

FRIDAY FOOTNOTES

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PH: (07) 49692 333



FAX: (07) 49692 300

www.glenellass@eq.edu.au

PRINCIPALS CORNER

Dear Parents/Guardians, Caregivers and members of our community,

'Valuing the individual ensures quality learning'

At the beginning of the year staff worked on a school vision. The phrase 'valuing the individual ensures quality learning' was the outcome of this work. For us, as a school, this phrase encompasses all of our work and the direction we are heading. This not only is a phrase we use for students but also for staff. At Glenella we value the contribution of every member of our school community. At Glenella it is our aim to not only develop students to the highest academic level but also to ensure our students leave for high school with the skills that give them the confidence to advance through onto success in the workforce. The school vision does not replace the motto, Who Can? We Can!.

Last week we had a number of students attend the Northern Suburbs District Athletics. It was a great day and we had many contributors to our success. For the second year running we were named the Aggregate Champions. We are very proud of the students who attended. A number of students were successful in making the Northern Suburbs team to compete in the Mackay and District Athletics on Friday. Congratulations to Lucy, Jaxon, Ebony, Coby, Ella, Jaxson, Kaden, Jemmi, Kyron, Tyler and Declan on their selection. A big congratulations to our 9 year olds (unfortunately they do not go onto the next level) for their success, particularly Griffin, Molly, Lachlan and Hannah. Hannah was also named Age Champion – Fantastic work!

A big congratulations to our 5/6K class for their very educational science expo last week. They did a wonderful job running the event for all of our classes.

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School Priorities



In Semester One the school had an attendance rate of 93.8%. This is a good start to the year. For the second semester we are aiming to reach our target of 95% attendance. Parents are reminded of the importance of sending children to school every school day unless there is a reasonable excuse for the student to be away, such as illness. Research shows that students who have a good attendance record are more likely to achieve high results. Going shopping, visiting family, staying up late, being tired or extending school holidays are not acceptable reasons to be away from school. Visit the Department of Education and Training website for more information via the link below:

<http://www.education.qld.gov.au/everydaycounts/>

School Grounds

The school is currently waiting to hear if we have been successful in a grant application with the Gaming Commission. If successful the grant will be used to build a play structure under our new shade.

Is Your Child Eligible for Prep 2019? Enrol Now!

Your child is due to start school in 2019 if they are born between 01/07/13 and the 30/06/14. Children born in July 2014 are also eligible to enrol for the 2019 school year if they have had a meeting with the school principal to verify their readiness for school.

As part of our 2019 Prep enrolment process the school is encouraging parents to contact the school and collect enrolment forms. Once parents have completed the forms and details have been collected by the office parents will be kept informed of upcoming events for 2019 prep students.

Have a top week.

Sam

Emotional Development

Why do emotions matter?

Children's responses to the different feelings they experience every day have a major impact on their choices, their behaviour, and on how well they cope and enjoy life. Emotional development involves learning what feelings and emotions are, understanding how and why they happen, recognising one's own feelings and those of others, and developing effective ways of managing them. As children grow and are exposed to different situations their emotional lives also become more complex. Developing skills for managing a range of emotions is therefore very important for their emotional wellbeing. Parents and carers have an important role to play in supporting children's emotional development. They do this through responding effectively to children's emotions, through providing examples of how they manage feelings, and through talking with children about feelings and how to manage them. In similar ways, school staff can provide important support for children's emotional development.

Children's emotion development

Emotional development is a complex task that begins in infancy and continues into adulthood. The first emotions that can be recognised in babies include joy, anger, sadness and fear. Later, as children begin to develop a sense of self, more complex emotions like shyness, surprise, elation, embarrassment, shame, guilt, pride and empathy emerge. Primary school children are still learning to identify emotions, to understand why they happen and how to manage them appropriately. As children develop, the things that provoke their emotional responses change, as do the strategies they use to manage them. Very young children's emotions are mainly made up of physical reactions (e.g. heart racing, butterflies in stomach) and behaviours. As they grow, children develop the ability to recognise feelings. Their emotions are also increasingly influenced by their thinking. They become more aware of their own feelings and better able to recognise and understand other people. Thus, an emotional reaction of a 10-year-old is likely to be far more complex than that of a three-year-old.

The experience of emotion includes several components:

- Physical responses (e.g. heart rate, breathing, hormone levels).
- Feelings that children recognise and learn to name.
- Thoughts and judgements associated with feelings.
- Action signals (e.g. a desire to approach, escape or flight).

Many things influence the ways that children express emotions, both through words and behaviour.

These influences include:

- Values and beliefs about appropriate and inappropriate ways of expressing emotions children learn from parents, carers and school staff.
- How effectively children's emotional needs are usually met.
- Children's temperaments.
- Emotional behaviours that children have learned through observation or experience.
- The extent to which families and children are under various kinds of stress.

Developing emotional skills

The table below shows the main pathways in emotional skill development for children in the preschool to primary age range. It is important to note that the rate of children's emotional development can be quite variable. Some children may show a high level of emotional skill development while quite young, whereas others take longer to develop the capacity to manage their emotions.

Skills needed	Children with beginning skills...	Children with developing skills...	Children with more developed skills...
Emotional self-awareness	<ul style="list-style-type: none"> • tend to have one emotion at a time • act out how they feel • flip between one emotion to another quickly 	<ul style="list-style-type: none"> • start to understand that they can have more than one emotion in reaction to the same event as long as they are similar (eg happy and excited) 	<ul style="list-style-type: none"> • understand that they can have opposite feelings to the same situation (eg feel both happy and sad that the school year is ending)
Recognising other people's emotions (social awareness)	<ul style="list-style-type: none"> • rely on physical clues to identify emotions (eg tears equal sadness) 	<ul style="list-style-type: none"> • take into account clues from the situation to help explain the emotion (eg understand that a child might be sad because his or her toy has been broken) 	<ul style="list-style-type: none"> • have a more complex understanding of the interaction between emotions, situations and people (eg feel sad because the thing that was broken was a gift from a loved grandparent who died recently)
Emotion regulation (the ability to manage emotions effectively)	<ul style="list-style-type: none"> • are able to use simple ways to manage emotions with support from adults (eg choose a different activity to distract them from feeling frustrated). 	<ul style="list-style-type: none"> • are increasingly able to choose appropriate behavioural responses (eg asks and waits for assistance with a difficult task). 	<ul style="list-style-type: none"> • are increasingly able to manage emotions by rethinking own goals and motives (eg decide that there is no point being angry about something he or she can't change).

Every Child is different

There are a number of reasons why children vary in the way they express and manage their emotions. These variations may be due to events that impact on children and families at times, such as severe or chronic illness, trauma, or difficult social circumstances. Variations in children's emotional expression may also be influenced by specific family or cultural values and by differences in children's temperaments.

Children learn different ways of expressing emotion based on what is regarded as normal within their family and culture. Some families and cultures encourage children to express a range of emotions while other families encourage children not to display certain emotions, such as anger or pride. These differences also influence the ways children learn to regulate their emotions.

Learning to regulate emotions is more difficult for some children than for others. This may be due to their particular emotional temperament. Some children feel emotions intensely and easily. They are more emotionally reactive and it is harder to calm down. Some of these children react to frustration by getting angry. They may act impulsively and it hard to control their emotions. Some children who are emotionally reactive get anxious more quickly and easily than other children. It is often difficult for children with anxious temperaments to develop strategies to manage their fears. They often try to avoid situations that worry them.



Congratulations to our Students of the Week,

Week Ending 20/7/2018

PrepB: Jack & Braxton

PrepN Rose & Stephen

Year 1: Reyne & Skyla

Year 2: Zachery & Elise

Year 3/4B: Bella & Kaleb

Year 3/4S: Lachlan & Benjamin

Year 5/6T: Emerson & Lily

Year 5/6K: Charlie & Roxanne

Keep up the good work!



GLENELLA SS PLAYGROUP

A Playgroup Session is held each Friday morning in the school hall from 9am-10.30am. Come along for a cuppa and a chat while the children play. We would love to see some new faces. Please spread the word!



FATHERS DAY STALL

This year the P&C will be running a Father's Day Stall in the hall on Friday 31st August.

We are **URGENTLY** asking for donations of small gifts that will be for sale at our stall for \$3 and \$5. Some examples are: fishing lures, tackle, stubby coolers, travel mugs, golf balls or tees, key rings or cologne etc.
(no sharps or aerosols please).

Please encourage your child to bring along a few dollars on Friday 31st August to buy their deserved Dad a special gift to say thank you. Please send all gift donations to the school office by Wednesday 29th August 2018. Thank you for your support.





SUPPORT OUR FARMERS

We will be holding a “Come Dressed as a Farmer” day next Friday 10th August. Pull on a pair of jeans and wear your (sunsafe) cowboy hat to school. We are asking for a gold coin donation but feel free to donate as you wish. All funds raised will be sent to Drought Angels who will supply “emergency assistance packages” to farming families who are in desperate need. If you would like to donate directly, please do so through the following website: www.droughtangels.org.au/donations/

HOY ROSTER

9/8/18	Linley Maddy Liddell Baker
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16/8/18	Jenny O’Loughlin Melissa Dunn
Shoppers	Za Savaas Zania Auston
M/Tea Sw	Amelia Jones
Sav	Zania Auston



WHAT ARE YOU WEARING?

Our Bookweek Fancy Dress Parade will be held on Friday 24th August at 9am.

Come along dressed as a character from your favourite book (fiction or non fiction).

The theme for Book Week 2018 “Find Your Treasure”.

All students, staff, parents brothers and sisters are encouraged to take part in this annual event.

As always, we encourage the use of imagination more than the outlay of dollars when creating your costume.

MARKET STALL

Unfortunately our school ‘Market Stall’ has been cancelled for next week due to staffing and supply of goods. We will be back up and running in Week 6.

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