



Regentville Public School

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"Learn Wisely, Live Proudly"

From the Principal - Mrs Maraga

31 May 2017

School Captains presented with Certificate of Recognition

On Friday during assembly we recognised the achievements of our School Captains Reese and Harrison. Reese and Harrison were presented with certificates acknowledging their wonderful leadership at our school by the Penrith City Mayor, Clr John Thain previously. Congratulations to Reese and Harrison for their wonderful achievement and ongoing leadership at Regentville Public School.

Student Reports

Teachers are currently preparing student reports for Semester 1. The reports will include written detail of each child's achievements in all Key Learning Areas. The format will be slightly different for some Key Learning Areas this year. There will be an overall achievement and overall effort awarded for each area. Your child's written report will also include written comments from the specialist teachers who teach your child Creative Arts and Personal Development, Health and Physical Education. At Regentville PS we value the shared partnership with home in educating our students. Please contact your child's teacher to discuss your child's report if you require clarification. Our next formal parent / teacher interviews are scheduled to be held in Term 3.

Winter weather means time to check clothing is labelled

As the cold weather is now upon us I ask you to check that all jumpers and jackets are clearly labelled with your child's name and class. It is so much easier to ensure those misplaced items are returned to their owner if they are clearly marked.

P and C Meetings are an opportunity for you to become involved in our school

Our next P&C Meeting will be held on Tuesday 6 June at 7pm. This is an opportunity to discuss what is happening at our school and contribute to decision making for the future. Please join us as we work together for the benefit of our students.

Year 5 Campers head to Deer Park

Lots of very excited children and teachers are preparing to head off to Year 5 Camp next week. I am sure they will have a wonderful time at Deer Park. Abseiling, archery and fishing are just some of the exciting activities the children will be involved in during their three days away.

Watermelons , watermelons, watermelons!

Yesterday we received four crates of watermelons. The watermelons were donated by Foodbank. Thanks to our wonderful parent volunteers who busily sliced many, many watermelons so that all the children had an opportunity to feast on sliced watermelon. We really appreciate your support.



Congratulations to talented artist, Ayva

This fabulous design was created by Ayva (6S) and entered into the Glenmore Park Shopping Village design competition. Ayva won first prize receiving a new laptop computer and a \$500 Officeworks gift voucher for the school. Ayva has indicated she would like the money spent on art supplies for students K-6 so all benefit from her success.

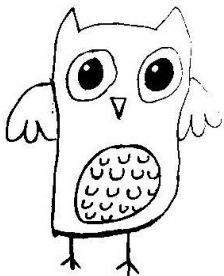
Dates for the Calendar

5, 6, 7 & 8 June	CARES- Year 4
7 June	Mass Choir Rehearsal
7,8,9 June	Year 5 Camp
9 June	Last Day Awards Trading
21 June	Cake Stall
23 June	PSSA Ends
23 June	Gold/Silver Assembly
26 June	NAIDOC Day
29 June	Disco
21 July	Calmsley Hill Farm Kindergarten

Payments Due

8 June	First Instalment Year 6 Snowy Camp \$100
19 June	NAIDOC Day \$4
14 July	Calmsley Hill Farm \$35
27 July	Second Instalment Year 4 Camp \$50
	Winter PSSA \$7.00 each week (Thurs)
	Voluntary School Contribution can be paid at any time \$45/ \$90

**Reggie says congratulations to the following people for being
our weekly winners!**



	K-2	3-6
Safe		Jade 3/4T
Respectful	Shayla – 1P	Ella 3/4T
Learner	Lucas – 1P	Harrison – 3G
Green	Logan – 2/3R	

Penrith Valley Debating Competition

Congratulations to our debating team.

"Tap water is better than bottled water!"



Mia 5/6R



Paige 5/6R



Harry 6S

Miss Jacka, Mrs Pennellum and Mrs Wood
are very proud of all students in the team, fantastic effort!

Teachers are Learners Too.....

Term 2 continues to yield excellent opportunities for our teachers to engage in professional learning. Every teacher at RPS is continually actively updating their learning to ensure classrooms across the school continue to be vibrant places of education.

Professional learning for our teachers in 2017 has included:

- L3 training for Early Stage One and Stage One teachers
- Engaging in research to support the wellbeing of our students and teachers
- New learning and collaborative planning for the teaching of geography and history
- Closely examining current practices in the teaching of numeracy and deconstructing the SENA test to further support our students
- Continued leadership development through the Leadership Development Initiative, NSW PPA Leadership Preparation Program and PESG LEAD. Currently four of our staff members are developing and working on school improvement challenges as a requirement of each course to demonstrate evidence of their learning and impact on student achievement
- Two of our Assistant Principals have recently participated in the Art of Leadership, and will continue their learning later on in the year
- PLAN Pods for all teachers providing the opportunity every five weeks to work collaboratively to analyse data, share evidence of impact in the classroom, plan for learning and engage in research
- Whole school professional learning focusing on the teaching of writing and consistency in teacher judgement
- Learning around current best practice in providing timely, effective feedback to students through formative assessment
- Engaging with current approaches to support Positive Behaviour for Learning (PBL)

Jodi Bennett

Deputy Principal

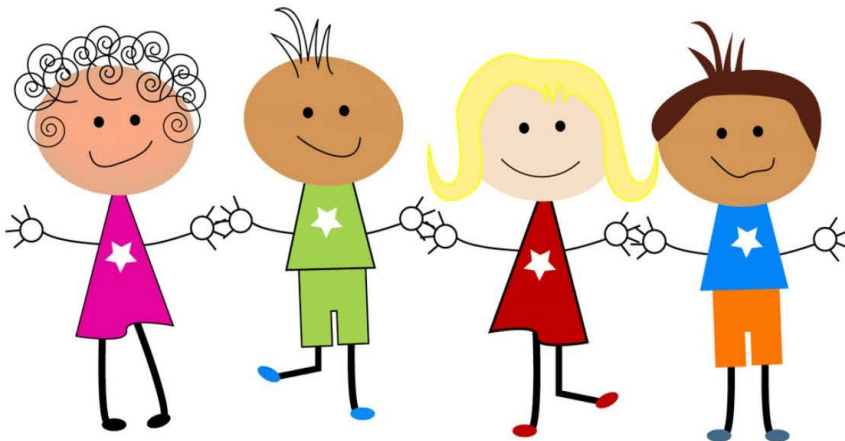




WEDNESDAY
14TH JUNE, 2017
4:30-5:30PM IN THE LIBRARY.
Nibbles from 5:30-5:45pm.

All of the Kindergarten children have been working extremely hard to progress in all areas of their learning. We'd love for you to come along to our workshops designed to strengthen your understanding of what we do and support you as we work together, to enhance your child's learning journey.

RSVP to your child's class teacher via the Dojo app by Friday, 9th June.



**Essential
Workshops for
Kindergarten
Families**

Reading

Writing

Numbers

**Fundamental
Movement Skills**

Wellbeing

Kindy teachers at RPS:

KB – Mrs Natalie Bland
KC – Ms Sharon Cavanagh
KG – Mrs Julie Garde
KL – Ms Emma Lees
KJ – Mrs Liz Bell



LITERACY WORKSHOP

for Stage 1 parents

Reading at Home

Technology

Literacy Games

Phonics

Reading
Comprehension

RPS Library | 5:30 pm | Wed 14 June

RSVP by Tues 13th June

About good decision-making

Children as well as adults make decisions every day

Even young children regularly choose how they will behave, which toys or games they would like to play with, which books they would like to have read to them, or which television shows they would like to watch. As they get older children make bigger decisions that often involve their family, their friends and their schoolwork. The kinds of decisions children make affect their wellbeing, their relationships and their success.

Children learn skills for making good decisions gradually. Parents, carers and school staff can help children learn how to make good decisions by providing effective guidance and supporting them as they practise.

How decision-making skills develop

Children's decision making is strongly influenced by the expectations and values they learn from those around them. This occurs through observing others (particularly those close to them), hearing about and discussing values, and having opportunities to make decisions and experience their consequences. Though young children have some skills for making decisions, they do not yet have the experience to understand and decide about the complex situations that adults must deal with. Developing skills for logical thinking and problem-solving supports children's growing abilities for effective decision-making. As children develop skills for managing their thinking as well as their feelings, they become better at putting decisions into practice and at keeping them on track. For example, children who have learned to use thinking to manage their behaviour are able to say to themselves, "Stop, I'd better think about this first." The ability to think before acting helps children control impulsive behaviour and make better decisions. Being able to think about time and plan ahead provides a basis for children to evaluate options by considering long-term goals, not just immediate circumstances. The table below shows some ways that children's developing thinking skills help them learn to make decisions and solve problems.

Younger children are more likely to...

- focus on one aspect of a situation
- focus on their own position
- look for immediate benefits
- want things now
- act without thinking first
- make simple distinctions between good/bad, right/wrong
- make decisions based on a whim

As they develop, children are more able to...

- see things from different angles
- see other people's points of view
- think ahead and plan
- focus on longer range goals
- consider consequences
- apply more complex values to their own thinking
- use reasoned strategies for making decisions



What's involved in making decisions

The key skills for decision-making are: identifying when a decision needs to be made, thinking of possible options, evaluating the options, and choosing strategies for making the decision and reviewing how it works. A simple situation, such as deciding what to have for breakfast, can demonstrate these skills in action.

1 Identify decision

What to have for breakfast

Choice may be based on:

- What do I feel like?
- What looks good?
- What's healthy?

2 Think of options

- Cereal – sweetened, processed or natural, unsweetened
- Toast – with jam or vegemite
- Fruit – fresh or cooked in syrup
- Milk – plain or flavoured

Options may be limited by:

- What's available
- What child is used to
- What child is willing to try
- Choices parent/carer allows

3 Evaluate options

- Sweetened cereal tastes better but is not so healthy
- Plain milk is healthier but child doesn't like the taste

Consider the relevance of things like:

- Pleasure (taste)
- What's quick and easy?
- What's healthiest?

4 Choose a strategy, try it and check how it works

For example:

- Try and compare taste
- Choose what's quickest ... or
- Compare listed ingredients for nutritional value
- How good was your decision?
- Did you enjoy breakfast?
- Did you achieve goals (eg for being quick, for healthy eating)?
- How will you decide next time?

Guiding their decisions

Younger children are unlikely to think through a decision about something like breakfast options very carefully. They are more likely to respond at a simple level to preferences such as taste or the way the food looks. Parents and carers can guide children's decision-making by limiting the choices they make available. They can also explain the values that guide their decisions. For example, a parent or carer could say, "Let's buy this cereal because it has lots of healthy things in it."

Making the reasons for your decisions clear and providing a choice between two acceptable options can be helpful for guiding children's choices, for example: "It's not a good idea to start that game right now because your friend will be going home soon. You could play a quick card game or go outside and play ball." By explaining the reasons for your decisions you also help children learn the kinds of values you want them to use as they become more able to make decisions for themselves, for example: "I know you would like to go out with your friend. But we agreed that we would see your cousins today and they are looking forward to it. They would be very disappointed if you didn't arrive."

What can get in the way of making good decisions?

Having the skills for thinking through decisions makes a good decision more likely, but it doesn't guarantee one. Other things can get in the way. For example, strong feelings can cloud clear thinking. So when a child is frightened, angry or overwhelmed by strong feelings the chances of making a good decision are reduced. Having skills for managing feelings can help children to calm down and make better decisions.

Some children have impulsive temperaments and find learning to think through their behaviour a particular challenge. These children especially benefit from learning skills that help them to think before they act. Certain kinds of thinking can also interfere with good judgment. It is not uncommon for younger children in particular to be over-confident about their abilities and this can contribute to poor decisions at times. Being competitive can mean children want to prove themselves in front of others and so lead them to make rash decisions. Prejudice or hostility towards particular individuals and poor social skills also contribute to poor social decision-making.

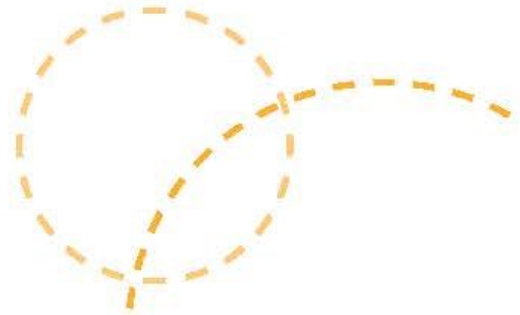


Helping children to make good decisions

A good decision is one that, on balance, is most likely to lead to a positive outcome for everyone concerned. Children learn to make good decisions with adult guidance and when given opportunities to practise making decisions for themselves. By talking through the steps for decision-making, adults can help children learn how to think decisions through. They also help them understand the important things they need to consider when making decisions. Take nine year old Zak, for instance, who gets into a panic because of a poor decision. He had completely forgotten about his homework and had gone off to play at a friend's house instead. Now he wants his Grandma to write a note to the teacher because he is worried he will get into trouble at school for not finishing his homework in time. In the example below, Zak's Grandma uses the decision-making steps to help Zak think through his suggestion and come up with a better solution.

Zak:	"I didn't get to do my homework. Will you write a note so I don't have to stay in at lunch time and do it?"	
Grandma:	"Let's think about this problem so we can work out the best solution. What ways can you think of?"	Identifies it as a problem to be solved
Zak:	"You could say I was sick."	
Grandma:	"Can you think of any other ways to try to solve this problem?"	Prompts for options
Zak:	"I could stay home to do it and bring it to school the next day."	
Grandma:	"Really? Do you have any other ideas?"	Prompts for more options
Zak:	"I could try to get up early and get it done before school."	
Grandma:	"That sounds like a possibility. Any more ideas?"	
Zak:	"No."	
Grandma:	"Okay, let's think through what's good and not-so-good about the solutions you've suggested. Which one shall we think about first?"	Asks Zak to evaluate options
Zak:	"I could stay home, but then I will miss sport and I'm supposed to be on the team. Won't you write me a note, Grandma?"	
Grandma:	"So staying home may not be such a good idea, I agree. Do you think it would be fair for me to write a note? Do you think it would be honest to say you were sick?"	Reinforces positive thinking Proposes values to consider
Zak:	"Not really. I guess I can try getting up early to do it. What if I don't have enough time?"	
Grandma:	"Getting up early to get your homework done sounds like a very responsible decision to me. I could wake you up in the morning to make sure you have time."	Encourages and supports responsibility
Zak:	"Okay. Will you wake me up at 6:30 then?"	
Grandma:	"It's a deal. I'll even get your breakfast for you!"	Reinforces good decision-making

To be sure Zak's decision is successful, his Grandma can support him to carry out his plan. After the immediate problem has been solved, Grandma could use similar steps to help Zak think through ways he can avoid having this problem again. Zak will still need adult guidance to come to a decision and keep to it, but he will feel more responsible for his actions and accept guidance more readily when he has been involved in deciding how to manage his homework.



Keys to supporting children's decision-making skills

Provide chances to practise

Teach children the steps for decision-making and practise with them. Remember that children's abilities for making decisions develop with experience and maturity. Start with simple choices and gradually build up to bigger, more complex decisions as their abilities and skills improve.

Support for autonomy

Provide children with structure and input but let them make decisions that are appropriate for their age and level of responsibility. If adults make all the decisions for children or continually override their decisions, children cannot develop the sense of autonomy that is necessary for them to make wise decisions for themselves.

Require responsibility

Provide tasks and expectations that require children to make a meaningful contribution to the family. Getting them to be responsible for feeding pets, looking after their sports gear, managing their pocket money, or regularly doing a particular household chore gives children opportunities to make decisions and demonstrate responsible behaviour.

Teach values

Good decisions are guided by values. Children learn about what to value by example and through discussion. Talking about the positive values you use to make decisions (eg caring, honesty, respect, keeping healthy) provides children with positive models for their own decision-making.

Remember that children's abilities for making decisions develops with experience and maturity.

This resource is part of a range of KidsMatter Primary information sheets for families and school staff. View them all online at www.kidsmatter.edu.au



Australian Government
Department of Health and Ageing



Principals Australia Institute
Learning. Leading.

National Reconciliation Week 2017

27 May to 3 June

Let's take the next steps

Recognition

Apology 2008

Mabo 1992

Referendum 1967

Each year, National Reconciliation Week (#NRW2017) celebrates achievements in our journey towards reconciliation, with hundreds of events held nationwide.

Held annually from 27 May to 3 June, NRW is bookended by important milestones: the 1967 referendum and the Mabo decision, respectively.

In 2017, these milestones mark significant anniversaries: 50 years since the 1967 referendum, and 25 years since the Mabo decision.

The week reminds us that big changes take persistence and courage, so let's celebrate together and take the next steps.

To find out more and register your event, visit reconciliation.org.au/nrw



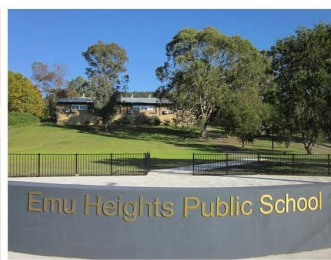
RECONCILIATION
AUSTRALIA



FREE PRACTICAL WORKSHOP FOR PARENTS

Learn how to help your child at home in Numeracy
PRE SCHOOL - YEAR 8

The Glenmore Park Learning Alliance
(GPLA) would like to invite you to:
THE GPLA PARENT MATHS FORUM



Tuesday 6th June 2017

7:00-8:30PM at Glenmore Park High School Library

RSVP closes May 29th

REGISTER YOUR INTEREST AT:

<https://www.surveymonkey.com/r/98XWHXG>



A proud initiative of the Glenmore Park Learning Alliance Curriculum Team

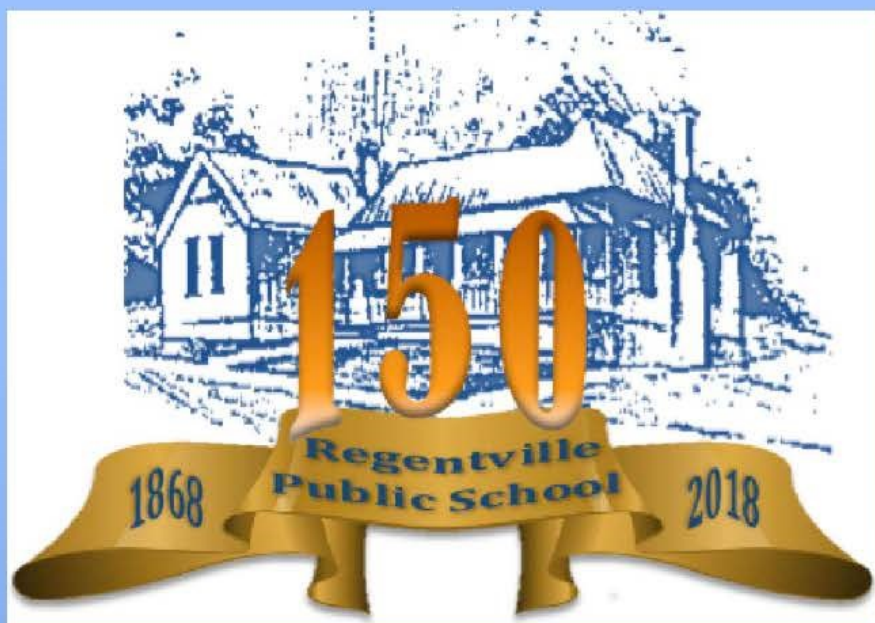
GPLA Contacts:

Catherine McCann-Smith - Surveyors Creek Public School

Carol Frith - Emu Plains Public School

Kaylene McCormick - Glenmore Park High School





Happy Birthday Regentville Public School

Did you know that our school is turning 150 next year.

What a momentous occasion, and we're starting planning now so watch this space.

In the meantime we are gathering ideas: what are your celebration ideas?

And we're also gathering stories, anecdotes and photographs. Do you have family, friends or neighbours who attended Regentville. Do you have any memories or funny stories to share? Any photos from the school's exciting past?

We'd love to hear from you and perhaps include your stories or pictures in the celebrations. If you have ideas, stories or pictures to share please send them to our dedicated birthday celebration email address.

regentvilleps150@gmail.com

We look forward to your contributions.

Cath Simpson
For the "Party Planners"



Zonta Club of Nepean Valley Inc
Member of Zonta International
Advancing the Status of Women Worldwide



PENRITH DOLLS, BEARS, CRAFT & COLLECTABLES SHOW

ONE DAY SHOW
SUNDAY 18TH JUNE 2017
10AM – 4PM

Sponsored by
PANTHERS WORLD OF ENTERTAINMENT
Convention Centre – Mulgoa Road, Penrith



Doll & Bear Competition
Refreshments available
Porcelain Dolls, Doll repairs,
Dolls Furniture and Accessories
Lace, Ribbons and Beads
Teddy Bears
Scrapbooking Supplies
Doll Houses and Miniatures
Card making
Hand Weavers and Spinners from Sydney and Blue Mountains

Trading Tables
Candles and Soaps
Lucky Door Prizes
Jewellery
Wigs and Millinery
Arts and Craft Supplies
Handmade gifts
Miniature Display
Identifications & Valuations

Ample parking for cars & coaches
Adults \$6:00 Children \$2:00

TRADER ENQUIRIES

gaillad@optusnet.com.au
Gail Ladner 9am-7pm M. 0407498021

DOLL COMPETITION ENQUIRIES

Val Newman (including bear competition)
(02) 9602 2242 (Trader Enquiries: after 5.00pm)

Daytime Enquiries Lily Cowen 0247 395696 Jan Hartley 0247 352515



Coffee Connect

Parents and teachers, come and
connect with the people in our
school community and enjoy a
coffee.

Served fresh by 'Café Au Go Go'
Monday mornings
next to the library.
CASH ONLY





Regentville Public School AFL Auskick Centre

Thursday 8th June until Tuesday 29th June, 3:15pm – 4:15pm, School Oval

Each child will receive: **Auskick Boot Pencil Case,**
Footy Cards, Footy Pump AND an AFL Auskick Football!

Each child will also have the opportunity to access GIANTS Spotless Stadium home games in 2017 and exclusive GIANTS experience

Your child will enjoy a safe, fun, action-packed 4 week program of games and skill development, ideal for boys and girls aged 5-12 for only \$45!

REGISTER NOW

Visit www.AFLAUSKICK.com.au and enter your postcode then click on **"Regentville Public School AFL Auskick Centre"** or register in person at the first session. Payment via cash or cheque is also accepted. **For more information contact**

Harmony Jones: 0409 904 393 Email: harmony.jones@afl.com.au



AFLAUSKICK.COM.AU