PRINCIPAL’S NEWS

Woorabinda Camp

The Happy Campers have had some amazing experiences and have challenged themselves in many ways. Buses are expected to arrive back at school around 8.15 - 8.30pm pick up will be in the Council car park on Buna Avenue.

Restorative Practice is used at KPS

SCHOOLYARD bullies are more often stopped by meetings with their victims than by being punished, new research has revealed.

A study of 25 Australian schools found the best way to curb bullying was through restorative practice — asking a bully to reflect on the damage they have done and “act restoratively”.

Mediation and improving the social skills and assertiveness of victims also helped, schools said. But direct sanctions, such as verbal reprimands and detentions, were labelled least effective.

Researcher adjunct professor Ken Rigby, from the University of South Australia, said schools weren’t going soft on bullying by tackling the issue with mediation and meetings.

“You can’t stop all cases of bullying,” Prof Rigby said. “But teachers are increasingly seeing that direct sanctions don’t work particularly well.”

The study, published in the Australian Journal of Education, found some schools used direct sanctions in cases of extreme bullying or when restorative practice had failed.

Elwood Primary School uses mediation and meetings with students to stop bullying, but doesn’t punish kids with detention.

Over a picnic lunch in assistant principal Nicole Richards’ office, bullies and their victims nominate three goals to “make things better out in the yard”.

They visit the office after play breaks to report with a thumbs up whether the goals have been achieved.

“We try to create an atmosphere where bullying doesn’t happen in the first place,” Ms Richards said. “Very rarely do parents have to be involved because there is so much work done before any incidents get to that stage. We don’t do direct sanctions whatsoever. It demoralises the kids and doesn’t teach them anything.”

Parents Victoria has lobbied for ongoing funding for counselors and conflict resolution specialists in schools to lessen the damage of bullying.

Executive officer Gail McHardy said some bullies could be “sly and manipulative”, and cautioned that they could use mediation and meetings to evade punishment. She said it was “human nature” for parents of victims to want the bullies to face consequences.

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WHY READING TO KIDS IS A BIG DEAL


Albert Einstein was once asked what we could do to make our children smarter. He answered, "If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales."

Research & Statistics

Increasingly, the research backs him up. The more we read to our children, the greater their vocabulary. The greater their vocabulary, the better they do at school. The better they do at school, the more successful they will be in life. As parents, isn't this what we want? A 2013 study by the University of Melbourne followed more than 4,000 Australian kids from pre-school to mid-primary, and found the single most-important predictor of overall success at school was the amount they were read to as toddlers. Reading to Young Children: A Head-Start in Life found children who were read to three to five times a week were almost six months ahead of their peers in reading and cognitive skills (activities of thinking, understanding, learning and remembering) by the time they started school. Children who enjoyed daily story time were almost 12 months ahead. By age eight to nine, these kids recorded higher scores in National Assessment Program - Literacy and Numeracy (NAPLAN) tests than kids who went without. In addition to the purely academic benefits, children who were read to regularly as toddlers showed greater school readiness, a better approach to learning and better physical, social and emotional development. This is one of the most-recent studies in a significant body of research that links regular reading to young children with greater success in later life. A 2013 British study, Social inequalities in cognitive scores at age 16: The role of reading, found kids who read for pleasure were likely to do significantly better than their non-reading peers throughout primary and into secondary school. These children tended to be those whose parents had read to them regularly at the age of five. "It's likely that strong reading ability will enable children to absorb and understand new information, which affects their achievement in all subjects," says study co-author Dr Alice Sullivan.

Encouraging readers

We live in an age where written knowledge is currency. A US study How Much Information? 2003, estimated the information that flowed through the internet tripled between 2000 and 2003. A child who grows up in a print-rich environment where reading is valued is more likely to try and read for themselves. Making time to read in a pleasurable environment creates a happy association with books that can help motivate children to keep trying when the learning gets tough. Don't stop once they can read: by reading them stories that are of interest, but beyond their reading level, you can stretch your child's understanding. It also creates a natural place for children to explore challenging ideas and concepts outside their experience, under the guidance of a loving adult. In larger families, encouraging older children to read to younger siblings is a win-win: it's a story for the youngsters and practice for the big kids. That said, experts from US literacy organisation Reading Is Fundamental recommend spending some time reading alone with each child, as it reinforces the message that reading is important. Children's writer Jackie French (author of Diary of a Wombat) is the Australian Children's Laureate and a passionate advocate of reading to children. She calls books "our unacknowledged superheroes" for their ability to build brain development, imagination and communication. "A book gives children the dreams to imagine their future, and the tools to create it," say Jackie. "Every book I write is created by the reader too, as they imagine the world from the words on the page." Books, particularly fiction, also build empathy and perception, as children explore the world from another's viewpoint. "Every book, no matter how trivial, is a record of the way the author sees the world, a map of their values," says Jackie. "I believe that if you give a child 1,000 books, you are giving them 1,000 different world views. Expose a child to enough good books, and they'll learn to think."

Ten Minutes A Day

Australian-literacy advocate Love2Read recommends reading to children for 10 minutes every day. "I'm the daughter of a time-and-motion expert who would never admit 'there is no time','" says author Jackie French. "There are a million ways to share a story with your child once you tell yourself this is something you must do." Read:

☐ While you cuddle them to sleep.
☐ When they need comforting.
☐ While you're having a coffee break.
☐ On Skype from your hotel room on your next business trip.
☐ Over the phone from your office.
Thank you to everyone who attended our Meet and Greet BBQ on Thursday 9th of February. Great to see you all and look forward to seeing you around the School.
ATTENTION PARENTS

If your child is absent we would like you to inform us by using the email facility on our website. Simply go to http://www.kps.vic.edu.au/ and find the icon below.

Fill out the online form and submit it.
You can then be sure we have the necessary and accurate details of your child’s absence.

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PTF

School Banking will start again on Tuesday’s.
Starting as from Tuesday 21st February.

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*The time is here, we have gone paperless for our Newsletter.*

Have you subscribed to KPS website: www.kps.vic.edu.au

For more updated information please visit our website regularly.

Are you following our Kananook Primary School Official Facebook page?

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February
HAPPY BIRTHDAY
To
19th  Molly
25th  Ethen