Dear Parents and Friends of BSW,

A picture paints a thousand words….that’s what they say. Expecting you to read a thousand of my words is a big ask, enthralling as they may be. Instead I have included pictures this week with a short explanation of the stories they tell.

Sometimes I arrive at school very early in the morning when no-one is around. I have my routine of travelling the school grounds turning off alarms, unlocking bins, turning on heating and doing a general check to ensure everything is ok. With the absence of people in the grounds things look a little different, and some things are more obvious to me with the distractions removed.
Building works
Over the coming weekend, works to rectify some electrical wiring will be undertaken by the DET in the server room. This room is located in the administration area of the red brick building.

In the course of the work an asbestos panel will be replaced, therefore the area will be closed off to public access and signs will be displayed outside the building entrance. These works won’t affect any weekend scheduled activities in the school hall.

A hygienist will conduct air-monitoring for the duration of the procedure.

I appreciate the value the community place in continuing to improve student engagement.

I hope you enjoyed the stories.

Yours sincerely,

Judy Harrington
Acting Principal
**CIRCUS & DRAMA**

Enrolment forms for term 4 after school circus classes were sent home last week. Payment is due by Monday, 14th September.

**2016 NETBOOK INFO**

As a parent of a Year 2 student, you will soon receive a pack with details of the 1-to-1 Netbook Program for students in the Senior School. Through this program, parents have the opportunity to rent a small wireless computer for their child’s use at home and school while he/she is in Years 3 to 6.

You are invited to attend an Information Session on Tuesday 15th September at either 8.45am or 7pm in the school library.

Your child will have brought home an attendance slip, **please remember to fill this out** and return it to school as soon as you can.

**FATHERS DAY STALL**

A big thank-you to all the students and staff at BSWPS for another successful Fathers Day Stall.

Thanks also to David and Jimi Clarkson, Leonora Nash, Jenni Solterbeck, Anna Simic, Sachiko Tanaka, Katerina Grundy, Daisy Grinter and Robyn Stewardson for set-up and selling.

Thank-you to Lucinda Pridmore and Catherine Flowers for the lovely marmalade and chutney they donated. Thank-you to Sonia Ingham for supplying us with some great plants to sell.

Thanks Amanda and Heather for all the help with money and notices and deliveries and everything else.

Special thanks to Shar and Kate for letting us share the Hall space with them.

Catherine

**HATS! HATS! HATS!**

September means hats are required in the playground.

Navy blue hats are available for purchase at the school office.

Small, medium, large & x-large—All $10.
If you hold a valid means-tested Centrelink concession card or are a temporary foster parent, you may be eligible for CSEF. The allowance will be paid to the school to use towards expenses relating to camps, excursions, or sporting activities for the benefit of your child.

The annual CSEF amount per student will be $125 for primary school students.

**How to apply**

Contact the school office to obtain a CSEF application form or download from www.education.vic.gov.au/csef

**Closing Date**

You should lodge a CSEF application form at the school **by 18 September 2015**. Late applications cannot be accepted.

For more information about the CSEF visit www.education.vic.gov.au/csef
BRUNSWICK WEST AUSSIE RULES FOR JUNIORS CONSENT FORM

Name: ........................................................ D.O.B: ........................................ Male / Female

School/Kindy: .................................................. Email: .....................................................

Phone (Home): ............................................. Phone (Mobile): ........................................

Any relevant medical conditions/medication taken? .................................................................

I acknowledge that I am required to stay with my child for the duration of each session and, if required, will administer any first aid. I hereby release Get Active Sports from any liability for injury incurred by my child at the Get Active Sports program.

Parent/Guardian Name: .................................. Parent/Guardian Signature: .....................................

CREDIT CARD DETAILS

Payment Method Cheque / Credit Card / Cash

No: _________/_________/_________/_________ Expiry Date: ________/________

Cardholders Name: ........................................................ Signature: ................................................

Amount: $ ........................................................

Please have correct money, make your cheque payable to Get Active Sports or complete card details above.

REGISTERATIONS FOR TERM 4 ARE NOW OPEN!

AUSSIE RULES FOR JUNIORS

- Boys & Girls aged 3 - 8 years
- Basic, skills based introduction to Aussie Rules
- Indoor sessions
- Modified equipment
- Ideal for beginners
- Age appropriate programs
- Parent help for 3 & 4 year olds
- FOOTBALL TO KEEP!

Where
Brunswick South West Primary School Gym, South Daly St, Brunswick West

Starts
Saturday the 10th of October
3 and 4 year olds - 9.45am to 10.30am
5 and 6 year olds - 10.30am to 11.15am
7 and 8 year olds - 11.15am to 12.00pm

Cost
$90 for 6 weekly sessions and a football for you to keep!

To secure your place, you MUST register by one of the following methods:

- Email - rego@getactivesports.com.au
- Phone - 1300 772 106
- Website - www.getactivesports.com.au

To register, please let us know the location of the program and your child’s details as below.

Once registered bring the completed, signed consent form and payment to the first session.

REGISTRATIONS FOR TERM 4 ARE NOW OPEN!

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COBURG CARNIVALE

Bringing music and art to the streets!

Tuesday 22 – Saturday 26 September 2015

Victoria Street Mall
Coburg Library
Coburg Court House

For more information phone 9240 1111 or visit moreland.vic.gov.au
Exploring the New Frontier in Parenting

It’s official! Emotions are now part of the parenting and educational mainstream!

For some time they’ve been relegated as a sideshow to the main events of discipline, confidence building, character building, and lately, resilience.

Not now.

The recently released movie Inside Out gives life to emotions in a fun, accessible way. It’s a wonderful demonstration of why we must put emotional intelligence front and centre in our parenting and teaching.

The quickest pathway to happiness and success is the acceptance and recognition of feelings.

This is not a new idea. Over 2,000 years ago Socrates reminded his Greek compatriots, “Educating the mind without educating the heart is no education at all.”

Current day muse Dr. Marc Brackett, Director of the Yale Centre for Emotional Intelligence is more expansive. He says, “Emotions matter as they drive learning, decision-making, creativity, relationships, and health.”

This is not to say that we ignore children’s poor behaviour, neglect to set limits or not ask anything of them when they’ve experienced hardship at school. Accepting and recognising emotions is an added layer in our interactions with kids, which may well be the missing link in building cooperation, connection and resilience.

Emotions are messy. They can be loud. They can be hidden. They so often interrupt our well-organised schedules. “What do you mean you’re sad? We’re off to watch a movie. It’s a happy time!” Emotions are hard to control and difficult to see. Like slippery eels swimming in a dam, you know that they are down there somewhere but it’s hard to figure out just what they are doing.

It’s a wonder parents haven’t smartened up to emotions earlier because ‘good parenting’ is hard emotional labour. When your three-year old throws a tantrum in a supermarket and all you can do is grin and bear it (rather than throwing your own tantrum or doing what you really feel like which is disowning your own child!) you’re doing hard emotional labour.

When you console and contain the hurt of a primary school aged child who throws himself at your feet howling that everyone hates him, you are doing emotional labour.

Staring down a teenager who looks you straight in the eye while spitting out “I hate you!” because you’ve denied their request to go out is hard emotional labour. Parents do emotional labour all the time. That’s one of the reasons its so draining.

Accepting kids’ emotions mean we need to listen to them. We need to be mindful of their feelings as well as their behaviours and thoughts, which is what most parents and teachers are conditioned to do. We’ve built a broad vocabulary around behaviour management featuring terms such as consequences, limits and boundaries, and time-out to name a few. The perennial ‘To smack or not to smack’ question shows we are very willing to have debates about behaviour management methods, but discussions about emotional management are few and far between.

So what is this new frontier of parenting? Emotions are now recognised as an important part of the parenting landscape. Here are five ideas to help you explore the alien landscape of kids’ emotions.

1. When you console and contain the hurt of a primary school aged child who throws himself at your feet howling that everyone hates him, you are doing emotional labour.
2. Staring down a teenager who looks you straight in the eye while spitting out “I hate you!” because you’ve denied their request to go out is hard emotional labour. Parents do emotional labour all the time. That’s one of the reasons its so draining.
3. Accepting kids’ emotions mean we need to listen to them. We need to be mindful of their feelings as well as their behaviours and thoughts, which is what most parents and teachers are conditioned to do.
4. We’ve built a broad vocabulary around behaviour management featuring terms such as consequences, limits and boundaries, and time-out to name a few.
5. The perennial ‘To smack or not to smack’ question shows we are very willing to have debates about behaviour management methods, but discussions about emotional management are few and far between.

more on page 2
The limits of many parents’ emotional vocabularies are matched by the limitations in method as well. Most parents when asked can provide plenty of ways to raise a well-behaved child but I suspect many would struggle if asked to name three or more ways to build their children’s emotional smarts. This is not a criticism but an acknowledgement of lack of training in the area.

Ask yourself, “Who taught you how to recognise, manage and regulate your emotions?” If you answered your parents then lucky you. They’ve given you the tools you need to have successful relationships, to maximise your earning potential (I kid you not) and to behave like a champ, not a chump, when playing sport and participating in other competitive or high performance activities. If you were able to identify any adult who taught you emotional intelligence then I suspect you are in rare company. My guess is you probably couldn’t identify anyone, so your emotional intelligence (if you’ve read this far you have the emotional smarts needed for focus, self control and concentration) is unconscious, rather than conscious, making it hard to teach or pass on emotional intelligence skills to kids. So where do we start?

Here are five ideas to help you explore the alien landscape of kids’ emotions, the new frontier of parenting:

1. **Listen first**
   When your child fusses and fumes about some wrong-doing or hurt they’ve experienced clear your mind and listen. Avoid trying to fix the situation just show understanding and compassion. There is no better feeling then being understood.

2. **Contain rather than manage (let your kids do the managing)**
   Children’s behaviour can become tangled up in upsets and disappointments. It’s hard to separate their behaviour from their feelings. Sometimes as a loving, caring adult you just have to soak up their feelings, and give them the time and space to soothe their own souls. We don’t have to do that for them.

3. **Know that emotions can be pleasant and unpleasant**
   We often place value judgements on emotions by saying some emotions are good or positive (happy, motivated, energised) while some are bad or negative (sad, worried, sullen). Avoid passing judgement in such ways. Recognise that emotions are pleasant or unpleasant and that all emotions are acceptable, whereas some behaviours (such as hurting someone when you are angry) are unacceptable.

4. **Build a vocabulary around emotions**
   Just as feelings have names, there are terms for the emotional intelligent parenting method. For instance, I-messages* are a type of communication used by parents and adults who take an emotions-first approach.

5. **Help your kids recognise, then regulate emotions**
   Ever told a child to calm down only to see their emotions escalate? Kids, like adults, need to recognise their feelings before they can regulate their emotional state, and that’s not easy. Emotional recognition is a complex process that takes practice. Even when we are good at it we don’t always get it right. Learning to recognise your feelings is a continuous process that’s best started when young, before the ups and downs of adolescence becomes a reality.

Emotional intelligence is best learned when it becomes part of your family’s culture, or way of doing things. When it becomes part of your family’s DNA then emotional intelligence will be passed down from generation to generation. You’ll know it’s had generational impact when your children identify you as the person who trained them in the skills of emotional intelligence. How cool is that!

Want more ideas to help you raise confident kids and resilient young people? Subscribe to Happy Kids newsletter, my FREE weekly email parenting guide at parentingideas.com.au. You’ll be so glad you did! When you subscribe you’ll also get my fantastic Kid’s Chores & Responsibilities Guide with plenty of ideas to get your kids to help at home without being paid.