PRINCIPAL’S MESSAGE
Unfortunately many people experienced bullying of one form or another in their lives. Bullying can occur in many situations; at school, at the park, while visiting friends or at sport to name a few. At APS we actively teach our students strategies to deal with bullying and encourage our students to be ‘Bully Busters’ and not bystanders. Over this week I will be talking to our students about strategies to use when dealing with bullies and what motivates bullies.

I have included some information from raisingchildren.net.au that you may find useful if you feel your child is experiencing bullying.

What is bullying?
On the surface, it’s like teasing. Most of us know how that feels. But sometimes kids tease other kids over and over again. Or they might tease because they really want to hurt somebody’s feelings, or make sure that somebody is left out of games or activities. This is when teasing becomes bullying. Other examples of bullying are: saying mean things or calling people names, leaving people out of activities or spreading nasty stories about them, hitting and pushing people or taking their things. Girls tend to bully in indirect ways that can be hard to spot. Boys tend to be more physical.

How to spot signs of bullying
There is no single way to tell if a child is being bullied. The way a child reacts will depend on how bad the bullying is, as well as the child’s personality. Apart from obvious physical signs of bullying, the things to look for are changes in your child’s social or emotional behaviour.

Things to look out for include:
- physical signs such as bruises, cuts and scratches, torn clothes, poor sleeping, bedwetting, and frequent requests for money
- changes related to school or preschool, such as not wanting to go, staying close to teachers during breaks, having difficulty asking or answering questions in class, not taking part in activities, sitting alone, and schoolwork and homework deteriorating suddenly
- emotional clues such as anxiety, nervousness, distress, unhappiness, depression or tears, withdrawal, secretiveness, sudden changes in behaviour, being quick to anger, and unhappiness at the end of weekends and holidays
- other signs such as your child talking about being teased, taunted, ridiculed, degraded, threatened, dominated, made fun of, or laughed at. Your child might be excluded at lunch and recess, lose contact with classmates after school, or be chosen last for teams and games.

Talking to your child about bullying
One in five children keeps bullying a secret from people around them, so it can be hard to know if your child is being bullied. Try some of the following conversation starters if you suspect that your child is being bullied.

Younger children (4-6 years of age)
What did you do at school/preschool today? Did you do anything you liked? Did you do anything you didn’t like? Who did you play with? What sort of games did you play? Did you enjoy them? Would you have liked to play different games with someone else? Are you looking forward to going to school tomorrow?
Older children (7-8 and up)
What did you do at lunchtime today? Is there anyone you would like to invite home? Are there any classes at school you really like, or don’t like? Is there anyone at school you don’t like? Why? Are you looking forward to going to school tomorrow?

Tips for talking about bullying
If your child is being bullied, one of the best ways to help protect your child is to talk about it. Listen to your child, help your child understand what is going on, and show that you care and will help.

Listen. Ask your child simple questions then, listen to the answers. Try saying things like, ‘So what happened next?’ and ‘What did you do then?’

Stay calm. This is a chance to show your child how to solve problems. If you feel angry or anxious, wait until you feel calm before you discuss it with your child or with others.

Summarise the problem. You could say something like, ‘So you were sitting on your own eating your lunch and Sam came up and took your lunch box and threw it across the playground.’

Agree that there is a problem. For example, ‘It sounds like you had a really horrible time at lunch today.’

Let your child know it’s OK. Help your child to understand that these feelings are normal. For example, ‘No wonder you’re feeling so sad about this.’

Praise your child. For example, ‘I am really pleased that you have told me about this.’

Make it clear to your child that you will help. For example, ‘It sounds like things haven’t been so good. Are there some things we could do to make it a bit better?’

Talk about why people bully. It can help your child to understand some reasons for bullying: ‘Sometimes people can be mean. Why do you think they said those things?’

Steer clear of negative comments. These don’t generally help to sort out the issue. So be careful not to say things like, ‘Don’t come to me with your complaints – stand up for yourself’ or ‘You poor thing. Never mind, you can stay home.’

Most importantly please contact our school to discuss any aspects of bullying that may be impacting on your child

NAPLAN
NAPLAN assessment, for Years 3 and 5, will be conducted from Tuesday 12th – Thursday 14th May. If you would like to discuss any aspect of this assessment with me please contact the school.

Michelle Floyd – Principal

PRINCIPAL’S AWARDS

Week 3 Term 2
K Yellow Lauchlan D. – consistently doing his best in writing.
K Lime Adeline H. - always giving 100%.
1 Blue Connor L. - his outstanding attitude and persistence.
2 Purple Ziggy T. – excellence in writing.
2/3 Red Brae M-F. - demonstrating excellent listening skills.
3/4 Magenta Brayden G. - improved effort and achievement in class work this term.
4/5 Green Laura K. - being a compassionate and mature leader in our class.
5 Orange Jye F. – consistently producing a high standard of work in all learning areas.
5/6 Black Daniel McC – excellent attention to detail when writing descriptions.

Merit Awards
K Yellow Lexia-Lee H.
K Lime Braydon C.
1 Blue Kiara G.
2 Purple Maddy G.
2/3 Red Georgie H.
3/4 Magenta Brodie H.
4/5M Green Luke D.
5 Orange Josh E.
5/6 Black Jazmin S.

Kids Matter Awards
K Yellow Alexis D.  Honesty
K Lime Lilly B.  Success
1 Blue Jett P.  Happiness
2 Purple Jacob B.  Success
2/3 Red Hallie D.  Respect
3/4 Magenta Mikayla C.  Honesty
4/5 Green Calley G.  Persistence
5 Orange Callum D.  Persistence
5/6 Black Breanna C.  Responsibility

P & C NEWS

The P & C are seeking a treasurer. If you or anyone you know is interested please contact the President Amanda Wilks or the Secretary Jodie Mayall for the job description.

Happy Mother’s Day to all the lovely Mums, Nans, Grandma’s and special women in our lives. We hope you get spoilt this Sunday. There is a busy month ahead for the P&C. Mother’s Day stall is this Thursday 7th May. Items will be from $1-$7. All students have access to the stall on this day. Please ensure your child comes with some change.

Student Disco is on Thursday 14th May. Please find attached a permission note and order form for sausage sizzle. This must be returned by Tuesday 12th May to enable catering to be organised. Any parents who are able to assist with BBQ and food preparation please call Rebecca Adams on 0400 791 667.

Our annual Pie Drive forms will be going home in the next few weeks.

We are in discussions with Council on upgrading and extending our car park. This will be a 3-5 year project that we will fundraise towards.

We are still selling all remaining uniforms at the $2 and $3 price to clear the stock and help make way to turn it into a kids room to help make it easier for our
canteen volunteers. We are still after 2nd hand toys in good condition for those who might be having a clean out.

We are always looking for members to join our active P&C or in our canteen. Our next meeting will be held on Friday 15th May 2pm -3pm in the school library, all welcome.

**SRC OUT OF UNIFORM DAY THIS THURSDAY**
Thursday 7th May we will be holding an out of uniform day in support of Dungong Storm Relief. Please bring a gold coin donation.

**JACK JOHNSON MEMORIAL DAY**
K to Year 2 will be attending the Jack Johnson Memorial Day at Scone next Tuesday. Many years ago Jack Johnson began this day so that local children would be able to experience life on a farm. We will see sheep shearing, working dogs in action, horses being shod, and the most popular of all, dog jumping trials. Please join us for an enjoyable morning out.

**READING**
It is very important that the children read each school night. Please support your child in this endeavour.

**LABEL ALL CLOTHING**
Now that it is getting colder the children need to dress in warmer clothing. Please label all jumpers / jackets as it is very difficult to return them if they don’t have any identification on them.

**APS SESQUICENTENARY SHIRTS**
available for purchase:
2 x size 4 $10 each
1 x size 6 $10 each
1 x size 10 $10 each
1 x 5XL $15 each
Please contact the school office 65437271 if you are interested.

**SCONE FOOTBALL CLUB**
Scone Football Club (Soccer) are looking for players 11, 12 or turning 13 to join our Interdistrict Under 13’s Team and also players 15, 16 or turning 17 for the Interdistrict Under 17’s team. For more information please call Lesley on 0413958478

**SCONE CUP HALF DAY AT SOOSH**
Please be advised that Scone Out of School Hours (SOOSH) will be closed from 12 noon on Friday 15th May 2015.
If you have any questions please contact SOOSH on 6540 1177 or 6540 1140.

**FOR THE COMING DATES**

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<td>Friday 15th</td>
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<td>Wednesday 20th</td>
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SCHOOL MISSION: “Quality Education Preparing Students for Life”

P&C Disco
Thursday 14th May 2015

K-2 Disco
5.30pm-6.45pm

3-6 Disco
7.00pm-8.30pm

Lolly bags, chips, poppers and glow sticks are available for purchase on the night.

$5 entry includes sausage sandwich and popper.

$2 entry for those not requiring dinner.

Please return to the office by Tuesday 12th May 2015.

My child ___________________________ in class ___________________________ will be attending the school disco on Thursday 14th May.

Enclosed is entry fee.

O $5 includes sausage sandwich and popper
O $2 just entry.
Everyone needs a friend

“Those girls at school are mean. I told them about this great game but they wouldn’t play it. They said I couldn’t play with them.”

Rebecca, who is seven, plays happily at home with her four-year-old sister Samantha. Samantha adores her big sister and will do anything she says. But with school friends it’s not so easy.

Rebecca’s mother wonders whether the other children really are mean or whether Rebecca may be too pushy.

When children come over to visit it seems to go well as long as they are doing what Rebecca wants. But if the other child wants to do something different, Rebecca often sulks or goes off in a huff.

Children’s friendships often have their ups and downs. When friendships are going well they support children’s emotional wellbeing and confidence, as well as providing someone to play with.

Positive friendships help children have fun, and also help them cope during periods of stress and change. This is why having friends at school is so important for children.

Helping children with the ups and downs of friendships

It is not always easy for children to know how to manage friendships. Problems with friends can affect how children feel about themselves and their enthusiasm for activities that involve others. Parents and carers can help children learn the kinds of friendship skills they will need as they grow and develop.

Learning how to make and keep friends involves a number of skills. Children learn more and more complex social skills from those around them as they develop.

Home life has an effect on the development of social skills. A child who has an adoring little sister is likely to have more leadership skills. A child who is the little sister may be more used to fitting in with what others want to do. These children are likely to react differently when they go to school and meet other children with different life experiences and social skills.

Core friendship skills for children

Cooperation

• How to share, how to take turns, how to work together towards a common goal.

Communication

• Using words to explain what you want and listening to others respectfully.
• Paying attention to body language (e.g., making eye contact, smiling, being able to read others’ nonverbal reactions).

Understanding and managing feelings

• Being able to express feelings in ways that help others understand you.
• Recognising and responding to others’ feelings.

Accepting and including others

• Recognising others’ needs for respect and friendship.
Solving friendship problems

Children develop friendship skills through playing with other children. Because they are learning, they are sure to have times when things do not go as they would like. Sometimes they blame themselves for what has happened.

They may say, “Nobody likes me ‘coz I can’t run as fast as they can.” Sometimes they blame everyone else for the problem and, like Rebecca, say, “The girls are all mean to me.” Even though they blame the other children they may still think of it as a problem they cannot change.

How parents and carers can help

First and foremost you can help children by listening to them talk about the everyday joys and troubles that arise out of their friendships. Asking what might have led to others’ reactions can help the child, with your assistance, to think of possible solutions.

Try a problem-solving approach

When problems arise in friendships it is important not to blame children but to show them how to find a solution. A problem-solving approach is often helpful.

1. Encourage the child to describe what has happened.
2. Ask about how they felt.
3. Ask them how they think the other person might see it and how they might be feeling.
4. Get them to think of ways they could do things differently next time.
5. Encourage them to try the new approach – get them to practise with you so they feel more confident.
6. Check back with your child to see how things turned out.

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