Dear Parent/Guardians,

Getting to Know You Interviews
We started our Getting to Know You interviews today. Thanks to all the parents/guardians that have let us know that they can attend. It is a great opportunity for you to meet your child’s 2017 classroom teacher and share information with them. The interviews are not designed to discuss student progress, but are there for you to pass on any relevant information to the teaching staff.

Student Leadership Team
The Student Leadership Team selection process is now complete. At the end of last year, the Year 4/5 students (this year’s Year 5/6 students) elected 9 students to the Student Leadership Team. This year, 13 students applied for the School Captain. They prepared a short speech and answered a series of questions during an interview for the position. I was very proud of the quality of the presentations and the things all 13 students had to say about their time at Frankston East. These students started in Prep when I started working at FEPS and it has been a delight to see them develop into the people they are today. See our 2017 Student Leadership Team on page 5 of this newsletter.

Uniform Policy
Included with the newsletter this week is a copy of our school’s Uniform Policy. A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. Issues of equality, health and safety, and expense are also factors that contribute to the establishment of the Dress Code at Frankston East. School Council has developed the Uniform Policy and it is expected that all students wear our uniform on a daily basis. Arrangements can be made for families experiencing financial hardship and they should contact either Barb Heeney or myself to discuss this.

Homework Policy
Homework benefits students by complementing classroom learning, fostering good study habits and providing an opportunity for students to be responsible for their own learning. School Council’s Homework Policy is included with the newsletter this week so that the whole school community is aware of homework expectations across the school.

School Council Elections
School Councils play a key role in Victorian Government Schools. Participating in School Council is a rewarding and challenging experience. The role of the School Council is to support the Principal to provide the best possible outcomes for all students in the school. Notification of school council elections went up around the school today February 15th. The closing date for nominations is Wednesday February 22nd at 4pm. Nomination forms are available from the school office.

PFA Annual General Meeting
Tomorrow morning at 9:10am will hold the Annual General Meeting of the PFA in the conference room. If you would like to join us to discuss the highlights of last year we would love to see you.

Until next time,

Brian McFall (Principal)
Student of the Week
Monday 20th February

PM—Salman B.—For always completing work to the best of his ability.

1/2S—Sandra T.—For always doing her best.

1/2R—Jayden S.—For doing a fantastic job with getting to school on time.

2/3H—Iysis P.—For trying hard with all her work.

3/4B—Tom Pemberton—For always having a positive attitude in the classroom.

4/5W—Aiden L.—For his highly detailed holiday retell writing.

5/6S—Chris L.—For some outstanding work at Water Safety.

5/6O—Justin B.—For some outstanding work at Water Safety.

Happy Birthday

Feb. 17th
Frankie R. 4/5W
Akilesh A. 5/6O
Feb. 21st
Ryan H. 2/3H
Martha M. 3/4B

BREAKFAST CLUB

Don’t forget Breakfast Club begins again on Monday 13th February.
Permission slips need to be returned to participate.

Uniform Shop Operating Hours

The operating hours are:

TUESDAY – 3:15pm – 3:45am
FRIDAY - 8:45 – 9:15am and 3:15 – 3:45pm

Bay Views
Newsletter

Our school will implement the Child Safe Standards to ensure the safety and wellbeing of all students at the school and promote an organisational culture that manages the risk of child abuse and neglect.
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PARENT CORNER

Developing Independence in Primary School

By Michael Grose

Practical ideas for parents to encourage real independence in children.

Your goal as a parent should be for your child to be completely self-managing by the end of primary school. That is, he can get himself and others up each morning; make his own breakfast; prepare his own schoolbag; collect his own school uniform; put any notes under your nose to be signed and returned to school; and so it goes on. Now, that doesn’t mean that kids will do all this all the time, because other factors come into play such as busy schedules and early starts; children will need some assistance at times. However, it’s good to keep in mind that children, when left to their own devices, generally do remarkably well at organising their daily tasks. Sometimes they just need the opportunity. Here are four practical ways to develop real independence in primary school-aged children:

1. Involve them in mealtimes
   Mealtimes are the fulcrum around which healthy families operate. A shared meal is more than food. It’s a ritual that binds people together; it’s a vehicle for parents to influence their children; and it’s an expression of love and care. It is also fundamental to children’s wellbeing because there is a strong correlation between good mental health in young people and those who regularly share a family meal. Mealtimes also offer plenty of opportunities for children to help including running errands, preparing the meal, setting the table, clearing the table, packing the dishwasher and other jobs. There’s something for everyone!

2. Use pocket money to develop independence
   A regular allowance is a fabulous way to promote real independence in children. Start in lower primary school and gradually increase their allowance the older they become. Importantly, you need to increase the areas that their allowance covers. For instance, in lower primary school a child’s pocket money might go towards the purchase of some sweets and one or two other items each week. However, in middle primary school it might increase to cover the cost of one or two lunch orders each week, their bus money and some treats. In later primary school it could even cover some of their clothing purchases as well. The important thing is not to cover for kids if, for instance, they don’t budget appropriately and run out of money for school-canteen lunches. They can either make their own lunches at home or perhaps borrow from a sibling and repay out of their next allowance. Pocket money used well is a fantastic way to develop independence in kids.

3. Look after pets
   It’s a quirk of life that most children want a pet, but they just don’t want to look after it in the long term. Many kids discover that following the initial flush of enthusiasm looking after a pet can be a grind – walking the family pooch, cleaning out the guinea-pig cage, or feeding the family feline. But pet care offers priceless lessons in the development of grit, responsibility and nurturance – all necessary attributes for independent success.

4. Walk, ride or take public transport to school
   The opportunity to go to school on your own devices was a luxury that previous generations enjoyed. While it may have seemed at the time like something to be endured rather than enjoyed, most people I discuss this matter with look back with fondness and nostalgia. For most people it meant freedom, friendship and fun. For a short time each day kids experienced a delicious type of freedom away from both teachers and parents – a time to muck around, dawdle and mess around with mates. It also gave kids some familiarity with their neighbourhood.

It’s well established that currently more children are driven to school than ride or walk, which denies children the same opportunity for friendship, fun and freedom. Busy schedules, less child-friendly
neighbourhood layouts and working parents are just some of the reasons that prevent kids walking to school. If possible, look for ways to allow your child to get to school on their own. It’s fantastic for their independence and wellbeing. If children are too young, walk or ride with them some of the way until they are old enough and skilled enough to make the trip without you.

The age of opportunity
Children in this stage have an outward orientation and are exploring their place in the world. This is an age and stage for greater neighbourhood exploration, for taking on real responsibility and for developing personal confidence and efficacy before adolescence starts.

Please don’t hesitate to see me if you have any queries or concerns.

Barb Heeney – Student Wellbeing Manager

School Choir

FEPS Harmony is off to another great start, with 63 happy and excited children attending our first choir practice last week. It was wonderful to see some familiar faces as well as lots of new ones.

Choir practice will be in the music room every Wednesday during the 1st half of lunchtime and is open to all children in grades 2 to 6.

We are really looking forward to getting started on our first song.

Until next time........FEPS Harmony

P.F.A.

We are asking for donations for our Easter Raffle. Items can be left at the school office. Your help in making this a successful fundraising activity would be very much appreciated.

Thanking you
Our school will implement the Child Safe Standards to ensure the safety and wellbeing of all students at the school and promote an organisational culture that manages the risk of child abuse and neglect.

Meet our School Captains for 2017

Carla A. & Ky R.

Meet our Senior Leadership Team for 2017

Lani S. & Brook P.  Ky R. & Maki A.

Carla A., Matilda F. & Maurice P.  Tatiana F. & Matthew L.
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**HOMEWORK POLICY**

**Rationale:**
- Homework benefits students by complementing classroom learning, fostering good study habits and providing an opportunity for students to be responsible for their own learning.

**Aims:**
- To support and extend classroom learning.
- To develop positive study habits.
- To develop a responsibility for self-learning.

**Implementation:**
- The school’s homework policy will be distributed to parents at the commencement of each school year.
- Year 3–6 students will be allocated with weekly homework tasks.
- Classroom teachers will set homework appropriate to each child’s skill level and age.
- Homework activities should be interesting, challenging and where appropriate, open-ended.
- Each set task must be purposeful, meaningful and relevant to the current classroom curriculum.
- All homework activities must be assessed with feedback and support provided by teachers.

**Year Prep – 2**
- Homework will consist mainly of:
  - reading activities to, with and by parents.
  - simple extension tasks associated with classroom activities.
  - gathering of additional information or materials.
  - Homework will generally not exceed 30 minutes per day and will not be set on weekends or during holiday periods.

**Year 3 – 6**
- Homework will consist mainly of:
  - independent reading on a daily basis.
  - tasks such as completion of classroom work, projects and assignments and research.
  - Homework will generally not exceed 45 minutes per day.
  - It is acceptable for teachers to assign unfinished classroom activities as additional homework tasks.

**Evaluation:**
- This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in August 2015.

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