

# Mount Kuring-gai Public School Newsletter



Education &  
Communities

Mount Kuring-gai Public School  
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E-mail: [mtkuringga-p.school@det.nsw.edu.au](mailto:mtkuringga-p.school@det.nsw.edu.au)



**Term 4: November / December**

## **Principal's Message:**

### **2014 Strategic Planning:**

Please find attached the 2014 Strategic Plan that has been ratified by my Director of Schools at my recent Performance Review meeting (14/11/2014). This plan provides the framework for the school to navigate a number of important challenges that we will face in the very near future. Beneath this overview will see the individual performance targets and financial allocation to ensure that the plan will be seen through to fruition.

### **Financial Position:**

November sees the end of our financial year. From the financial rollover to the 2014 financial year I will be working closely with Pam (our Finance Admin Manager) to apportion the appropriate amount of funds to carry the school through the remainder of the school year and Christmas break. I am unsure as to the weighting of finance injection in February, which will be provided by State Treasury.

As part of the State-wide restructure of schools, finance and allocation to schools is an area where I am still receiving training and development in how the new models will operate within our school. There is no doubt, however, that schools will be relying on community sourced funds for human resources in the very near future. This position has been put forward at numerous Principal Council meetings and many schools have successfully agreed to such assistance.

### **School Numbers:**

As I have stated previously and many times in passing conversation with you our school is at a very interesting point in a growth cycle. When I arrived the school enrolments had dropped to 129. As late as last Friday I had revised our 2014 intake to 162. This number will provide a new class. However, as with any break period numbers can reduce or indeed increase. I have secured a teacher for this new class as of Thursday last week.

With this in mind my Director of Schools has agreed that the school enrolment will now be capped at 172. This means that any out of area applications will be placed on a waiting list. This number will ensure that MKPS remains a small school, yet providing a wonderful whole school experience for our children.

### **Staffing:**

As I have written in previous reports, we will be saying farewell to Mr O'Shea and Miss Walker. Mr O'Shea was successful in gaining a permanent appointment through Merit Selection to Warrawee PS. Miss Walker has chosen to develop her profession by teaching in the UK for a period of time, where, she has assured me MKPS will be her first port of call on her return. I am sure we offer both these wonderful professionals and colleagues all the best on their new personal journeys.

I have been in recruitment mode since July and I am pleased to announce that Mrs Rebecca Eastgate and Mrs Natalie Weekes will be joining our staff for the 2014 year.

Mrs Eastgate is a targeted graduate and our school will be her first substantive appointment.

Mrs Weekes brings a wealth of experience to our school: Stage supervisor, Regional L3 coordinator, Teacher Mentor, Relieving Assistant Principal and Best Start Coordinator. Mrs Weekes will be engaged on a one-year temporary contract.

As mentioned in my numbers briefing, I have contracted another teacher for our school if indeed we hold the numbers of 160.

Mr David Johnson has accepted the offer of a temporary contract for the 2014 school year. Mr Johnson has been an outstanding classroom teacher for a number of years at a high performing state school and comes with a wealth of knowledge in the areas of Numeracy and writing.

I am sure our community will make all teachers warmly welcome.

**Classes for 2014:**

As mentioned, we are playing a very careful numbers game. The staffing scenario that follows will be for the 156-159 and 160+ model. The difference being that with the 160+ model, there will be a non-teaching Principal and two Assistant Principals (the 2<sup>nd</sup> Assistant Principal will be an internal relieving role). Class structures will remain.

K (one class teacher)

K (one class Teacher)

1 (one class Teacher)

1/2 (one class Teacher)

3/4 (one class Teacher)

4/5 (one class Teacher)

6 (one class Teacher)

Of course I have pencilled in teachers next to classes, however, due to the nature of our numbers, I must wait until I get 'bums' on seats by the week February 18<sup>th</sup>.

In all of my modelling, I have aimed to keep myself off sharing a class. This is not to say I will not be teaching. I will be still having a teaching role, but with my impact coming in the form of some release and support. This has required some flexibility in staffing and funding and I am very grateful to our wonderful staff for their support.

**Annual School Report:**

Our Areas of survey will be 'Quality of School Life' for our whole community (students, community and staff) and a review of the merit cards and ribbons from our whole school welfare program. Our welfare program is far more than just the certificates and ribbons, but I would like some feedback on them. I have my own views and would like yours too.

**School Support:**

MKPS is an outstanding educational setting. Our academic achievements have been very pleasing, but in equity, I am also extremely pleased with the growth in emotional and social maturity our school has seen. My metrics regarding the emotional performance of our school are a stark difference to that of 2011. This could not be possible without the support of the community. MKPS is a true community school.

Thanks to all of our community volunteers for your tireless work. The children are the beneficiaries of our work and after all, that is why we do it.

Regards,

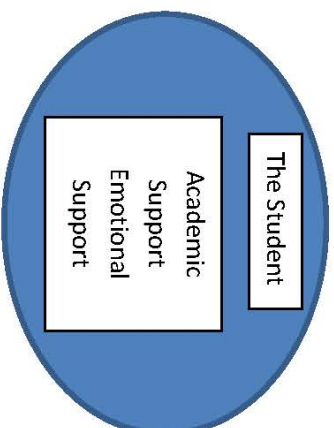
Glenn

**Professional Performance and Conduct.**

TARS, EARS & PARS as a collaborative process.  
National Standards in action.  
Target setting and collaborative review.  
Teacher programs reflective of assessment and standards.  
Professional learning and sharing.

**ESES: Learning and Support**

Enables a student centred management plan.  
Equity and accountability.  
MKPS, CPS & BPS clearing house, support programs and target development.



**Curriculum Design and Development**

NSW NC English & Numeracy – MKPS, CPS & BPS professional learning program. (Joint Facilitator).  
On-line Learning (Adobe).  
Differentiated curriculum.  
Continuum of development through the stages .  
Introduction of Primary Connections (Science).  
Technology embedded.

**Whole School Social & Emotional Welfare Program.**

School Welfare program.  
Family welfare programs in conjunction with school counsellor and support staff.  
Review and revamp of reinforcement schedules and Celebration of Learning.  
Staff Welfare programs

**Infrastructure Development**

Painting of gutters around Kindergarten block.  
Cleaning of Southern 3/4 wall and school emblem to replace one at gate.  
Maintenance of current H Listed flora.  
Development of new community market garden.  
Decommissioning of Lab.

**Community Participation and Engagement**

P&C input & communication framework.  
Development of school targets  
Dissemination of school information to community.  
Feedback and complaints framework.  
Facilities use by community.

## **From the DEC**

### **Ready for high school**

Can you recall what you were most apprehensive about when you started high school? This video of Year 7 students explain why teens shouldn't be worried about starting high school, and how they can get off to a great start in the first few days.

Watch the videos: <http://www.schoolatoz.nsw.edu.au/wellbeing/development/what-happens-in-year-7>

### **Kik messenger**

Does your child use Kik? Police have described it as "the No.1 social media problem involving teenagers", but most parents would barely have heard of messaging app Kik before last week.

Find out what it is: [http://www.schoolatoz.nsw.edu.au/technology/technology-az/-/technology\\_glossary/7w0F/5353/Kik+messenger](http://www.schoolatoz.nsw.edu.au/technology/technology-az/-/technology_glossary/7w0F/5353/Kik+messenger)

Why cyber safety experts are concerned: <http://www.smh.com.au/digital-life/digital-life-news/experts-warn-of-apps-hidden-dangers-20131130-2yif3.html#ixzz2mYIkXFyd>

### **Choosing school shoes**

Are expensive school shoes the best option for happy feet? Let's face it. School shoes have never been at the cutting edge of fashion. In fact if you look at what your parents were wearing, the humble school shoe really hasn't evolved much at all.

Tips for choosing shoes: <http://www.schoolatoz.nsw.edu.au/wellbeing/health/choosing-the-right-school-shoes>

### **Teach your kids to be waterproof**

As temperatures rise, the risk of drowning increases too. Review these water-safety tips to help keep your family safe this summer.

Find out more: <http://www.schoolatoz.nsw.edu.au/wellbeing/health/water-safety-tips>

Don't forget we are a Parenting Ideas School!!!

Website for the latest Issue:

[www.parentingideas.com.au/Parents/Parenting-Magazine](http://www.parentingideas.com.au/Parents/Parenting-Magazine)





# INSIGHTS

by Michael Grose – No. 1 parenting educator



## Teach your kids to SHRUG!

*The secret to having resilient, confident and optimistic children is to teach your kids to shrug!*

It was so irritating, yet so effective.

I'm talking about my boyhood mate Terry's habit of **shrugging his shoulders** whenever anyone teased him or tried to persuade him to their way of thinking.

'Hey Terry, you're a **\*\*&&&E@!**'

Shrug.

'Hey Terry, everyone says your..... **\*&&TR!**'

Shrug.

'Hey Terry, I'm going to tell on you!'

Shrug.

His nonchalance used to drive everyone nuts!

So much so that he was rarely targeted for teasing despite the fact that he wasn't sporty, he wasn't cool and he was late maturing – all of which back then, as now, would put a boy in the 'to be picked on' category.

I thought of Terry recently when I was coaching a young person about how to respond to some schoolyard taunts.

This young person *wore his heart on his sleeve*, taking taunts and even witticisms too seriously for his own good. Unfortunately, some of his so-called mates used to enjoy seeing him become angry.

The best way to break this *toxic cycle of taunt-react-taunt* was for him to change his reaction.

So we did some coaching in the **art of shrugging** and before long my young charge was shrugging his shoulders, as if to say 'Whatever', and walking away at the first sign of a taunt.

*Eventually he was channelling Terry so well that his nonchalance even began to irritate me.*



### Some things can't be ignored

Don't get me wrong. Kids cannot and should not ignore all negative comments directed at them.

There are times when they need to stand up and be counted. They don't need to be aggressive about it, but they do need to be assertive from time to time. Sticking up for a friend, rescuing someone who is being taunted or even looking out for a sibling's best interests at school are times when children need to assert themselves rather than shrugging off a problem.

### Kids practise on their siblings

Socially savvy kids know that some of the negative peer comments directed at them need to be ignored. However, this is quite a skill.

**Ignoring comments** and **choosing your arguments** is something many kids learn in their battles with siblings.

**Those noisy sibling skirmishes that annoy the hell out of parents actually toughen kids up for the less-than-pleasant social interactions that take place in the schoolyard.**

Interestingly, my boyhood mate Terry was the youngest of



four brothers. I guess he would have perfected the art of shrugging out of sheer necessity.

So, if you have a sensitive child who wears his or her heart on their sleeve, or a child who reacts impulsively to both taunts and witticisms alike, you may wish to introduce the *art of shrugging* into their repertoire of responses.

#### How to create a good shrug

Kids can practise shrugging in front of the mirror so that they can see what a good shrug looks like. There are 4 ingredients:

1. A 'whatever' look.
2. A shrug of the shoulders.
3. A simple, non-combative, non-sarcastic line such as 'You may be right', 'Whatever' or 'I hadn't thought of that'.

4. A final breaking of eye contact that indicates that they are in control.

#### A word of warning

If you teach your kids to shrug, you need to be prepared for them to use this shrugging technique against you when you direct some criticism or constructive feedback their way. If they do, you'll find out how damn infuriating nonchalance (even when it's fake) can be.

Oh, and you'll be seeing a child or young person who is exercising a degree of personal power that, when used smartly, will increase their overall social effectiveness.

You can get more ideas to help you raise confident, resilient kids in Michael Grose's NEW book [Teach your kids to shrug!](#) It's available in paperback or digital format at the book shop at [parentingideas.com.au](http://parentingideas.com.au)



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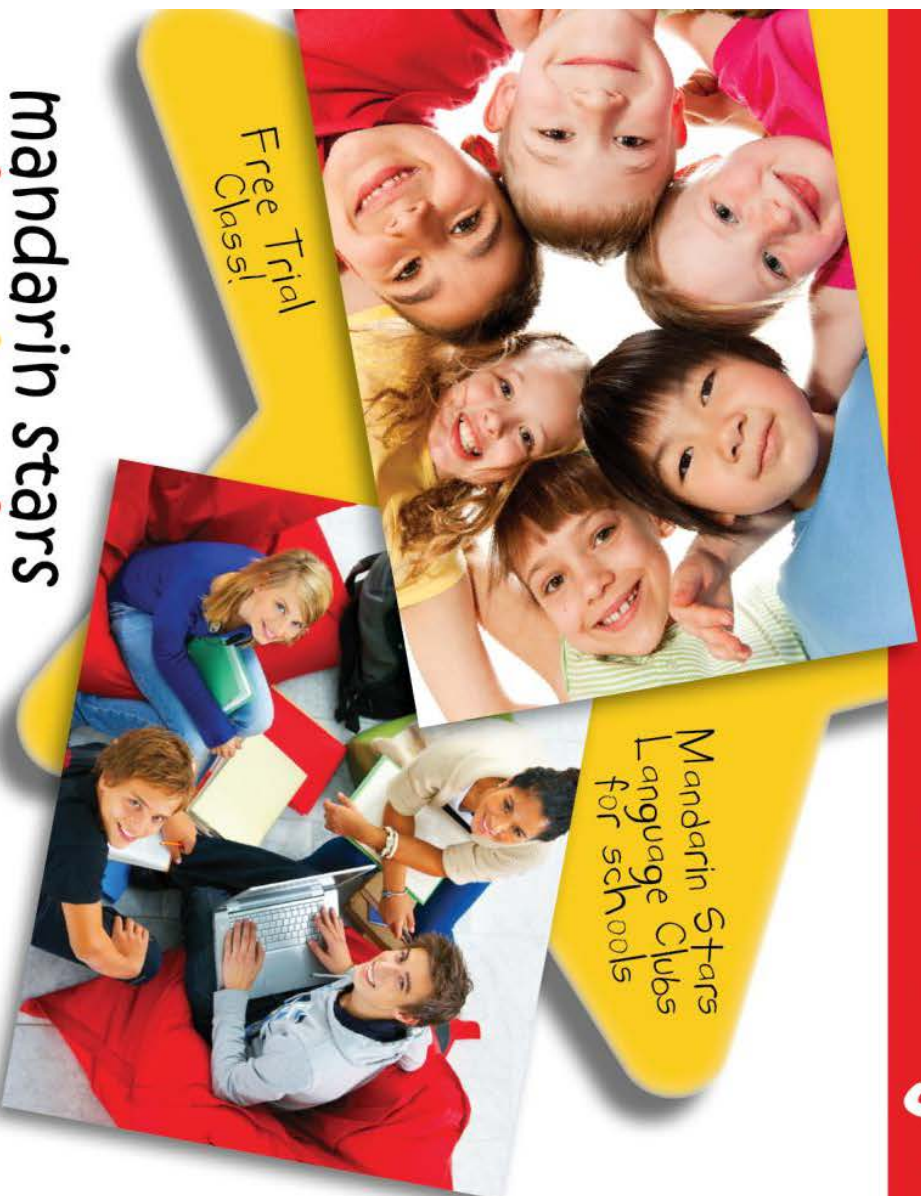


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