Awards and Recognition at Torrens PS

Planning has commenced for 2017. Rather than doing things just because we’ve always done them; staff are looking at what we should continue doing, what needs improving and what needs to change.

Awards came up during these conversations (that award assemblies are too long, we want to acknowledge more than just academic achievement and therefore need clear criteria, not all children will be recognised etc).

We have been discussing whether the ways we recognise children’s achievement matches our values. Do awards motivate students to learn? Do they help promote learning? Should we recognise all children? Do awards reinforce self-worth by naming winners and losers? If we handed awards to everyone would that be an external recognition of success, or would it just be something everyone gets? Do we need to encourage all students to be successful in an area in which they have strength and are passionate? Do our assumptions about what makes a good student have roots in cultural bias?

As a result, we would like to change the way we acknowledge students and instead of having High Achievement Awards and Awards of Excellence for academic achievement, once a term we would like to award students with a certificate for Values (like confidence, resilience, team work, tolerance, persistence, citizenship…) OR Effort OR Achievement OR Improvement.

While creating cooperative, collective action and equity-driven schooling with youth is a complex, challenging goal, acknowledging all students’ contributions to Torrens can emphasise the importance of the school community as a whole. Working from students' interests, questions and life experiences, as well as helping students confront problems in their world, will result in individual and shared accomplishments. We would appreciate any parent feedback about the suggested awards process for 2017 so that we can work together to recognise our children's effort and improvement.

Rachel Matthews
Acting Principal
CARNIVAL BOOK CLUB

Orders for the latest issue of Carnival Book Club are due by Friday, 18 November 2016.

If you order using the easy online system, you do not need to return anything to school. Just head to www.carnivalclub.com.au/orders

If you want to pay by cheque, make this payable to ‘CarnivalClub’ and return with the paper order form to school by 9.30am on Friday, 18 November.

Unfortunately cash payments cannot be accepted.

Please think about volunteering as our next Carnival Book Club Coordinator as Mel Godfrey will be finishing in this role at the end of this year.

Since moving to Carnival the administration of the book club is minimal and will involve distribution of catalogues once per term, order compilation and book distribution, but no counting of money.

Mel is happy to chat with anyone interested in taking up this role. Just let someone in the Front Office know and they can put you in touch with her.

WINNERS OF THE BANK DRAW

Darcy M Yr 2

CONGRATULATIONS!

The school disco will be held this

**Friday November 4.**

**TIME:** Junior school 6:30pm - 7:30pm
Senior school 7:45pm - 9:00pm

**WHERE:** In the old hall,
entrance will be via Batchelor St only.

**COST:** $5 per student, includes entry, drink and BBQ.
Sweets and glow sticks will be available for sale. There will be FREE refreshments for parents/carers.

Please pay at the door and bring a completed permission note (Children without a signed permission note will not be allowed to attend.)

If you do not have a permission note, please see the Front Office.

Thank you to all those who volunteered to help at the disco - without your help it would not have gone ahead.

**AT THE END OF THE DISCO, ALL CHILDREN MUST BE COLLECTED FROM THE HALL—NO EXCEPTIONS!**

WINNERS OF THE BANK DRAW

Darcy M Yr 2

CONGRATULATIONS!
Second Hand Uniform Shop

**Donations**

We are running very low on school uniform items in smaller sizes, especially school t-shirts, summer dresses and winter dresses. If you have any of these items that you no longer need, please leave your donations at the front office.

**End of Year Sale**

Due to the large amount of stock of larger sizes we will be having a **sale of all items size 10 or larger!** The sale will be held on **Friday 11 November, 8:45am - 9:15am** in the classroom nearest to the front office.

- Shorts $2 each
- Trousers $3 each
- Jumpers and Hoodies $5 - $8 each
- Skorts $2 each

**Helpers Required at Kindy Info Mornings**

Are you able to help out at the Kindy Kids Intro school uniform shop on Monday 14th or Thursday 17th November?

The P & C will be running a school uniform stall at the 2017 kindy introduction mornings and we are looking for some helpers to set up the stall and help sell uniforms. **Set up will be from 10:30am, with the stall running from 11am until about 12pm.**

If you are able to help for some or all of the time on either the 14th or 17th November please let us know by emailing **torrenspnc@gmail.com.** If you have younger kids you are welcome to bring them along with you.

**Banking Volunteers Required**

School banking is held on Friday mornings during the school term and is run by volunteers. **We need 2 volunteers to join our team in term 4. No accounting experience is required.**

Please contact Leanne Van Ewyk (**leannesteve13th@gmail.com**) if you think that you might be able to help.

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**Key dates**

- Second hand uniform shop - Fri 11/11 (Week 5)
- Next P & C Meeting - Tues 22/11 (Week 7), 7pm

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Contact us: torrenspnc@gmail.com | [http://www.facebook.com/TorrensPrimarySchoolPandC](http://www.facebook.com/TorrensPrimarySchoolPandC)

Disclaimer: Torrens Primary School is not responsible for any content held on the P&C Facebook site.
PEARCE PRESCHOOL
MARKET DAY
10 - 2pm
SUNDAY 6 NOVEMBER

1 Pendred Street, Pearce

Pearce Preschool’s inaugural Market Day! All welcome.
[ #pearcepreschoolmarketday ]

- Christmas Craft
- Homewares
- Bric-a-brac
- Op Shop
- Tombola
- Plants & Seedlings
- Books
- Fresh Eggs
- Face Painting
- Cake Stall
- That Gelato Place
- Sausage Sizzle
- Devonshire Tea
- Fire Engine
- Wheelchair access

Facebook
“Pearce Preschool Market Day 2016”

All funds go to Pearce Preschool to support the learning program and purchase learning resources.
How thinking affects feelings

Understanding that what we think affects how we feel and how we behave helps children and adults learn effective ways of managing emotions. As shown in the following examples, unhelpful thoughts can lead us to feel bad about ourselves and can stop us from doing what we want to do. Helpful thoughts lead to more positive feelings and effective behaviours.

**Ben thinks:** I’m so dumb – everyone is better at school than me. Ben feels frustrated and hopeless, and he gives up on doing his homework (behaviour).

**Sharni thinks:** I’m never going to make any friends at this new school. Sharni feels worried and sad, and she refuses to go to school (behaviour).

**Rachael thinks:** I wrote a good story in class yesterday. Rachael feels proud and confident, which helps her to write the next story (behaviour).
How thinking affects feelings – continued

Some examples of unhelpful thinking and more helpful alternatives are listed in this table:

<table>
<thead>
<tr>
<th>Kinds of unhelpful thinking to look out for</th>
<th>What a child might think or say</th>
<th>A helpful alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overgeneralising</td>
<td>I failed this maths test – I am hopeless at EVERYTHING.</td>
<td>I may have failed this maths test but I'm good at other things.</td>
</tr>
<tr>
<td>Black or white thinking</td>
<td>I forgot to say my line. Now the whole play is ruined.</td>
<td>I made one mistake. It doesn't mean the whole thing is ruined.</td>
</tr>
<tr>
<td>‘Shoulds’ and ‘musts’</td>
<td>They should have known not to start the game without me.</td>
<td>I would have liked them to wait for me, but I can still join in.</td>
</tr>
<tr>
<td>Personalising</td>
<td>It's my fault she got hurt. I should have warned her.</td>
<td>It was an accident. It's nobody's fault.</td>
</tr>
<tr>
<td>Magnification</td>
<td>This project is so huge I don't know where to start. I might as well give up.</td>
<td>I can manage this if I take it step by step.</td>
</tr>
<tr>
<td>Minimisation</td>
<td>Who cares if I won an award for “most improved”? It doesn't mean anything.</td>
<td>I may not have got the best marks, but I've still done well.</td>
</tr>
<tr>
<td>Catastrophising</td>
<td>The other team looks so good. There's no way we can win.</td>
<td>It will be a tough match, but we can still try our hardest. We might do better than we think.</td>
</tr>
</tbody>
</table>

Challenging unhelpful thinking

Unhelpful thinking is very common in both children and adults. Often we don’t notice it because the thoughts happen automatically. By listening to the things children say about themselves and their experiences, parents and carers can learn to notice and gently challenge children’s unhelpful thinking. The best way to do this is to help children think through the reasons why they think a particular way. Saying things like, “I can see how you might think that, but maybe there’s another way of looking at it,” or “Let’s see how we can check that out,” are very useful for helping children change their unhelpful thinking. It can help children to know they are not wrong to have unhelpful thoughts (everybody has them), but that learning to identify and change unhelpful thinking is a way of managing their feelings better.

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

beyondblue

APS Australian Psychological Society

Principals Australia Institute

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