



TPS Bulletin

Term 4 Week 5

6 November 2018

2018 National Opinions Survey

ACARA (Australian Curriculum, Assessment and Reporting Authority) and the Australian Government Department of Education invites your participation in the 2018 National Opinions Survey for Tammin Primary School. Staff, year 5 and 6 students, parents and caregivers are surveyed bi-annually. We value your opinion, please assist us by completing the survey attached to the back of this bulletin. Surveys can be placed into the returns box in the school office up until 3:30pm Tuesday 13 November 2018.

Student of the Week

Congratulations **DANIEL!**

2019 Personal Items Lists and Charges & Voluntary Contributions

School Council endorsed the level of 2019 charges and voluntary contributions and the 2019 personal items lists at their last meeting on 12 October 2018. Copies of both are included in this bulletin. This is for your information only. Please bring items to school on Monday 4 February 2019.

Coming up...

- ⇒ Thursday 8 November-Breakfast Club
- ⇒ Wednesday 14 November- P & C meeting, 7:00pm at the school
- ⇒ Thursday 15 November-Year 4/5/6 Blast Cricket Cup, Tammin Oval. Permissions and lunch orders are now due.



FREE

MOVIE UNDER THE STARS

Peter Rabbit

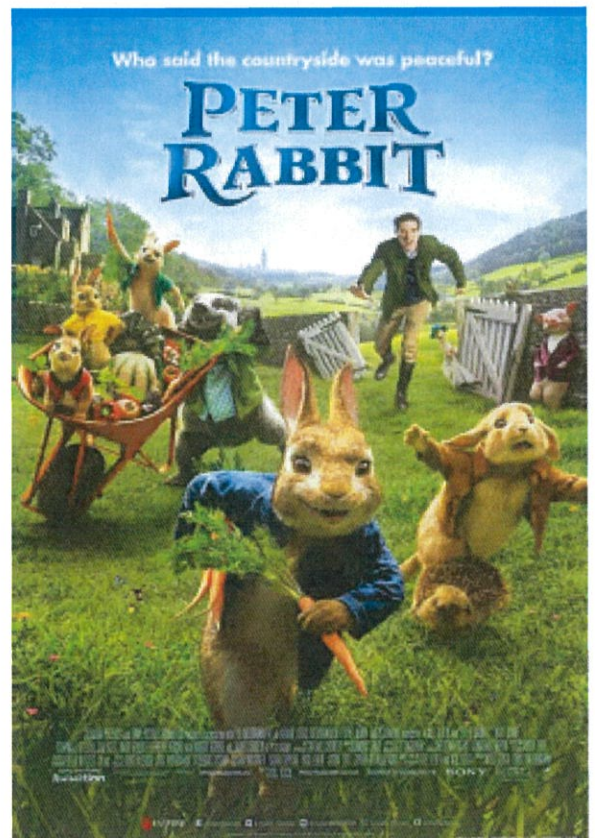
FRIDAY 23RD NOV
6:30PM FOR A 7PM
START

C.Y.O'CONNOR PARK

Join us for a night of fun as we watch Peter Rabbit on the big screen!

Popcorn, sausage sizzle and cool drinks will be available to purchase on the night.

BYO chairs, blankets, cushions and nibbles



Cunderdin
Community Resource Centre
Your local connection

You're invited to our Scholastic
BOOK FAIR!

Reading Is Out of This World!



Choose from a huge selection of books at the Fair!

Tuesday 6th – Friday 9th November 8.30am – 3.30pm

Kellerberrin DHS – Library

Everyone Welcome!

**TO THE
BOOK FAIR
AND BEYOND!**



Every purchase earns books and learning resources for our school!



TAMMIN COMMUNITY CHRISTMAS TREE

Friday 14th December 2018

6pm start at the oval

Santa to arrive around 6.45

Food and soft drinks available for sale

Glow Products available for sale

BYO Drinks and Nibbles

Registrations due at the Post Office by 16th November

\$10 per child – Please no IOU's

For any extra info please contact

Lee 0439 912 205 or Samara 0427 455 015

TAMMIN CHRISTMAS TREE 2018

Friday 14th December

Register at Tammin Post Office by 16th November

\$10 per child (Year 7 age limit) NO IOU's

Name	Birthday	Year at school	Boy/Girl
Total \$	PAID	YES/NO	

Disclaimer: The Community Christmas Tree is run by volunteers. No responsibility or liability is accepted by the organisers. Participation is at your own risk

Parent/Guardian Name _____ Signature _____

Contact Phone Number: _____

TAMMIN CHRISTMAS TREE 2018

Friday 14th December

Register at Tammin Post Office by 16th November

\$10 per child (Year 7 age limit) NO IOU's

Name	Birthday	Year at school	Boy/Girl
Total \$	PAID	YES/NO	

Disclaimer: The Community Christmas Tree is run by volunteers. No responsibility or liability is accepted by the organisers. Participation is at your own risk

Parent/Guardian Name _____ Signature _____

Contact Phone Number: _____



2019 Charges and Voluntary Contributions – Years K - 6

VOLUNTARY CONTRIBUTIONS		CHARGES – Extra Cost Options							
<i>Curriculum Areas</i>		<i>These costs are the estimated maximum cost and may be requested for incursions, excursions, camps or graduation during the school year.</i>							
	ITEM	K	P	1	2	3	4	5	6
The Arts		\$10.00							
Literacy	Incursions/Excursions	\$70.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00
Numeracy	Year 6/7 Graduation								\$40.00
Society & Environment		\$5.00							
Science		\$5.00							
Physical Education		\$4.00							
Subtotal Voluntary Contributions		<u>\$50.00</u>							

TOTAL PAYABLE **\$50.00**

A range of payment options are available and may be negotiated with the school. Contributions are payable by Monday 18 March 2019.

For more than one child attending TPS, a contribution discount applies:

- 2 Children **\$90.00**
- 3 or more Children **\$120.00**

School Council endorsed the level of Charges and Voluntary Contributions 12/10/2018.



2019 Personal Items List

Kindy

- Items may be purchased from any supplier.
- Please ensure all personal items are clearly marked with your child's name.
- Please bring all items to school on **Monday 4 February 2019**.

Quantity	Item
3	30 Leaf (330mm x 250mm) scrap book (uncovered please)
1 packet	Standard crayons
2	Standard HB pencils
4 boxes	Tissues
8	Glue sticks
1	Library Bag (clearly marked with child's name)
1	Cushion with cover (clearly marked with child's name)
1	Water bottle (clearly marked with child's name)



2019 Personal Items List

Pre Primary

- Items may be purchased from any supplier.
- Please ensure all personal items are clearly marked with your child's name.
- Please bring all items to school on **Monday 4 February 2019**.

Quantity	Item
3	30 Leaf (330mm x 250mm) scrap book (uncovered please)
1 packet (12)	Colouring-in pencils
1 packet (12)	Wind up crayons
6	Standard HB pencils
4 boxes	Tissues
8	Glue sticks
1	A4 display folder with 20 pockets
1 pair	Safety scissors
1	Library Bag (clearly marked with child's name)
1	Cushion with cover (clearly marked with child's name)
1	Water bottle (clearly marked with child's name)



2019 Personal Items List

Year 1 and Year 2

- Items may be purchased from any supplier.
- Please ensure all personal items are clearly marked with your child's name.
- Please bring all items to school on **Monday 4 February 2019**.

Quantity	Item
1	Pencil case
2	30 Leaf (330mm x 250mm) scrap book (uncovered please)
2 packets (12)	Colouring-in pencils
1 packet (12)	Wind up crayons
1 packet (12)	Textas
1 box (12)	Standard HB pencils
10	Standard red pencils
1	Highlighter pen
1	Fine tip black permanent marker
1 pair	Scissors (metal blades)
1	Twin barrel pencil sharpener
1	30cm ruler showing millimeters and centimeters (no metal rulers)
2	Erasers
4 boxes	Tissues
8	Glue sticks
1	A4 display folder with 20 pockets
1	Library Bag (clearly marked with child's name)
1	Water bottle (clearly marked with child's name)
1	Art Shirt (clearly marked with child's name)



2019 Personal Items List

Year 3 and Year 4

- Items may be purchased from any supplier.
- Please ensure all personal items are clearly marked with your child's name.
- Please bring all items to school on **Monday 4 February 2019**.

Quantity	Item
1	Pencil case
3	30 Leaf (330mm x 250mm) scrap book (uncovered please)
2 packets (12)	Colouring-in pencils
1 packet (12)	Wind up crayons
1 packet (12)	Textas
1 box (12)	Standard HB pencils
10	Standard red pencils
1	Highlighter pen
1	Fine tip black permanent marker
1 pair	Scissors (metal blades)
1	Twin barrel pencil sharpener
1	30cm ruler showing millimeters and centimeters (no metal rulers)
2	Erasers
1	A4 display folder – 20 pockets
4 boxes	Tissues
8	Glue sticks
1	A4 display folder with 20 pockets
1	Library Bag (clearly marked with child's name)
1	Water bottle (clearly marked with child's name)
1	Art Shirt (clearly marked with child's name)

2019 Personal Items List

Year 5 and Year 6



- Items may be purchased from any supplier.
- Please ensure all personal items are clearly marked with your child's name.
- Please bring all items to school on **Monday 4 February 2019**.

Quantity	Item
1	Pencil case
3	30 Leaf (330mm x 250mm) scrap book (uncovered please)
2 packets (12)	Colouring-in pencils
1 packet (12)	Wind up crayons
1 packet (12)	Textas
1 box (12)	Standard HB pencils
4	Standard red pencils
10	Red biros
12	Blue biros
1 pack (4)	Highlighter pens
2	Fine tip black permanent marker
1 pair	Scissors (metal blades)
1	Twin barrel pencil sharpener
1	30cm ruler showing millimeters and centimeters (no metal rulers)
2	Erasers
1	A4 display folder – 20 pockets
2	A4 Lever arch files
1	Compass
1	Protractor
4 boxes	Tissues
4	Glue sticks
1	A4 display folder with 20 pockets
1 packet (200)	Sheets A4 lined, punched file paper
1 Box (100)	A4 Plastic sleeves
2 packets (5)	File dividers
1	8GB USB thumb drive
1	Library Bag (clearly marked with child's name)
1	Water bottle (clearly marked with child's name)
1	Art Shirt (clearly marked with child's name)

Supporting Parents in WA communities

CIRCLE OF SECURITY:

6 x 2 Hour sessions for parents of children from the 0-4 age group

Circle of Security parenting is based on **attachment theory** and focuses on the **relationship between parent and child**.

From a basis of observing and understanding a child's needs, the theory emphasises how the parent's relationship with their child is key to success in everyday parenting matters, such as concerning behaviour, emotional outbursts and emerging independence behaviour patterns.

Parents will:

- Learn how to identify their child's need.
- Learn how to respond rather than react to their child's need.
- Learn about their personal parenting experience.
- Remind themselves of just how important they are.

TUNING INTO KIDS AND TUNING INTO TEENS

Tuning into Kids (parents of 3–10 year old) and Tuning Into Teens (parents of 10-16 year old) is a 6 week program for approximately 2 hours per session.

The program is based on the concept of **Emotional Intelligence** which involves using your emotion to guide you through life, and will teach you how to **Emotion Coach your child**.

It's about being able to use your own knowledge of emotions to make decisions, to self-regulate, to manage anger and conflict, to help you in your relationships with people, and to know and understand what is happening in social situations.

Supported by



Delivered by



When parents focus on helping their child/ren learn about emotions, their child/ren are more likely to:

- Have greater success with making friendships
- Manage conflict with peers
- Have better understanding and concentration, leading to higher academic achievement.
- Be more able to self- soothe when upset or angry
- Have more stable and satisfying relationships as adults
- Have greater career success.

Tuning Into Kids and Tuning Into Teens teaches parents how to help their child develop the skills to become emotionally intelligent.

DAD'S TUNING INTO KIDS

Dad's Tuning into Kids (parents of 3–10 year old) is a 6 week program for approximately 2 hours per session.

The program is based on the concept of **Emotional Intelligence** which involves using your emotion to guide you through life, and will teach you how to **Emotion Coach your child.**

It's about being able to use your own knowledge of emotions to make decisions, to self-regulate, to manage anger and conflict, to help you in your relationships with people, and to know and understand what is happening in social situations.

When Dad's focus on helping their child/ren learn about emotions, their child/ren are more likely to:

- Have greater success with making friendships
- Manage conflict with peers
- Have better understanding and concentration, leading to higher academic achievement.
- Be more able to self- soothe when upset or angry
- Have more stable and satisfying relationships as adults
- Have greater career success.

Dad's Tuning Into Kids teaches parents how to help their child develop the skills to become

Supported by



Delivered by



1 2 3 MAGIC AND EMOTION COACHING:

3 x 2 Hour sessions for parents with children 3-10 years of age.

Aims to help parents increase their ability to self-manage and regulate their feelings and reactions and gives parents the skills and confidence to discipline gently but firmly.

Helps parents to avoid common parenting mistakes, such as too much talk and too much emotion.

Helps parents understand the different types of behaviour and why they occur.

Identifies three choices parents have when managing behaviour:

- Do nothing (ignore)
- Act (count or consequences)
- Listen and emotion coach

Teaches how to emotion coach by:

- Recognising children's emotions.
- Listening empathically and tuning in.
- Validating feelings.
- Helping children to problem solve.

ENGAGING ADOLESCENTS:

3 x 2 hour sessions for parents with children 10-18 years of age

Learn practical skills for resolving teenage behaviour problems in modern times. Build a stronger relationship and renew your sense of confidence by equipping yourself with the skills to hold a tough conversation about challenging behaviour with your teen.

Parents will learn:

- New understandings of adolescents brain development.
- Building a relationship with your teenager, and making the best of your non-crisis conversations with them.
- Skills to hold a tough conversation about teenage challenging behaviour.

Supported by



Delivered by



TRIPLE P POSITIVE PARENTING PROGRAM (GROUP AND SEMINAR SERIES):

Suits parents of children aged 2-10 years.

Triple P is a system of easy to implement, positive parenting strategies that may help to ease current parenting concerns and prevent future problems before they arise.

Aims to help parents create stable, supportive and harmonious family relationships, by reducing conflict and building better relationships with their children.

Gives parents strategies to:

- Stop or prevent negative behaviour
- Encourage positive behaviour
- Build positive behaviour
- Build positive relationships with the children
- Plan ahead to avoid or manage potentially difficult situations.
- Take care of themselves as a parent

PROTECTIVE BEHAVIOURS PARENT INFORMATION SESSION

1 x 2.5 hour session

Internationally-recognised personal safety program aiming to empower children, young people and adults with strategies to promote safety, problem solving and resilience including:

- Assert their right to feel safe
- Identify a trusted adult to talk to
- Recognise 'signs' their bodies give them when they may be unsafe
- Learn body safety rules and safety strategies
- Learn the difference between safe and unsafe secrets.

Supported by



Delivered by



GROWING STRONG BRAINS

3 x 1.5 hour sessions

Growing Strong Brains recognises old wisdom and practises and aims to compliment, rather than replace, those ways. Growing Strong Brains has been developed after listening to and working with Aboriginal people and communities across Western Australia.

Between the ages of 0-3 years our brain and body is growing fast. Growing Strong Brains talks about how we can help Bubs and Little Ones grow up strong by feeding them good tucker, spending time with them, playing, singing, reading and teaching culture and language.

BRINGING UP GREAT KIDS

4 x 3 hour sessions

Bringing Up Great Kids uses ideas of mindfulness and reflection to support parents to review and enhance patterns of communication with their children, to promote more respectful interactions and encourage the development of children's positive self-identity. It also works to establish a new relationship context for children and their parents through facilitating opportunities for positive exchanges.

Bringing Up Great Kids draws from child-centred and strengths-based perspectives, neurobiological development, attachment theory and narrative approaches.

Supported by



Delivered by





Tammin Primary School Opinions Survey for Parents- 2018

Survey availability

6/11/2018 3:30:00 PM and 13/11/2018 3:30:00 PM

Instructions

- Please complete your responses using black or blue pen.
- Please indicate your response by FULLY shading the relevant circle. Ticks, crosses and partially shaded circles must be excluded.

Accepted: ● ○ Excluded: ⊗ ∅

- Please fully complete all questions marked with an asterisk (*). These are "core" questions and responses are essential to the collection of authentic survey data.
- Please note that some questions may contain a variable which will appear as '[Section X Question Y]'. This indicates that you must insert your answer from the question being referenced. As an example, 'Please provide more detail about your choice of [Section 2 Question 5].', relates to your selected response for Question 5 in Section 2.

Office use only

Name: _____ Title: _____

Received Date: _____ Time: _____ Processed Date: _____ Time: _____

School Survey system - Terms of use

Participation in the School Survey site is subject to the terms of use set out below. It is important that you read and understand the terms of use before you start to use the site for participating in a survey. If you do not accept these terms of use or you do not meet or comply with them, you may not use this site. If you proceed to use this site, your use will be taken as acceptance of these terms of use.

These terms of use may be amended from time to time. You are responsible for regularly reviewing them. Your continued use of this site constitutes your agreement to the current version of the terms of use.

Definitions

ACARA is the Australian Curriculum, Assessment and Reporting Authority.

ESA is Education Services Australia Limited, the organisation responsible for the development and maintenance of the School Survey site on behalf of ACARA and the Australian Government Department of Education until 30 June 2014.

Personal Information means information or an opinion about an identified individual, or an individual who is reasonably identifiable whether the information or opinion is true or not and whether the information or opinion is recorded in a material form or not.

Survey data means information you provide in response to survey questions.

We, Us and *Our* means your school and the person(s) in your school responsible for the management and administration of the survey program.

You or *Your* refers to any user who responds to surveys administered through the site including members of a school community.

Identification

As far as possible, We will not collect information which identifies, or may identify, any person.

Any personal information collected will be managed in accordance with Our school's privacy policy. You should read Our school's privacy policy before completing this survey. Please contact Us to obtain a copy.

Collection, use, disclosure and ownership of survey data

Specific survey questions are set by Us. In some cases, questions are used that have national application rather than being specific to Our school and We have obtained them from survey question libraries.

We collect Your survey responses and retain ownership of the survey data. Data collected will be reviewed and used by Us. Survey data may be included in Our school's annual report and may be provided to other parties. We will not, to the best of Our ability, publish survey data that identifies any individual.

User conduct

You must not include any information in responses that is unlawful, threatening, abusive, harassing, defamatory or offensive. We or ESA may delete information of this nature without notice.

You must not impersonate any other person or entity.

Your school administrator or ESA may modify, suspend or discontinue the online survey without notice, on a temporary or permanent basis, if it is necessary for the integrity and availability of the site.

Storage of survey data

Survey data will be stored in Australia under the control of ESA. ESA has in place security measures to ensure that survey data is stored securely. Data stored by ESA will not be accessed by unauthorised third parties except where

required by law.

General

Unless otherwise indicated, intellectual property rights subsisting in the site are owned by ESA on behalf of ACARA and the Australian Government Department of Education.

You are not permitted to:

- adapt the site for any purposes, whether non-commercial educational or otherwise
- use the site or any part of it for commercial purposes or without the copyright notices and acknowledgements
- do anything with the site that would infringe the moral rights of the creator of the site
- circumvent any technological protection measure (for example a password) or interfere with any electronic rights management information.

ESA Disclaimer

ESA does not make any representation or warranty about the accuracy, reliability, currency or completeness of any material contained on the site.

In some cases the material on the site may incorporate or summarise views, standards or recommendations of third parties or comprise material contributed by third parties ('Third Party Material'). Such Third Party Material is assembled in good faith, but does not necessarily reflect the considered views of ESA, or indicate a commitment to a particular course of action. ESA makes no representation or warranty about the accuracy, reliability, currency or completeness of any third party information.

You obtain access to the site at Your own risk and ESA accepts no responsibility for any interference, loss, damage or disruption to Your own computer system which arises in connection with Your use of the site or any linked website. You must take Your own precautions to ensure that the process which you employ to obtain access to the site does not expose you to the risk of viruses, malicious computer code or other forms of interference which may damage Your own computer system.

Last updated: 23/01/2017

Section 1

1 What is the year level of the child you are considering when you answer this survey?

*Please select only **ONE** of the following.*

Kindergarten

Pre-primary

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Year 7

Year 8

Year 9

Year 10

Year 11

Year 12

Other (Please specify) _____

2* Please rate the items below.

* This is a required question.

Please select only **ONE** response for each item.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	N/A
Teachers at this school expect my child to do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at this school provide my child with useful feedback about their school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at this school treat students fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school is well maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child feels safe at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can talk to my child's teachers about my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student behaviour is well managed at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child likes being at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school looks for ways to improve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school takes parents' opinions seriously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at this school motivate my child to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is making good progress at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's learning needs are being met at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school works with me to support my child's learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has a strong relationship with the local community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school is well led.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the overall standard of education achieved at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this school to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's teachers are good teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at this school care about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for taking the time to participate, your opinion is valued.

Survey submission

Instructions

Please return completed survey to the school office by 3:30pm Tuesday 13 November 2018.

Return the completed survey by 13/11/2018.

Thank you for your time.