

Mulyan

Public School

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Term 2, Week 8
Monday 17th June 2019



Dear Parents/Carers,

My congratulations to our representative sports people and teams from last week. We are through to the next round of soccer for both girls and boys teams so well done! Congratulations to our latest Western Region Representative player, Maddie Negus. She has been chosen to join the Western Region Netball team. She joins Cameron, Kemp, Georgie and Cooper as players in Western Region Teams and we are very proud of them all.

Please come and join us for our Family Day on Friday. It should prove to be a fun filled afternoon where everyone can join in and celebrate parents and carers. This day will replace a number of other days we usually celebrate across the year. Our timetable of activities seems to be getting busier each year and we worry that there is so much that interferes with time spent on learning so decided that this year, instead of Mother's Day, Father's Day and Grandparents' Day celebrations we would organise one day to celebrate our families. Mrs Cummings and Mrs Cameron have organised fun activities for family groups and a sausage sizzle at lunchtime. Pre-orders will make this part of the day easier so please come and join us for fun and lunch.

Thank you for your patience as we get our systems organised and running smoothly around our new gates. It is a big change for us all and we sometimes don't get it perfect the first go so your feedback is gratefully received.

Enjoy your week!

Regards,

Catherine Briggs

What's on.....

June

21st	Family Day
21st	Primary Assembly
24th	Premier's Spelling Bee
25th	Western Dance Academy
26th	P&C Meeting
27th	Teddy Bears' Picnic
28th	Infants Assembly
28th	Diamond Debutante Ball

July

1st - 5th	NAIDOC Week
1st	Flag Raising Ceremony
	Operation Art - Stage 1
2nd	Operation Art - Stage 2
3rd	Operation Art - Stage 3
3rd	K - 2 Movie Night
5th	NAIDOC Challenge
8th	School Holidays commence
26th	Stage 2 Orange Excursion
	FINAL DAY FOR PAYMENT

R

EPORTS are nearly here. Did you know how the grading system works and what those grades really mean? Part 2

Back when I was at school and we got A, B, C, D and E grades, these only related to how the teacher thought you were doing compared to other students in their class. Having been a teacher for 25 years now, this system has changed so that as a parent, I had to change my understanding of the grades from when I was at school.

Nowadays, grades are based on a student's achievement of certain outcomes as they are written in the syllabus. We are given a list of skills and knowledge that must be taught and then demonstrated by a student in each subject. As students progress through each grade, these skills and understandings build in complexity and depth. As each skill/understanding is demonstrated by a student, the teacher will tick them off as having been achieved. Teachers use this to decide on a grade for your child's report. In essence, each child is graded against the syllabus not the other children in the class or their previous efforts. It is looking at assessing learning from a different angle.

If you read the front sheet of your child's report, it gives an explanation of each grade that is set down for all students in NSW by the Department of Education. If your child received a 'Sound'

grade for example, this means that they have demonstrated a "sound understanding of the main areas of content and adequate level of competence in the processes and skills taught". Most children will achieve at this level because it means that they have learned and understood what is required by the syllabus at their point in the two year course they are undertaking. Some children will demonstrate a really "thorough" understanding and the "application of skills to most situations" and these children will get a 'High' Grade. As you can imagine, not every child will be able to demonstrate knowledge and skills at this level and apply it to a range of different situations.

By using the descriptors on the report, you will get a better understanding of what your child has achieved against the list provided by the syllabus documents. A 'Sound' is a good grade and shows that your child has achieved well against the outcomes set down for their course of study.

I have to say that when reading my children's reports, I always focused mostly on the effort scoring. So long as they tried hard, I was happy, and this has set them in good stead as adults. We are not all made to excel academically but we can all give learning our best effort.

If you would like some more detailed information around grading, please make a time to see me. I am happy to discuss it in more depth with you

A	Outstanding Achievement	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	High Achievement	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	Sound Achievement	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	Basic Achievement	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	Limited Achievement	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

FAMILY DAY



Mulyan Public School would like to invite you to our Family Day, which will be full of activities and fun.

When: this Friday, 21st June 2019, 11.45am - 1.45pm

Where: Mulyan Public School

Why: K-6 Family Fun Time together

What: activities, raffle, sausage sizzle

Who: dad, mum and grandparents

All money raised on the day will go to local charities, so come along and join in the fun.

Please pre order the sausage sizzle, \$3 each from the canteen before the day. Please include money with each order.

TONIGHT

Year 7 2020

Cowra High School

Information Evening

Monday, 17th June

Cowra High Hall

5pm

CANTEEN CLOSED

MONDAY 24th June

Please make sure your child has sufficient food for Recess, fruit break and lunch on this day

Premier Spelling Bee

Monday 24th June

Mulyan VTS 10.20am

Parents welcome

Tips for helping boys express their emotions healthily



Be aware of how you express emotion and what your own beliefs surrounding feelings and their expression look like. For example, avoid saying things like "real men don't cry" or "you shouldn't be angry".



Help boys to name what they are feeling, particularly primary emotions like fear, rejection and sadness which often appear as anger.



Listen calmly, empathise and reflect back what the boy is saying with an emphasis on feelings. For example, you might say; "so you felt a bit scared standing up in front of the class, I can understand that".



For younger boys use an emotion face chart. Get them to point to how they are feeling now or before when a situation or incident occurred earlier.



Untangle feelings from behaviour where possible. For example, you might say; "It's okay to feel angry about [incident], but let's have a chat about other ways to deal with this which don't involve pushing your friend."



Try and see the feelings beneath the behaviour and acknowledge or connect with them first. For example, if a boy age 10 stomps in from school thumps their bag down then slams their bedroom door, focus first on the emotion. "Hey, you seem pretty upset, what's going on mate?" Once they feel better and have calmed down you can address any behaviour that you would like them to change.



Engage on a level playing field where possible and remove factors which may increase pressure or anxiety for the boy. For example, rather than requesting eye contact or standing above the boy, have a chat while driving or kicking a ball, a shared activity where you are both seated, or another situation that lessens confrontation.



Name some things they can do when they feel upset or angry and remind them of these when they are upset. For example, kick a ball, take time out, go for a walk, punch the punching bag.



Normalise emotion however you can, make it something we respect and value, rather than a problem to be removed or fixed. We want boys to learn to tune into their feelings about life not avoid or bottle up feelings until they explode.



With strong emotion coming from a boy, stay calm yourself. Acknowledge the emotion and allow time for them to calm down before talking about it. For example, you might say; "I can see you are really angry right now. Why don't you take some time out and we can chat about it later?"