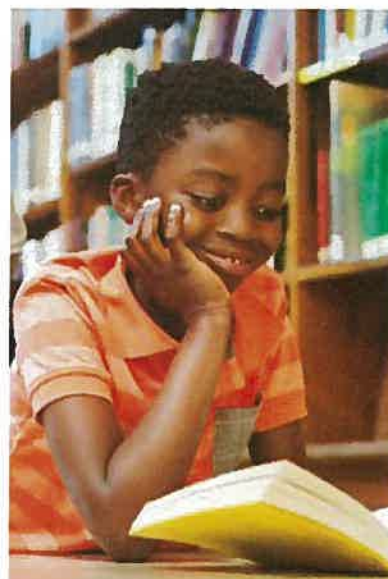
## **Label the emotion or behaviour**

Just as we should resist calling a child who bends the truth a liar (as it may well become a self-fulfilling prophecy), we should also avoid labelling kids who experience anxiousness in new or unfamiliar situations as 'anxious children'. Being tagged an 'anxious child' gives a child a great excuse to avoid situations such as attending school camp or going to a concert because she feels uncomfortable, nervous or shy. The anxious child tag can stop a child from showing the bravery and courage she needs to overcome nerves, self-consciousness or feelings of discomfort.

Instead, talk about anxiousness, nervousness and tension – which are emotions that children will naturally experience – while avoiding using the terms as tags or labels. For instance, it's possible to feel anxious without being an 'anxious person'. Labelling the child instead of the feeling can too easily define and restrict kids.

Talk about behaviours that may reduce these feelings, such as planning ahead, practising and mindfulness. This will help kids feel that they have some control over their feelings, whereas being tagged with a label or name negates a child's feelings of control and makes self-regulation more difficult.

Catch yourself next time you're about to stick a label – positive or negative – onto a child. Separate the deed from the doer, the kid from the condition, and focus on the behaviour or qualities that he or she needs to succeed in whatever it is they are trying to accomplish.



## **Michael Grose**

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 10 books for parents including *Thriving!* and the best-selling *Why First Borns Rule the World* and *Last Borns Want to Change It*, and his latest release *Spooned Generation: How to raise independent children*.