



THURSDAY 16<sup>TH</sup> NOVEMBER 2017

**\$6 MEXICAN MEAL DEAL**

1 x Nachos – Corn chips, taco mix and cheese  
+  
1 x Drink of choice  
+  
1 x Ice-cream/treat

Please cut along line & tape order form to front of lunch order bag

.....  
Name - \_\_\_\_\_ Class \_\_\_\_\_

1 x Mexican Meal Deal \$6.00 – Yes

add SOURCREAM for 50C - Yes/No

1 x Drink of choice - \_\_\_\_\_

TOTAL - \$ \_\_\_\_\_



NOTE – NO OTHER ORDERS ON THIS DAY

## K/1M Toothy Tales



I'm grumpy! I haven't even lost 10 billion teeth. Not even 1, not even 2, not even 3, not even 0. Wait yes – 0! But I'm still grumpy! By Oscar Morgan

I have lost **NO** teeth and I think that I will lose two teeth. When I lose them the tooth fairy will get my teeth and I will get money and I will be happy! By Callum Solari

I don't have any wobbly teeth yet. When I lose a tooth the tooth fairy will come and give me money. By Riley Rosengrave

On Friday I lost a tooth. By Maddison Ackland

I have not lost any teeth yet but I will lose a tooth one day. I will put it under my pillow and get some money. By Vivian French

I have lost three teeth. By Kiarn Paget

My tooth is wobbly. My brother lost 10 teeth. I haven't lost any teeth. By Mylee Barnett

I have lost 1 tooth – it hurt. The tooth fairy came. By Brody Lord

I have lost six teeth. When I lose my teeth I get money from the tooth fairy. By Austin Bussani – Wright

I haven't had 1 tooth lost. Not even 1 tooth. I want one tooth to fall out. By Izaak Lambden

Two weeks ago I lost my tooth and I lost it! But I found it. It was under my bed. By Will Hurt

I have lost two teeth and I am about to lose 4 teeth. When you lose teeth you get money. By Sean Croker

When my teeth came out the tooth fairy came at night and I get chocolate and I eat it all up. By Jordan Ferguson

I have lost 3 teeth and I have 1 wobbly tooth. 2 of my teeth have grown up to grown up teeth. By Mason Regent

I have lost ten teeth and the tooth fairy gave me \$5. By Rose Curtis

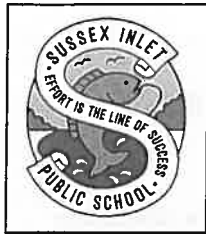
I lost my first tooth when I was six in KH. Then I lost my second tooth but my mum pulled it out. Then I lost my third tooth. I pulled it out on Friday night. For my 3<sup>rd</sup> tooth I got \$2. By Ava McCarthy

I lost one tooth and it is growing back. I have two wobbly teeth - on the front side and on the right side. By Evie Bradbury

I'm growing a tooth and it is on the side of my mouth – it's very big. By Indy Herbert

Do you know how my tooth is wobbly? I bit some lego. I told my Mum one day. My Mum will give me some money. By Caleb Demmocks

I lost 8 teeth and they have grown and I have lost the same as my sister and she is 8 and I'm 6 and I have lost 8 too. By Jada McDonagh



# 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:**

	Strongly Disagree	Disagree	Agree	Strongly Agree
My child likes this school.	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.

- |  |   |   |   |   |
|--|---|---|---|---|
| 20. The school reports I receive about my child are informative and easy to understand.                          | 1 | 2 | 3 | 4 |
| 21. This school's staff are approachable and welcoming.  | 1 | 2 | 3 | 4 |
| 22. This school provides a wide variety of learning opportunities for my child (academic, cultural and sporting) | 1 | 2 | 3 | 4 |
| 23. Parents are given opportunities to be involved in the school in many ways – canteen, P&C, Harmony Day etc    | 1 | 2 | 3 | 4 |
| 24. Being involved in technology/coding/robotics programs at school are important in my child/ren's learning.    | 1 | 2 | 3 | 4 |
| 25. Overall, I am satisfied with my child's educational progress at this school.                                 | 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 -

---



---



---

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

---



---



---

Other comments

---



---



---



---



---

**Thank you.**



## How much is too much to tell our kids?

by Dimity Sharpe

*In a world where transparency is the new black, does modern day parenting need to follow suit? Do our children need to know explicit details about relationship breakdowns, disability or themselves?*

### **Culture of transparency**

As a teacher I am increasingly being challenged by children who tell me they can't engage in particular activities because of ailments or labels that they throw across the desk like a fidget spinner. Truly out of the mouths of babes comes very adult language and concepts like 'diagnosis', 'ADHD' and brain problems. There are also relationship observations such as "Dad's too busy for us, my parents are separated".

We seem to have created a culture where discussing these often complex issues is done openly and in great detail. Perhaps this is reflective of the greater transparency we see in the world today, with personal information being shared on social media and reality TV.

Our society has evolved to favour transparency in most aspects of life. It's the new norm. But is it in the best interests of our children's wellbeing that our parenting follows suit?

My gut says no. When a child says these things, I find my heart skipping a beat. I can see by the way kids casually deliver these terms and labels that they don't – they simply can't -- understand what they are saying and what it means for their own identity.

### **The dangers of labelling**

I'm sure that most adults can remember a time when they were given a particular label as child. You're the "clever one", you're "not good at sport", you're "better at maths". How many of those things stayed with us into adulthood and continue to change the way we perceive ourselves? Were those thoughts responsible for us not attempting things, a subconscious block to our learning and development?

This issue becomes even more difficult in relation to a disability or difficulty. When we tell a child about a disability or difficulty that they are experiencing, we are potentially giving them a story to follow. We are telling them 'this is what you are'. Of course we don't mean for this to have a negative effect, and we are for the most part trying to help the child. But disability is difficult. Often as adults we are left without concrete answers and we struggle to cope, so how then do we expect a child to be able to effectively deal with these issues?





## Children's brains are poor processors

The problem is, and this has been beautifully articulated by Michael Grose, that children are essentially poor processors. Their brains do not process information the same way as an adult brain does.

How many times has a child told you "everyone hates me" or "I did nothing on the weekend"? They see things in absolutes, black and white. Of course they did things on the weekend, and often with structure and encouragement targeted at the children's developmental level you will find out that the events of the weekend were vast.

We don't teach six year olds about calculus because their brains are not ready for that. They don't have the mathematical building blocks to understand those higher order concepts. How then do we expect that children will be able to weed through the true facts and ramifications of delivering news like, "We are going to the doctor to see why your brain isn't working properly".

As adults we often find solace in more information, more details. But as adults we can sort this information: our brains and bodies can let go of things we know are not important. We can seek the support of other adults. We can google things. Children aren't equipped the same way. They are told something and it becomes a fact. Real. It becomes a part of who they are.

By tailoring the narrative you give your children to better suit their developmental age and stage in life, by telling them just enough to get them through, you give their minds and bodies a better chance to process complex issues.

## How much is enough?

The question then becomes how much is enough? When children ask where babies come from, we don't tell them the intricate details of reproduction. We tell them just enough to satisfy their curiosity. "Mummy's tummy" is enough for some young children. Then as they grow developmentally and their mental faculties expand, their questions evolve and so can our answers.

Schools are increasingly adopting the Growth Mindset philosophy, that is, that intellect is not finite, it's a growth process. We work at things, we make mistakes and we progress.



I encourage you to try to tailor what you are telling your children to align with their developmental age and abilities. Support them and in time they may seek further answers. Be confident that you have told them enough and that you aren't swamping them with too much information for them to accurately process!



## Dimity Sharpe

*Dimity is a passionate and experienced Primary school teacher. She endeavours to ensure all students feel valued, and builds instant rapport through humour and empathy. Dimity strives to provide a learning environment where all children can flourish. She has a degree in Special Education and is a Growth Mindset advocate.*