Dear Parents,

Rainbow Run and Family Fun Day
I would like to thank the families and community members who came along to the Rainbow Run and Family Fun Day on Saturday. It was an excellent afternoon and night. Over the past few months, many, many hours have gone into the organisation of this wonderful event. Thank you to our amazing P&C committee and all community members who were involved in ensuring that it was such a success. It is your children who benefit from your support of P&C events.

Day for Daniel
The 11th Day for Daniel is coming up on Friday 30 October. ‘Wear Red and Educate’ is the theme of Day for Daniel to raise awareness about child safety and protection and promote a safer community for children. We would like all students to wear a red shirt to school on Friday. Please ensure that it is school appropriate and sun-safe. Further information for the event can be found on the Day for Daniel website, http://www.dayfordaniel.com.au/

2016 School Leadership Speeches
The Year 5 boys will present their school leadership speeches to the school at 8:30am on Wednesday 28th October. Parents and family members are welcome to attend. Once our 2016 school leaders have been determined, a date will be set for the 2016 sports leader’s speeches.

World Teachers’ Day
Every day, Queensland teachers are making a difference educating and inspiring young people across our state. World Teachers’ Day is an opportunity to acknowledge our teachers and say thanks for the significant contributions they make in our classrooms and communities. Celebrated in more than 100 countries world-wide, World Teachers’ Day was established by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) in 1994 to recognise the role of teachers in society. In Queensland, World Teachers’ Day is held on Friday 30th October. A huge thank you to Mrs Conway, Miss Cooper, Mr Clements, Mrs McNamara, Miss Bird and Sensei for the passion you show with enriching the lives of our students at Bluff State School. Your enthusiasm and hard work does not go unnoticed.

Absences
I will be out of the school on Tuesday (27th October) as I will be at Dingo State School preparing our school’s budget for 2016. Bluff will be hosting a principal meeting on Thursday (29th October) with staff from head office also attending. Peta McNamara will be teaching Prep – 2 on both days.
2016 Prep
Bluff State School would like to welcome our new Prep students for 2016. Our 2016 Prep Transition Packs are available from the school office for collection. This pack contains information and dates for our transition program this term. Please note that due to Education Department Policy, parents are required to remain at school with their child while participating in the transition program. The dates for Prep Transition are as follows:

- **Playgroup:** Friday 9th October 8:30am – 10:30am
- **Prep – 2 classroom:** Wednesday 14th October 1:30pm – 2:30pm
- **Prep – 2 classroom:** Wednesday 21st October 1:30pm – 2:30pm
- **Playgroup:** Friday 30th October 8:30am – 10:30am
- **Playgroup:** Friday 6th November 8:30am – 10:30am
- **Prep – 2 classroom:** Wednesday 11th November 12:45pm – 2:30pm
- **Playgroup:** Friday 20th November 8:30am – 10:30am
- **Friday 27th November 9am – 3pm** (Pre-prep children are invited to participate in the Small Schools Swimming Carnival in Blackwater).
- **Prep – 2 classroom:** Thursday 3rd December 8:30am – 2:30pm

Please speak to me if you have any concerns or questions. On the Wednesday afternoons and Thursday 3rd December, we are also transitioning the current Year 2 cohort into the Year 3-6 classroom. These sessions allow the students to experience the work that they will be involved in in 2016 as well as their peers and classroom.

**P&C Meeting**
Our November P&C Meeting will be held next week on Wednesday 4th November at 2:45pm. All welcome!

**Date claimers for this term**

**October**
28 Wednesday 2016 School Leadership Speeches
30 Friday Swimming, Playgroup, Day for Daniel

**November**
4 Wednesday P&C Meeting
6 Friday Swimming, Playgroup
11 Wednesday Prep 2016 Transition 12:45pm – 2:30pm
13 Friday Swimming
20 Friday Playgroup
24 Tuesday Swimming
27 Friday Small Schools Swimming Carnival

**December**
2 Wednesday High School Orientation Day
3 Thursday Prep Transition Day
4 Friday Swimming
We are still collecting stamps for the Sister Carmel and Sister Colleen!

Your used stamps can be recycled to help the poor!

You can help the Mary McKillop International Missions Fund by collecting used postage stamps that will be sold to raise funds to assist missionaries in the continuing effort to support those in need.

Your stamps do not need to be removed from the paper - simply cut around the stamp!

The Sisters from the Mary Immaculate Catholic Community in Blackwater will pass them on for us.

You can drop your stamps into the school office.

Warm regards,

Elizabeth Webb
Principal
Throughout this term, our class will be implementing the *Daniel Morcombe Child Safety Curriculum* with students in Prep, Year 1 and Year 2. The curriculum is based on principles of best practice in child safety education and centres around three key messages: **Recognise**, **React** and **Report**. Through a series of lessons, students will learn how to recognise, react and report when they are unsafe or find themselves in situations that can have a significant detrimental effect on their physical, psychological or emotional wellbeing. Information about the *Daniel Morcombe Child Safety Curriculum* can be found at [www.education.qld.gov.au/child-safety-curriculum](http://www.education.qld.gov.au/child-safety-curriculum)

The following table is what we are learning about in Mathematics over the next two weeks.

<table>
<thead>
<tr>
<th>Week</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
</table>
| 4    | • Compare the spaces within containers.  
      • Compare the mass of objects.  
      • Compare the length of objects.  
      • Select objects based on how long, heavy or much they will hold.  
      • Partition a number into more than two parts.  
      • Identify that the total remains the same regardless of the order of joining the parts.  
      • Identify compatible numbers to 10.  
      • Use compatible numbers to ten to add.  
      • Describe addition and subtraction processes.  
      • Use addition facts to solve problems.  
      • Subtract ten and multiples of ten.  
      • Represent multiplication and division.  
      • Connect division and multiplication using part-whole terms.  
      • Solve simple addition and subtraction problems using a range of strategies.  
      • Recognise additive number patterns.  
      • Model and represent multiplication and division. |        |        |
| 5    | • Construct a space to fit an object.  
      • Solve addition and subtraction problems with parts unknown.  
      • Solve addition and subtraction problems.  
      • Explain strategies used and verify solutions.  
      • Identify and describe the attribute of mass.  
      • Directly compare the masses of objects using a balance scale.  
      • Measure the mass of objects using uniform informal units.  
      • Compare and order the mass of objects using informal units.  
      • Measure the mass, length, |        |        |
Welcome to Week 4! The students have worked hard and will be starting their mid-term assessments at the end of the week. Please let the school know if your child is away. The temperature is quickly increasing. We have a fridge in our classroom however students are not always bringing the water bottles. Students are allowed to have their water bottles and their power snack (fruit, vegetable, yoghurt or cheese) on their desks. Please make sure your child is packing a water bottle each day. It is very important that students are still reading each night. Students must have their homework sheets signed by their parents.

Week 4

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Maths</th>
<th>English</th>
<th>Science</th>
<th>History</th>
<th>Drama</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Symmetry</td>
<td>Building and structuring persuasive speeches.</td>
<td>Water Bottle cooler – students will design and construct a water bottle cooler using their knowledge of heat transfer</td>
<td>Change and continuity – identifying the changes of Bluff and comparing them to the continuity of the town.</td>
<td>Body Language and facial expression – using hand gestures, face expression, stance and the stage express an idea.</td>
<td>Sportsmanship – responding to disagreements when an adult is not present.</td>
</tr>
<tr>
<td>Year 4</td>
<td>Data</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Year 5</td>
<td>Factors</td>
<td>Assessment: Creating an informative brochure to persuade the public to help stop the abuse of Circus Animals.</td>
<td>Light Assessment – creating a maze that can direct light around walls and change the colour of light.</td>
<td>Eyre and Wylie- the great inland explorers of the 1800s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td>Patterns and sequences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>Revision and assessment</td>
<td>Assessment – writing, editing and practise their persuasive speech</td>
<td>Water Bottle cooler – testing their water bottle cooler</td>
<td>Change and continuity – choose a town and create a poster outlining the changes and continuity</td>
<td>Assessment: research and practise their assigned roles for their assessment/end of year play</td>
<td>Doing things we don’t want to do because we need to do it.</td>
</tr>
<tr>
<td>Year 4</td>
<td>Multiplication and division and assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>Multiplication, division and place value</td>
<td>Assessment: complete their informative brochure. Plan their children’s book on saving circus animals</td>
<td>Light Assessment – test their maze</td>
<td>Assessment: choose a 1800s topic (goldrush, Eyre and Wylie or Burke and Willis) and create an informative poster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td>Order of operations (BOMDAS)</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Week 5**

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**L & F Mine Transfers**

0428525551
(07)49336156

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**Jellinbah Resources**

Supporting Bluff State School in 2015
Have you heard about eKindy?

Kindergarten for rural, remote, overseas, travelling or children with medical conditions!

What is eKindy?

A flexible ‘at home’ kindergarten program …
with online support from qualified teachers …
equivalent to a centre-based program.

What does it cost?

There are no fees* for families who meet the eligibility criteria.
* eKindy places are funded through a National-State government agreement.

Is my child eligible?

You can register for eKindy if:
1. your child turns 4 by June 30 in their kindy year
2. your child/a parent is an Australian citizen or permanent resident of Australia
3. you fit one of the following categories.

   Distance – live at least 16 km from the nearest centre-based service

   Medical – due to a medical condition your child is unable to attend a centre-based service (medical certificate required)

   Travelling/itinerant lifestyle – your child will be away from their principal place of residence for 10 weeks or their residence will change at least twice.

How do I find out more? 2016 Registration is now open.

Contact the Brisbane School of Distance Education

(07) 3727 2860

Visit the Brisbane School of Distance Education website
eKindy page
https://brisbanesde.eq.edu.au/Curriculum/ekindy/Pages/ekindy.aspx
Parenting Insights

Building parent-school partnerships

WORDS Michael Grose

Manage like a cat, nurture like a dog

Here’s how to get the mix of firmness and nurturing right when communicating with young people.

When speaking about raising teenagers I make the planned observation that parents should ‘manage like a cat and nurture like a dog.’ So what does this mean?

Teenagers need a mix of firmness and nurturance from their parents. Like toddlers many teenagers wear L-plates when it comes to navigating their expanding world. Of course, the world a teenager inhabits is far broader than that of a toddler so the risks are multiplied hundredfold. They still need to be managed, but not necessarily in controlling or confrontational ways.

Due to physiological changes most teens will revert straight to their reptilian brains when they feel threatened or experience angry, aggressive discipline. They will fight you all the way, or escape conflict by going to their rooms or withdrawing into themselves. Better to manage like a cat so they hear your message rather than pick up your vehemence.

Finding your inner cat

We all have some cat and dog in us. It’s just a matter of accessing those parts and bringing them out when we need them. The cat is the credible side we all have, but find difficulty accessing. It is always expressed through your non-verbals – that is, your tone of voice, your posture and your head.

A cat speaks with a flat, clipped voice. His or her head is very still and body upright and confident. The quickest way to access your inner cat is to speak with your palms facing the ground. You can try this now. Stand up with both hands in front of you with your palms facing the ground. Now start speaking. You’ll find you’ll naturally speak like a cat – clipped voice, still head and body and more serious expression. This is your credible (and calm) side.

When you speak from your cat side people will usually believe what you have to say. It gives you authority.

Australia’s foreign minister Julie Bishop is a good example of using cat behaviour. Like her or loathe her you can’t deny she has authority. That’s because she accesses the cat side of her nature in public.

You manage a teen like a cat by speaking calmly, quietly and staying still when you speak. Cats will also withdraw eye contact rather than stand and argue so look away or respectfully walk away rather than become involved in argument.

Cats also look for ways to manage visually (look away to indicate not arguing) or kinesthetically (a touch on the shoulder, move close and whisper) rather than repeating themselves. If they do repeat themselves they are more likely to lower their voice than raise it to get attention. These cat behaviours work well when managing teens.

Using your inner dog

We also have a dog side to our nature. This is the approachable, conversational, relationship-building side. When you access this side you’ll speak with lots of infection in your voice.

more on page 2

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.
... Manage like a cat, nurture like a dog ...

Your head will bob up and down. You’ll probably lean forward as you speak and you’ll smile a lot. The quickest way to access your dog nature is to speak with your palms up. You can try it now. Stand up; put your hands out with your palms up and start speaking. You should notice a big difference in how you deliver your message from when you spoke with palms facing down. If not, alternate speaking with palms up and down until you see a difference.

The dog side of our natures is what many of us feel more comfortable with. If you are in a management position there is a fair chance that you spend more time accessing your cat then your dog. Although effective managers will move seamlessly between the two accessing their dog when networking and relationship-building then finding their cat for negotiations or when making decisions.

Actor Hugh Jackman is an example of a public figure who is dog-like as he usually speaks with lots of cadence in his voice, a big smile and open body language. However, I’ve seen him switch to cat mode in interviews when he talks about something serious. He will invariably speak quietly, calmly and his head will stay very still. We believe him when he speaks. He’s no lightweight. It’s his ability to switch from cat to dog and back again that makes him so charismatic.

**Bringing cat and dog to your parenting**

From experience I’ve found that effective parents nuance their communication. That is, they alter their style to suit the situation rather than let their moods dictate their communication styles. This is not necessarily conscious. However do it often enough and switching from cat to dog and back again becomes a habit.

My challenge for you is to bring your cat to the table when you want to manage teenagers and access your dog side when you encourage them, build relationships and listen to them.

**Get your cat and dog wrong and you’ll be ineffective. Manage like a dog and you’ll do one of three things:**

1. Whine at your kids
2. Use an angry voice
3. Do nothing because you don’t want to offend them.

Build relationships like a cat and you’ll be distant, stiff and unapproachable. Get the mix right and you’ll be able to give your young person exactly what they need. That is, the leadership and safety that cats provide and the nurturance and encouragement that comes naturally to dogs.

So does the cat side or the dog side come more naturally to you? Think about it. When you discover what you default to then you need to be aware of two things. First, you will need to work a little harder to access the other side. Second, make sure you don’t rely on one side of your nature to do the work in your communications with your young people. If you do then you will more than likely either manage or nurture well but rarely do both well. However get the mix right and your parenting (or leading of any group of people) and you’ll have discovered the key to charismatic parenting and leadership.

‘Manage like a cat, nurture like a dog.’

Who would have thought it’s that simple!

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