Dear Parents & Carers,

Welcome to Term 3, with a special welcome to our new students and their families who have enrolled at our school recently: Madeleine (Prep), Ziah (Yr 2), Connor (Yr 3) and Finn (Yr 7).

Commencing over the next few weeks, we are proud to announce that we have several new programs at our school, aimed at improving student outcomes in particular areas:

**READING RECOVERY:** this intensive reading program is targeted at identified students in Year 1 and involves each child receiving a 30min daily one-on-one reading lesson, for a period of up to 18 school weeks. Parents of these children have already been notified of their inclusion in the program, which commenced this week, conducted by Ms Emma Boardman under the expert guidance of Ms Vickie Jaenke.

**SUCCESS INTERVENTION PROGRAM IN READING, SPELLING & NUMERACY:** this program is targeted at identified students in Years 2, 4 & 6 and involves each child receiving 2 or 3 40min small-group lessons per week, in one or more of the above areas, for the next 10 weeks of Term 3. Parents of these children have already been notified of their inclusion in this program, which commenced this week, conducted by Ms Judy Taaffe (Spelling), Ms Maree Otto (Reading) under the expert guidance of Ms Vickie Jaenke, and Ms Suellen Fuller (Numeracy).

**NAIDOC WEEK CELEBRATIONS:** all of our Prep to Year 7 students will be involved in our school’s NAIDOC Week Celebrations next week (21 & 22 July). Guest indigenous presenter, Mr Peter Mulcahy will visit our school to run Indigenous Art/Culture/Storytelling workshops for our students, over the 2 days. Parents paid $2 towards these costs, as part of the 2014 Grid of Costs, and the additional costs have been met by the school budget.

**SEXUALITY EDUCATION PROGRAM:** all of our Years 5, 6 & 7 students will be involved in our Sexuality Education Program from 28 July – 13 August. These sessions, which have been developed by Family Planning Queensland, will be presented by our Wellbeing Officer, Ms Fiona Browne, along with class teachers. A letter containing details of these sessions has been sent home with all Years 5, 6 & 7 students this week. We are also conducting a Parent Information Session in the Library next week (Wed 23 July), from 3.00-4.00pm for all interested parents, so please come along if you have any questions or would like to find out more.

**OTHER UPCOMING EVENTS THIS TERM:**
- 130th NASS Birthday Meetings (22 July, 6.30pm and 26 Aug, 3.30pm)
- P&C Meetings (12 Aug & 9 Sept, 6.30-8.30pm)
- Book Fair (Week 2, 21-24 July)
ICAS English Competition (29 July)
ICAS MATHS Competition (12 Aug)
Yr 5 Sunday Creek Camp (18-21 Aug)
7M Tallebudgera Camp (18-22 Aug)
Yr 4 Maranatha Camp (27-29 Aug)
Yr 6 Tallebudgera Camp (8-12 Sept)
Factathon
Father’s Day Stall
Year 5/6/7 Interschool Sport
Yr 3 & 6 Excursions

As you can see, we have another very busy term ahead, so I’ve developed the Term 3 Calendar of Events for your information and organisational convenience!

Kind Regards,
Kelly

SPORTS NEWS with Claira Hope
The Athletics Carnival was a fantastic end to Term 2. Students were well prepared after a term of training for the running, jumping and throwing events. A big thank you to all the parents who attended to support participants and assist with the smooth running of the day. Once again student behaviour was exemplary and team spirit was strong (and loud). Congratulations to Age Champions -
9 yrs—Connor S and Molly E,
10yrs - Byron McD/Lochlan C and Rori M,
11yrs—Jackson H, Keira S,
12yrs- Cohen P, Samantha T-W/Jade H,
13yrs—Declan C and Hannah P-W.
There will be 35 students representing North Arm at the Nambour District Trials on July 30.

The Pomona King of the Mountain event is on Sunday July 27. North Arm has been entering teams in the Canesaid Primary School Relay Challenge for a number of years. I am now putting together teams of 4 for this year. Interested boys and girls (9yrs up) must collect and return a permission slip to me by July 21. The cost is $20 per team, and parents are responsible for payment and getting their child to the event by 8:45am. Each leg is approx. 700m on bitumen around the base of the mountain. It is a really fun, family oriented day with lots of other activities, including a Tug-O-War and Skate Jam. Please view the website kingofthemountain.com.au

TUCKSHOP NEWS
Week 1 - Fried Rice with prawn crackers $4.50 or Meal Deal $6.00
Weekly Special PLUS Fruit Juice PLUS Ice Cream Treat OR Apple Slinky

Lending a Hand in the Tuckshop
Our tuckshop is a great place to catch up with others and to contribute to the school. Students love to see someone they love in the tuckshop during their break.

Flexible shifts are available or why not get together with a group from your class to come in once in a while? The roster is available at the office or at the Tuckshop and help is needed urgently.

NAIDOC week is a time when all Australians come together to celebrate our Aboriginal and Torres Strait Islander Cultures.

At North Arm, we celebrate all cultures. As part of NAIDOC week celebrations we are selling: Respect bands - $2; Pencil Cases - $3; Watches - $10. We will be selling them at big lunch (straight after eating time) outside the library this week. Next week they will be sold at big lunch Monday to Thursday until sold out! You will be able to wear your NAIDOC band at school.

UNIFORM SHOP WINTER SALE!!!!!
IN JULY AND AUGUST SAVE $$$$$$ ON WINTER UNIFORMS

LOOK AT THESE GREAT SPECIALS:
COLOURED SPORTS SHIRTS WITH SCHOOL EMBLEM IN SIZES 14 AND 16 WERE $25, NOW ONLY $10
GIRLS’ LEGGINGS WERE $15, NOW ONLY $8
GIRLS YOGA STYLE PANTS WERE $30 NOW ONLY $25
GIRLS TIGHTS ONLY $10, AND LASTLY THE BEAUTIFULLY EMBROIDERED SCHOOL JACKET ONLY $25!

LOOK ONLINE TO SEE THE SELECTIONS AND SIZES AVAILABLE, OR COME INTO THE SHOP TO SEE OUR INSTORE DISPLAY!!

BE QUICK, THESE SPECIALS ARE ONLY AVAILABLE WHILE STOCKS LAST AND FOR JULY AND AUGUST ONLY!!! Come in and see Robyn now!
Why praise can be a double-edged sword

The way we praise our children, even from a very early age, can have a lasting impact. When done effectively, it can really promote resilience.

It seemed to come out of nowhere. One day we had a happy, confident, thriving daughter who was doing really well at school and the next she was alternating between a quiet sullenness and loud arguments, telling us, “I just don’t care”.

The problem appeared to lie with her maths. She had previously found maths quite easy, and had got good enough marks to be put up into the higher level with the ‘smart’ kids. The result: a very unhappy daughter and a significant slump (aka tailspin) in her performance.

Putting on our best parental hats, we tried to work out what was going on. Our daughter’s response to our gentle probing was “I should never have been put into the smart kids’ class because I’m dumb” and “My teacher just thinks I’m not trying”.

Kids (and adults) learn best when feeling confident and motivated to do well, even when the work is hard. The trouble is that in many instances our education system is set up to reward cleverness or smartness before effort. Those who excel in learning and passing exams often enjoy an elevated status and are held up as the example for others to emulate. There is much less recognition for effort alone.

The problem with this is that it potentially damages the confidence and self-belief of some children around their abilities.

As parents it is natural to want to see our children do well. When we see our kids reaching those first milestones, we marvel and celebrate their brilliance. It turns out those words we use in praising our kids at the age of one to three years will determine the mindset and desire for challenge that shows itself five years later, when they start school. This can even affect the way we think about ourselves right into adulthood.

When we praise intelligence – “You are so smart,” “Aren’t you clever!” – we are using language that suggests that these are the traits that we value the most, and that make our children different from others.

In contrast, when we praise effort – “I can see you tried hard with that”, “Well done for doing all that work” – we are rewarding progress and intrinsic motivation. That promotes a ‘growth’ or ‘possibility’ mindset.

Unfortunately for our daughter, somewhere along the line she had come to believe that she was only doing well if she consistently got ‘A’. Being put in a class designed to stretch her capabilities resulted in the opposite occurring as she was no longer achieving those high scores. She now felt a failure and, not liking to be made to feel stupid, had decided it wasn’t worth giving the harder work a try.

What she needed was more of a growth mindset. Helping our children to develop a ‘growth’ versus ‘fixed’ mindset is what makes the biggest difference in determining our their level of self-confidence, resilience and motivation.

Professor Carol Dweck, in her book Mindset, describes how by choosing to develop a growth mindset we can start to learn from our mistakes, and feel we are succeeding when we master a new skill or piece of learning that has been challenging or difficult.

Our mindset is not something we are born with, it is formed and shaped through experience, and who we hang out with. We used to think that intelligence was innate, a ‘fixed’ quality, and we now know that is simply not true.

Tips for encouraging a growth mindset:

1. Look at learning as a way to stretch and grow the brain. Learning new things is great exercise for seeing new possibilities or ways of doing things. It encourages imagination and creative thinking.

2. When congratulating your child, use words that praise the outcome that has resulted from their putting in the work and effort.

CONTINUED NEXT WEEK...