**Term 3**

- **Fri 7 Sep**  Gr 5/6 Cricket Final
- **Mon 10 Sep**  Assembly
- **Tues 11 Sep**  Interschool Chess Tournament
- **Tues 11 Sep**  Wise Ones
- **Fri 14 Sep**  Footy Day
- **Mon 17 Sep**  Assembly School Leaders
- **Tues 18 Sep**  Three Way Conferences. Students attend at time of interview only.

**Term 4**

- **Mon 8 Oct**  Term 4 Commences Assembly Lead by School Leaders
- **Tues 9 Oct**  Chess Club
- **Mon 15 Oct**  Assembly
- **Wed 17 Oct**  Parents and Friends Association Meeting
- **Fri 19 Oct**  Grades 1/2 Extended Day
- **Tues 23 Oct**  School Council Meeting
- **Wed 24 Oct**  School Concert

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**MISSION**

Morang South Primary School is a committed and unified partnership of teachers, parents and children. We value diversity and strive for excellence. We are committed to providing a high quality education in a cooperative, caring and safe environment. Children are encouraged and challenged to reach their full potential.

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**From the Principal**

Hello Everyone,

Well Spring is finally here and with it has come some fierce winds and changeable weather! I hope you do not have any damage at home after yesterday’s winds! We are all looking forward to seeing some more sunshine.

Thank you to those families who were able to make alternative arrangements for their children yesterday. We appreciate the support, while understanding it was not possible for some families.

Our **school concert** development and practice is well under way. Everyone is excited about the upcoming night, on **October 24th** at Plenty Ranges. This is a very important part of our **Performing Arts and Literacy** curriculum programs, so I know you will all be keen to support your children in their concert endeavours. It is a wonderful experience for the children and much of our focus will be on this during the last two weeks of this term and first three weeks of term 4. It is certainly a school expectation that the children will participate in rehearsals, attend and perform on the night. If you have any concerns or difficulties with this, please contact me at school. As you would know from the note sent home recently, ticket bookings are now available. The details are also in this newsletter.

**Tournament of Minds (TOM)** is a problem solving program for multi-aged teams of students who work together to solve a demanding, open ended Long-Term Challenge. The team also participates in an unseen Spontaneous Challenge on Tournament Day. The challenges encourage lots of stimulating and inspiring thinking and effective team work. A group of our grade 5/6 students competed in this year’s TOM at Latrobe University on Saturday August 18th. Congratulations to the following students, Sarah Emery, Grace Bremner, Olivia Kemp, Kassandra Mathison, Emily Ng and Natasha Vu who competed in the Language Literature Challenge. They all acquitted themselves very well and we all should be very proud of them. It was great to see their excitement on their competition day and watch them representing our school.

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**VISION**

Our vision for Morang South Primary is to become a vibrant learning community where all members are challenged and empowered to strive for and celebrate personal excellence and continuous growth. The children will become positive, compassionate, able, creative, confident thinkers, and life long, socially responsible learners equipped to thrive in and shape the future of our evolving global society.
so well. These opportunities would not happen without the commitment of not only the children and their parents but also the commitment and dedication of our staff, Marg Eames and Rebecca Delovski who put a great deal of work into supporting the children in their endeavours. Thank you, Marg and Rebecca for supporting the children. Thank you also to Rebecca for giving up a part of your weekend.

Our grades 5/6 students attended the Bridge Inn District Athletics on Wednesday August 22nd. They acquitted themselves extremely well. Most importantly they demonstrated our values and great sportsmanship throughout the day. Well done to all those 5/6 students involved on the day. Congratulations to, Brody Bell, Nathan Bell, Mark Compton, Cayden Failla, Kain Hall, Quinn Jenson, Ben Kidd, Lauren Marshall, Lachlan McDonald, Christina Ramadan, 12 year old girls’ relay team and the 11 year old boys’ relay team. The relay teams names will appear in the next Newsletter.

The grade 3/4 students, teachers and parents, who attended had an enjoyable and successful camp at the Arrabri lodge camp in Warburton a fortnight ago. There were lots of ‘stories’ on their return. I’d like to congratulate and thank the staff, Josie’Aquila, Mel Bell. Mel Tollit, Lynette Cartisano and Reannan Schrader for the wonderful job they did providing our 3/4 children with such a positive, constructive and fun learning experience. Thank you also to the parents who attended – Nicole Fandrich, Debbie Jarvie, Richard Pearce, Grant Pell, Stephen Potter and Paul Yeend. Without staff good will and parent volunteers, camps would not be possible. It is always wonderful to hear about the parents attending camp and how they work hard to support the staff and all of the children, not just their own! The consensus from the parents is often that every parent should attend a camp, particularly to see how hard our school staff work.

Last week the PFA ran another successful Father’s Day stall. I enjoyed hearing about and seeing what the children purchased. The lucky dad whose child told me “I really, really, really spoiled my dad!” I hope all fathers, grandfathers, carers and male role models had a lovely Father’s day. Thank you to all the PFA members who organised the gifts and assisted on the day.

Our second round of three way conferences is fast approaching. These will be on Tuesday September 18th. School Council has approved a variation to the school day, where the children will only attend school for their conference. Please be sure to put this date in your diary so you can celebrate your child’s achievements with them and be part of the partnership to develop their learning goals for term 4. These are a very important part of our communication and reporting process.

We are starting to think about grade placements and staffing for 2013 and will be doing this in detail at the beginning of term four.

Therefore if you have a child who will be attending prep here in 2013 I would encourage you to enrol them as soon as possible. We are commencing our mail out of materials and dates for our transition program very soon.

If you know of families in the area who have a child who will be in Prep in 2013, please encourage them to call us for a promotion package and book a tour. This is a busy but enjoyable time for me as I take prospective families around our school. They are always impressed with our well kept grounds and of course the way the children are focussing on their learning and moving around our school, showing our values! What a great school we have here at MSPS!

It is our policy to ensure all children are placed in grades with children they both relate to and work well with. Our teachers are highly professional and spend an enormous amount of time thinking about and discussing grade placements. They work hard to create balanced, harmonious grades. If you have any serious concerns regarding your child’s placement in relation to other class members, NOT in relation to teachers, please put those concerns in writing to me.

Please do not assume that because you have made a request before that you don’t need to do it again. Circumstances change, so we need you to do this every year if you have a concern.

They MUST be to me by the end of term – FRIDAY 21st of SEPTEMBER.

The Victorian Principal’s Association recently directed their Principal class members to an article in the New York Times, Raising Successful Children written by Madeline Levine. I found it most useful so have included it later in this newsletter. I hope you enjoy reading it.

You are welcome to see me if you wish to discuss the issues I’ve written about today. I would appreciate feedback as to whether you find the information useful.

Keep up that lifelong learning!

Julie Jones
Principal

We are about to do it with Masters!

We had a visit from a manager and some Masters staff this morning. They are going to support us with a project. Watch the space between the synthetic turf and the Killara Gym storeroom!! Thank you Masters!
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<thead>
<tr>
<th>Home Group 1</th>
<th>Home Group 2</th>
<th>Home Group 3</th>
<th>Home Group 4</th>
<th>Home Group 5</th>
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<tr>
<td>Renee &amp; Tyler</td>
<td>Ethan &amp; Leah</td>
<td>Yuan &amp; HG03</td>
<td>James B &amp; Haylee</td>
<td>Tiana &amp; Shaylee</td>
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<td>Nathan &amp; Laura</td>
<td>Home Group 11</td>
<td>Ethan &amp; Emily</td>
<td>Matthew &amp; HG 15 Campers</td>
<td>Harrison &amp; Naomi</td>
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<td>Home Group 19</td>
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<td>Amber &amp; Karen</td>
<td>Science Award</td>
<td>Home Group 20</td>
<td>Science Award</td>
<td>Mya From Home Group 3</td>
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<td>Performing Arts</td>
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<td>Science Award</td>
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Home Group 16 have had a very busy term. We have had our 3/4 camp, Chat to a Champ Day, Footsteps dance session, concert practises and many more learning experiences. Here are some photos of us with our Olympic sport projects, which we also completed this term.
We have also been working on decimal fractions, as well as matching them to diagrams, fractions and words!
## PIT Gymnastics

<table>
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<th>Grade</th>
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<th>Explained</th>
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<td>107</td>
<td>25</td>
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<td>3 - 4</td>
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<td>14</td>
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<td>5 - 6</td>
<td>83</td>
<td>61</td>
<td>144</td>
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PHRASES like “tiger mom” and “helicopter parent” have made their way into everyday language. But does over-parenting hurt, or help?

Parental involvement has a long and rich history of being studied. Decades of studies, many of them by Diana Baumrind, a clinical and developmental psychologist at the University of California, Berkeley, have found that the optimal parent is one who is involved and responsive, who sets high expectations but respects her child’s autonomy. These “authoritative parents” appear to hit the sweet spot of parental involvement and generally raise children who do better academically, psychologically and socially than children whose parents are either permissive and less involved, or controlling and more involved. Why is this particular parenting style so successful, and what does it tell us about over-parenting?

For one thing, authoritative parents actually help cultivate motivation in their children. Carol Dweck, a social and developmental psychologist at Stanford University, has done research that indicates why authoritative parents raise more motivated, and thus more successful, children.

In a typical experiment, Dr. Dweck takes young children into a room and asks them to solve a simple puzzle. Most do so with little difficulty. But then Dr. Dweck tells some, but not all, of the kids how very bright and capable they are. As it turns out, the children who are not told they’re smart are more motivated to tackle increasingly difficult puzzles. They also exhibit higher levels of confidence and show greater overall progress in puzzle-solving.

This may seem counterintuitive, but praising children’s talents and abilities seems to rattle their confidence. Tackling more difficult puzzles carries the risk of losing one’s status as “smart” and deprives kids of the thrill of choosing to work simply for its own sake, regardless of outcomes. Dr. Dweck’s work aligns nicely with that of Dr. Baumrind, who also found that reasonably supporting a child’s autonomy and limiting interference results in better academic and emotional outcomes.

Their research confirms what I’ve seen in more than 25 years of clinical work, treating children in Marin County, an affluent suburb of San Francisco. The happiest, most successful children have parents who do not do for them what they are capable of doing, or almost capable of doing; and their parents do not do things for them that satisfy their own needs rather than the needs of the child.

The central task of growing up is to develop a sense of self that is autonomous, confident and generally in accord with reality. If you treat your walking toddler as if she can’t walk, you diminish her confidence and distort reality. Ditto nightly “reviews” of homework, repetitive phone calls to “just check if you’re O.K.” and “editing” (read: writing) your child’s college application essay.

Once your child is capable of doing something, congratulate yourself on a job well done and move on. Continued, unnecessary intervention makes your child feel bad about himself (if he’s young) or angry at you (if he’s a teenager).

But isn’t it a parent’s job to help with those things that are just beyond your child’s reach? Why is it overparenting to do for your child what he or she is almost capable of?

Think back to when your toddler learned to walk. She would take a weaving step or two, collapse and immediately look to you for your reaction. You were in thrall to those early attempts and would do everything possible to encourage her to get up again. You certainly didn’t chastise her for failing or utter dire predictions about flipping burgers for the rest of her life if she fell again. You were present, alert and available to guide if necessary. But you didn’t pick her up every time.

You knew she had to get it wrong many times before she could get it right.

What kinds of risks should we tolerate? If there’s a predator loose in the neighbourhood, your daughter doesn’t get to go to the mall. But under normal circumstances an 11-year-old girl is quite capable of taking care of herself for a few hours in the company of her friends. She may forget a package, overpay for an item or forget that she was supposed to call home at noon. Mastery of the world is an expanding geography for our kids, for toddlers, it’s the backyard; for preteens, the neighbourhood, for teens the wider world.
HANGING back and allowing children to make mistakes is one of the greatest challenges of parenting. It’s easier when they’re young — tolerating a stumbling toddler is far different from allowing a pre teenager to meet her friends at the mall. The potential mistakes carry greater risks, and part of being a parent is minimizing risk for our children.

What kinds of risks should we tolerate? If there’s a predator loose in the neighbourhood, your daughter doesn’t get to go to the mall. But under normal circumstances an 11-year-old girl is quite capable of taking care of herself for a few hours in the company of her friends. She may forget a package, overpay for an item or forget that she was supposed to call home at noon. Mastery of the world is an expanding geography for our kids, for toddlers, it’s the backyard; for preteens, the neighbourhood, for teens the wider world. But it is in the small daily risks — the taller slide, the bike ride around the block, the invitation extended to a new classmate — that growth takes place. In this grey area of just beyond the comfortable is where resilience is born.

So if children are able to live with mistakes and even failing, why does it drive us crazy? So many parents have said to me, “I can’t stand to see my child unhappy.” If you can’t stand to see your child unhappy, you are in the wrong business. The small challenges that start in infancy (the first whimper that doesn’t bring you running) present the opportunity for “successful failures,” that is, failures your child can live with and grow from. To rush in too quickly, to shield them, to deprive them of those challenges is to deprive them of the tools they will need to handle the inevitable, difficult, challenging and sometimes devastating demands of life.

While doing things for your child unnecessarily or prematurely can reduce motivation and increase dependency, it is the inability to maintain parental boundaries that most damages child development. When we do things for our children out of our own needs rather than theirs, it forces them to circumvent the most critical task of childhood: to develop a robust sense of self.

There is an important distinction between good and bad parental involvement. For example, a young child doesn’t want to sit and do his math homework. Good parents insist on compliance, not because they need their child to be a perfect student but because the child needs to learn the fundamentals of math and develop a good work ethic. Compare this with the parent who spends weeks “helping” his or her child fill out college applications with the clear expectation that if they both work hard enough, a “gotta get into” school is a certainty. (While most of my parent patients have graduated from college, it is always a telltale sign of over parenting when they talk about how “we’re applying to Columbia.”)

In both situations parents are using control, in the first case behavioural (sit down, do your math) and in the second psychological (“we’re applying.”) It is psychological control that carries with it a textbook’s worth of damage to a child’s developing identity. If pushing, direction, motivation and reward always come from the outside, the child never has the opportunity to craft an inside. Having tutors prep your anxious 3-year-old for a preschool interview because all your friends’ children are going to this particular school or pushing your exhausted child to take one more advanced-placement course because it will ensure her spot as class valedictorian is not involved parenting but toxic over parenting aimed at meeting the parents’ need for status or affirmation and not the child’s needs.

So how do parents find the courage to discard the malpractice of over parenting? It’s hard to swim upstream, to resist peer pressure. But we must remember that children thrive best in an environment that is reliable, available, consistent and non interfering.

A loving parent is warm, willing to set limits and unwilling to breach a child’s psychological boundaries by invoking shame or guilt. Parents must acknowledge their own anxiety. Your job is to know your child well enough to make a good call about whether he can manage a particular situation. Will you stay up worrying? Probably, but the child’s job is to grow, yours is to control your anxiety so it doesn’t get in the way of his reasonable moves toward autonomy.

Parents also have to be clear about their own values. Children watch us closely. If you want your children to be able to stand up for their values, you have to do the same. If you believe that a summer spent reading, taking creek walks and playing is better than a specialized camp, then stick to your guns. Parents also have to make sure their own lives are fulfilling. There is no parent more vulnerable to the excesses of over parenting than an unhappy parent. One of the most important things we do for our children is to present them with a version of adult life that is appealing and worth striving for.
Parents & Friends

CENT-A-THON FUNDRAISER
Collect all those 5 cent coins that are lying around the house or cluttering up your wallet and send them to school with your children.
Each classroom will have a jar with different coloured levels marked clearly on the jar.
Small and fun rewards will be offered to those grades who reach a level 1st.
Progress will be announced at the fortnightly assemblies

FOOTY DAY
Friday 14th September

BILL G’s GOURMET COOKIE & BISCUIT DOUGH FUNDRAISER
Forms with payment due no later than Thursday 30th August 2012

ENTERTAINMENT BOOKS
Available for purchase at $65 from the office with $13 profit going towards the school

CLASSIFIEDS
Advertising prices (per month) are:
Business card $12
¼ page $18, ½ page $24
Full page $48

To advertise, contact Donna on 0439 322 242 or email donnafothergill@hotmail.com

SECOND HAND UNIFORM SHOP
Situated in the Parents & Friends Room (opposite Room 22).
Open Thursday mornings 9:00-9:30am

BAKERS DELIGHT – RIVERGUM “Dough Raiser”
Shop at Bakers Delight Rivergum Shopping Village, mention Morang South Primary School and they will happily donate a % of the total you spend back to the school

Full Life PHARMACY MILL PARK
AND Amcal PHARMACY RIVERGUM
Remember to place your receipts in the Morang South Primary School box

We always welcome new members

Next Meeting – Wednesday 19th September
Students and Staff of Morang South Primary School

proudly presents

“*I am Australian*”

24th October 2012 – 7 pm prompt start

Plenty Ranges Theatre

We are very pleased to announce that tickets to attend our “*I am Australian*” school concert to be held on the 24th October 2012 at 7 p.m. are now able to be purchased.

This year the concert will be held on one night only. Therefore all children will attend the concert on the same night!

Tickets are strictly limited to a maximum of 2 (two) tickets per family.
Tickets will be allocated when ticket request and payment is received at school.
Once all requested tickets have been allocated, any remaining tickets will be offered for a second request. (Please note that second round tickets may not be located near first round tickets.)

Cost per ticket is $20.00 This charge will cover the costs of theatre hire, including ushers, theatre technicians and bus hire to transport the students to dress rehearsal on the day of the concert.

- Please return the ticket request form below indicating your method of payment as soon as possible
- Please return with your youngest child.
- Your payment will be processed and a receipt will be returned to you as soon as possible.
- Tickets will be distributed early in Term 4

....................................................

“*I am Australian*”

TICKET REQUEST FORM

School Concert 24th October 2012 – 7 pm

Parent Name/s: __________________________________________
Student Name/s: __________________________________________ HG/s __________

We would like to order _____ (1 or 2) tickets for Wednesday 24th October 2012 at 7 p.m.

Payment method (please ✅ one option below):

☐ I have enclosed the payment of $________
☐ I have paid via BPAY. My reference number is: __________________________
☐ I have paid via EFTPOS at the school office.

Signed: ___________________________ Date: ___________________________
MSPS MARKET NIGHT is Friday 9th November from 3pm to 7 pm

Cost of a stall or car boot is $20 plus a donation on the night that we will use as a raffle prize.

Limited tables are able to be hired at an additional cost of $5.00 each.

You need to be quick to book and secure your stall as once there is a stall selling a particular item no one else will be able to sell the same item.

For more information or to book a stall contact the office on 9404 1548