



Willett Avenue Oak Park 3046

f 9306 9182 e nolan.william.b@edumail.vic.gov.au www.oakparkps.vic.edu.au

Issue 33

November 7th 2018

Oak Park Primary School will work collaboratively to provide a stimulating, safe and challenging learning environment that promotes resilient, innovative thinkers.

CALENDAR OF EVENTS

- November 11th** Remembrance Day
- November 26th** Grade 5/6 Swimming Program commences
- December 6th** Carols Night
- December 11th** Year 7 Transition Day
- December 12th** Grade 6 Big Day Out
- December 18th** Grade 6 Graduation
- December 21st** Last day term 2018

Principal's Column

I am very happy to report that the profit made from the fete this year is over \$30 000. This is a fantastic result given the weather wasn't ideal for at least the first couple of hours. We know we got enormous support from the school community but the weather may have had an adverse impact on the attendance of the broader community. In any event, it was a great success!

I'd like to once again take the opportunity to thank everyone who was involved in making the fete such the success that it was. There were so many people who helped out in the months leading up to the fete as well as the day itself and without their support the fete just wouldn't have happened.

THANK YOU!

Money raised from the fete will go toward the building of an adventure play area for all of our students. The tentative plan is for the play area to be situated around where the amphitheatre currently sits. It will incorporate an outdoor classroom area on the slab where the old shelter shed used to be as well as a blend of natural and other play areas.

We will be seeking input from students, staff and parents as to what may be included in the design of the play area.



Uniform Award

This week's
Uniform Wearers of the Week Award
goes to

SAVANNAH TU 2M

Congratulations Savannah for setting such a terrific example to the rest of the school!



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Homework

A survey of 1178 primary schoolchildren conducted by **Dr Michael Carr-Gregg** found that 71% thought they were given too much homework, 57% did not believe their teachers read it when they handed it in, 20% said they usually just copied it and 22% said they got their mum or dad to do it for them.

Carr-Gregg has found that he and most educators he speaks with agree – **homework should be scrapped from Prep to Year 9.** 'But how do we tell the parents?' seems to be the stumbling block.

'Many, many parents – and particularly those who send their kids to private primary schools – actually believe the barometer of whether the school's doing a good job is the amount of homework they set,' he says.

'It's stupid because, if you look at the literature, there's absolutely no academic benefit whatsoever. All it has done is hijacked home life.....you've got a clear group of parents who, I think, view homework as a babysitter. It keeps the kids quiet and they don't have to interact with them. And what does that say?'

Please see the Oak Park draft Homework Policy on the school's web page. I invite parents to provide feedback on the policy by emailing me at

nolan.william.b@edumail.vic.gov.au

Lost Property

If your child has lost an item at any time this year, please check the **Lost Property** collection before the end of term. It is important that this be done on a regular basis as it often takes several days for a lost item to find its way to the collection. All items in the collection will be passed on to a charity during the holidays.

Help Your Child Become a Reader!

Some tips on how parents can help their child become a reader:

- Read with your child every day
- Set up a dedicated reading area at home
- Introduce reading materials in your home covering subjects that interest your child
- Have your child help you make or assemble something that interests them, and have them read the instructions, follow the recipe etc
- Going on holiday or seen a place of interest in a magazine or on television? Help your child find out more about a possible holiday destination through books, the internet, maps etc
- Visit the local library and get a borrower's card.

According to Clark and Rumbold, *'Students who choose what they read and have an informal environment in which to read tend to be more*



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motivated, read more and show greater language and literacy development.'

Melbourne Symphony Orchestra Pizzicato Effect – applications open

Melbourne Symphony Orchestra's Pizzicato Effect Community Music Program is now open to accept new students in 2019. As MSO's flagship community music program, "Pizzi" provides free instrumental tuition (violin/viola/cello) to children living or going to school in the City of Hume. You can read more about the program [here](#).

The application form, is **due by Tuesday 20 November**. Note that applicants should be between the ages of 8 and 18 years, living in or going to a school within the City of Hume.

<https://www.mso.com.au/education/the-pizzicato-effect/2019-application-form>

We will be in touch with applicants individually once all applications have been assessed.

If you have any questions, please contact

Arzu Yuvarlak-Danaher

Program Manager, The Pizzicato Effect

Melbourne Symphony Orchestra

yuvarlaka@mso.com.au

To go up to the school, or not? That is the question.

By Michael Hawton, Child Psychologist (MAPS) and Parents' shop founder.

If you've had a child at school for more than a few years, chances are that there have been times when you have considered whether to go up to the school about an issue that is affecting your child. Working out what requires your intervention can be tricky. Sometimes your child's passionate pleas for you to do something can be persuasive. It might be that your child has been moved from one class to another or that your son has been denied permission to go on a much-anticipated excursion or there has been an incident on the playground.

Parents can sometimes feel like they are not parenting properly unless they go to the school to address the problem.

In recent years, Australian schools have been dealing with an increasing number of parents coming to the school. I say this as a result of speaking with hundreds of school leaders across Australia and internationally. So, what is causing this?

1/ Many parents are less trusting of institutions in charge of the care of their children, including schools. They are therefore less willing to give school staff the benefit of the doubt when it comes to making decisions that involve their children.

2/ There are an increasing number of parents who have become more anxious about their children and tend to intervene in smaller and smaller issues.



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3/ Many of these parents have lost the ability to see that frequent interventions ultimately undermine a child's sense of competency and confidence. So, how do you decide if an issue warrants your intervention?

First, if your child is in physical or psychological danger then you should intervene.

However, if the issue is not of this magnitude, ask yourself this; what would happen if I didn't go to the school about this issue?

An important part of being a parent is helping children learn to deal with disappointments and difficulties. We can help our children learn to cope emotionally with uncomfortable feelings by being there and listening to them. We can acknowledge that sometimes life is challenging or unfair but that we can learn to cope with this. Helping our children recognise emotions and deal with them, without being crushed by them, teaches our children emotional resilience.

We can help our children feel more competent by helping them think of some alternative ways to deal with a problem, which empowers them by giving a sense of agency and control.

With this in mind, some issues are worth recognising before you come to the school in search of a remedy on your child's behalf.

Firstly, the school must make 'system' decisions. While all schools try to follow principles of fairness and equity, it is not always possible to decide matters fairly. There will always be cases where some children

will not get the teacher they wanted or be seated close to their friends.

Secondly, all school staff aspire towards providing an environment where the best interests of the child are held paramount. While teachers may not have the same attachment to a child that a parent does, the majority of school staff care personally for the children in the school.

Thirdly, each time a parent jumps in where a problem could be resolved by their child, they may be robbing them of an opportunity to develop resilience skills. Making a decision about whether or not to go up to the school is about assessing the problem and seeing if it can be an opportunity to help your child to learn to manage their emotions, increase resilience and become an independent problem solver.

Who said parenting is easy? In this upcoming series of articles we will explore issues that young people face and how as a parent you can support or, just as importantly, know when to step away.

Michael Hawton is founder of ParentsShop, providing education and resources for parents and industry professionals working with children. He has authored two books on child behaviour management: *Talk Less Listen More* and *Engaging Adolescents*. You can find more information, including his books and self-paced online parenting courses at:

<https://www.parentshop.com.au/parent-courses/>



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WOW AWARDS

Class	Name	Awarded for
FH		
FP		
FS		
1/2C	Hamish Ward	For showing resilience and continuing to improve your work. Well done Hamish
1M	Adem Hikmet	For fantastic listening on the carpet and always striving to improve your work. Well done!
1H		
2D	Edwin Griffiths	For always working hard, staying focused in class and giving me your best work
2M	Arda Ozcan & Yigit Korkmaz	For excellent number fluency and using your number facts for mental addition
3P		
3E		
4A		
4JW	Bejna Demirel	For sharing your ideas with the class
Japanese		
Art		



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School Contacts

Principal	Bryan Nolan	nolan.william.b@edumail.vic.gov.au
Business Manager	Annette D'Elia	delia.annette.a@edumail.vic.gov.au
Office Manager	Fran MacDonough	macdonough.frances.a@edumail.vic.gov.au
PFA President	Bron Barwick	nursebron@yahoo.com
School Council President	Joanne Roolker	joanne.roolker@live.com.au
OSHC Coordinator	Julie Andrews	aftercare@oakparkps.vic.edu.au