**Dates to Remember**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Tuesday 27th August</td>
<td>2014 Prep students coming to Nungurner Primary School</td>
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<tr>
<td>Tuesday 27th August</td>
<td>School Photos</td>
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<tr>
<td>Wednesday 28th August</td>
<td>Nexus Arts– Andy Wright (Storyteller)</td>
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<td>Friday 30th August</td>
<td>Bookclub Issue 6 due back</td>
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<tr>
<td>Monday 2nd &amp; Thurs 5th Sept</td>
<td>MARC van</td>
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<td>Monday 2nd September</td>
<td>Morning Tea</td>
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<tr>
<td>Thursday 5th September</td>
<td>No Japanese. Excursion to Bairnsdale Historical Museum/Keeping Place/Picnic Point</td>
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<td>Saturday 7th September</td>
<td>Election Day: Cake Stall</td>
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<td>Wed/Thurs/Fri 11-13th Sept</td>
<td>Karoonda Park Camp for grade 4/5 students with TUBBS schools</td>
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<td>Monday 16th &amp; Thurs 19th</td>
<td>MARC van</td>
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<tr>
<td>Tuesday 17th Sept</td>
<td>School Council</td>
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<tr>
<td>Thursday 19th Sept</td>
<td>Book Banquet Display &amp; celebration (Shared lunch)</td>
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<tr>
<td>Friday 20th Sept</td>
<td>Last Day. Picnic Lunch at Nyerimilang</td>
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**East Gippsland Student Award**

**CONGRATULATIONS**

**Keegan**

The achievements of grade 6 student Keegan were recognised recently at the East Gippsland Schools Network Awards. Keegan received his award for “**Consistent, conscientious effort and leadership**”.

Keegan is definitely a quiet achiever. He is a great role model in the classroom, helping, guiding and encouraging younger students. He always does his best and represents Nungurner well outside the school. It is great to see Keegan ‘stick at it’ with the tasks involved in the Junior Rotary Award. He has developed interests in Boxing exercise and Landcare and was a great help at our National Tree Day event.
It has been a while since the last newsletter, and there has been a lot happening! The cultural exchange day when the Japanese students visited was a great success. Thanks to Mrs Brehaut for her work in organising the day, and volunteers Wendy & Peter (and friend Lynne), Rob Moolenaar, Ross Monteith, Venloe & Katherine Bell and Louise Gibson for their help on the day. Without these many hands we would not have been able to cater for all those visitors!

We also had a very successful working bee combined with National Tree Planting Day. Thanks to Ross for organising all the shrubs and trees along with tree guards etc. Over 130 were planted on the day and will look great when they all grow and flower. So far they are surviving well. Big thank you to those who came along on the day and worked so hard. Wonderful to see the kids getting involved and everyone enjoyed the BBQ!

Our playgroup also celebrated it’s 3rd birthday and was recently featured in the local paper. The success of the playgroup has been developed over time with the specialist early childhood expertise and efforts of Leah Anderson. Leah has developed an atmosphere that not only supports the curiosity and natural learning of the children who attend but also supports their parents. Parenting is a hard job and talking with others in a supportive and friendly gathering like playgroup is no doubt a great help. (attached to this newsletter are some articles about reading aloud and developing persistence in children that might be of interest)

Cooking and gardening has also been going well. These activities happen each Monday between 11:30 and 1:00pm. The children are split into two groups—one; week they cook and the next they work in the garden, and this is working really well. We haven’t had a whole lot of produce to use yet, but we have managed to use spring onions, parsley and Asian salad leaves for our recipes, which have included savoury and sweet muffins, corn fritters and salsa. Thanks to Phoebe’s mum Fiona who arrived just at the right time on Monday to help us cook the fritters and make the salsa!
Asian Salad

**INGREDIENTS**
- Savoy Cabbage—shredded
- 1/2 carrot—grated
- 1/2 beetroot
- Asian salad leaves
- 1 packet of fried noodles
- Slivered almonds
- Dressing
  - 1/4 cup of white vinegar
  - 1/4 cup caster sugar
  - 1 tablespoon soy sauce
  - 1/2 cup of olive oil

**Method**
Combine all salad ingredients in a large bowl. Combine all the dressing ingredients in a saucepan and stir over low heat until the sugar is dissolved. Add dressing and mix well. Just before serving add noodles and toss through.

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**Theatre—Emily Eyefinger**

Our excursion to Sale to see the Monkey Baa theatre production of “Emily Eyefinger” was a great success. All the children have really enjoyed reading the books...I think we have read about one and a half, and they just want me to keep reading every time I pick one up!! The children knew some of the characters and recognised parts of the story which added to their understanding and enjoyment. It was a very professional production and we will definitely be watching for more productions by Monkey Baa.

(www.monkeybaa.com.au)

A special moment was during the question time at the end when Ethan made the cast aware that it was Lara’s birthday...so the audience all sang Happy Birthday to her. A great show of friendship and caring....

The “Emily Eyefinger” books, written by Duncan Ball, are available from the MARC van, East Gippsland Shire Library and the school Library.

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**School Values**

At a recent meeting with leadership facilitator John Crofts, parents and staff revisited and clarified our school values. We have simplified the way we refer to them, but these values really exemplify the way we go about things in our school community.

**Work together** (co-operation)

**Respect yourself, others and the environment** (respect)

**Make good choices** (responsibility)

**Stick at it** (perseverance)

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**Welcome**

Welcome to Phoebe, Fiona and Malcolm who have recently moved to the Nungurner area.

Phoebe is a great addition to our grade ones and is settling into Nungurner very well. Well done Phoebe!

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**Support Staff, Volunteers, Student Achievement, Morning Tea**

Everyone is invited to come and have morning tea with us next Tuesday the 3rd of September at 11am to celebrate and recognise our students, staff and volunteers.
Nungurner Playgroup
Fun, Caring & Community

Tuesdays 9:30-11:30 @ Nungurner Primary School

HAPPY BIRTHDAY TO US!!

Playgroup is officially 3 years old as of July, 2013. It’s exciting to see how we’ve grown and developed over the years. From the first 6 months where it was only my kids and one other family, to a group that regularly has 12+ children as well as mums, dads, grandmas, uncles and friends in attendance. Thanks to everyone who makes it happen each week.

We are currently well resourced, with plenty of toys and a large supply of books and art supplies. We also enjoy the use of the outdoor sandpit and school’s play structure. There is even a library of parenting resource books for playgroup members to borrow from.

We’re always happy to welcome more families and encourage sharing, support and fun to anyone with children 0-5 years of age. Just drop by or contact the school at 5156 3232.

A special mention must go to the school for their continuing support of this important community group. Thanks so much!

Cheers,
Leah Anderson
Nungurner Playgroup Co-ordinator

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Cake Stall—Election Day

Nungurner Primary School is again a polling place for the federal election on Saturday the 7th of September. We are having a cake stall to raise funds on this day and all families are encouraged to contribute. Cakes, slices, biscuits etc (labelled with ingredients) can be dropped off at the school on either Friday the 6th of September or on the day. If you are able to help out for an hour or so on the day please contact the school.
10 Tips to Raise a Persistent Child
Dr Laura Markham

"Character consists of what you do on the third and fourth tries." - James A. Michener

I'm willing to bet that many geniuses have gone to their graves unaccomplished because of their inability to persist in the face of adversity. All of us have days when things look bleak, when it's hard to find the energy to persevere. But persevering may determine our chances of success more than any other single characteristic.

If you read about Nobel Prize winners, they all have different stories. But they share one thing: the people who know them always describe how that person never gave up. A two year scientific experiment can fizzle, and that scientist will be back in the lab the next morning, figuring out what they can learn from whatever went wrong.

Some parents wish their child was less persistent, especially during the toddler years. But persistence is a wonderful trait in a human being. It's essential to accomplishing what you want to in life.

So if you're lucky enough to have a persistent child, I'm hoping this article will help you reframe that sometimes challenging characteristic into a strength. And if your child isn't naturally persistent, I'm hoping this article will help you encourage your child to persist in going after what he wants more often.

Most psychologists -- and virtually all parents -- agree with temperament expert Stella Chess that perseverance is an inherited trait. But there is also evidence that children can be raised to be more persistent. Experience is a wonderful teacher. Kids who persist successfully tend to keep persevering.

What can parents do?

1. **Reward persistence.** Recognize it and point it out. Cheer when they don't give up, even when what they won't give up is their argument with you. That doesn't mean you give in to the argument. It means you applaud their persistence and find a win/win solution that works for both of you. For instance, if your child wants to do something NOW, maybe he'll settle for doing it another time, if you make a firm date, put it on the calendar, and fantasize with him about how terrific it will be.

2. **Aim your child at a door, not a wall.** If you have the kind of child who never gives up, she may routinely beat her head against the wall, (or make you want to beat yours.) To avoid that, teach her to look for the openings. For instance, teach and model that if she finds solutions that work for both people, she's more likely to get what she wants.

3. **Expect your persistent child to resist you at times.** If your child has the courage of his convictions, then he wants what he wants and he isn't necessarily open to alternatives. That's ok. As he gets older, he'll gain flexibility. Just expect more tantrums than usual during the toddler years.

4. **Help with transitions.** Kids who are persistent usually have a harder time with transitions than other kids. So come up with a plan to support your child and make both of your lives easier. Minimize the number of transitions in her day. Build them into routines so she comes to expect them. Connect with her before you ask her to make a transition. Help her take something with her from one situation to the next (so if she's playing with her animals, maybe one joins her as you head to the grocery store.) Always give warnings and prepare her emotionally.

5. **Let him grieve.** Persistent kids have big feelings. They will pass sooner if you acknowledge, with empathy, what he wants and why he wants it, and at the same time set firm limits. Your limits remove any possibility that hounding you will get him what he wants, so that he has no choice but to feel his disappointment. That's a good thing; it's how he'll learn the resilience to survive disappointment. "You really wish you could have that....it would be so much fun in our back yard....You're so disappointed I'm saying No....And the answer is still definitely No. I'm sorry we can't buy it today, but that's for a special occasion, like your birthday." Be aware that he might still have a meltdown and he might even continue his meltdown all the way home. People may stare. That's ok. Eventually, your kid will be the one who achieves big dreams against all odds, because only persistent people can do that.

6. **Practice stopping.** Kids who are persistent often can't stop themselves when they really want something. They need our help to let something go. Younger kids will often need to cry before their good mood is restored. Give them practice "stopping" by playing games like "Mother May I!" and "Simon Says" and be sure you're doing Preventive Maintenance to help them be more flexible. With older kids, agree in advance what they can do to transition emotionally. For instance, come up (together) with a secret code that you can use when she is really going too far and just needs to stop and regain her equilibrium. Agree on what will happen when she hears the special code word, and how you can help her. For instance, maybe she just needs to retire to her favourite alone spot and read her favourite book or listen to a book on tape, to shift gears. Then (after warning her), practice.
7. **Practice makes perfect.** Many kids worry that they aren’t good enough, which makes them give up easily. Help your child understand that no one becomes accomplished overnight. All experts have worked for years to accomplish excellence in their field. Encourage effort and practice, more than accomplishment. For a brush up on **effective praise, here’s an article.**

8. **Offer emotional support.** If your child wants to quit three weeks into the dance class, listen to why. Maybe it just isn’t what she thought it would be and she’d rather do soccer than ballet. That's fine; part of finding our passions is to experiment. But if she wants to quit everything she starts, then something is getting in her way, and that something is almost certainly fear. She needs your help to work through her fear, or it will begin to pervade other areas of her life, and you'll find her shrinking back from trying new things in general.

So help her work through those fears by playing with her about them, for instance, by playing dance class at home. Let her be the teacher while you’re the student. Bumble and let her giggle at what a terrible student you are. Seeing someone who just can’t do anything right will help her feel better about her own lack of perfection.

If playing isn’t enough and she needs to do some crying, that’s ok, too. Tell her that she needs to finish the six weeks of the class, and you’re sorry it’s so hard. If you've done enough playing, her feelings will be close enough to the surface that she'll probably cry. That’s good -- exactly why you set the limit that she needs to stay in the class. A good cry may be all she needs to walk into the next class feeling good and come out feeling even better.

What if she cries about it a few times and still doesn’t want to go back? Then maybe there’s more going on than you realize. Is the teacher somehow scaring her? Is there something happening that’s upsetting? But most of the time, once kids laugh and cry about it, they go happily -- and often, once they’re past this hurdle, they end up loving it and wanting to do more. But even if she doesn’t, she’ll have learned something positive about her own inner resources.

9. **Model perseverance.** Show your child how one can set out to master something and move through setbacks to do so. Talk about your feelings as you do it. "I tried it this way. That didn’t work. Now I am going to try it that way. I don’t give up easily."

10. **Teach your child to take a break.** As Albert Schweitzer said, “A man can do only what a man can do. But if he does that each day he can sleep at night and do it again the next day.” Teach your child to monitor his mood and take a break when he needs to. "We’re both getting frustrated, so let’s take a break. We’ll tackle this again tomorrow." Sooner or later, he’ll make a break-through, and it’s not a bad idea to stop before he gets too frustrated.

"Success seems to be largely a matter of hanging on after others have let go." -- William Feather

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**Mem Fox’s 10 Read Aloud Commandments**

1. Spend at least ten wildly happy minutes **every single day** aloud.
2. Read at least three stories a day: it may be the same story three times. Children need to hear a thousand stories before they can begin to learn to read.
3. Read aloud with animation. Listen to your own voice and don’t be dull, or flat, or boring. Hang loose and be loud, have fun and laugh a lot.
4. Read with joy and enjoyment: real enjoyment for yourself and great joy for the listeners.
5. Read the stories that the kids love, over and over and over again, and always read in the same ‘tune’ for each book: i.e. with the same intonations on each page, each time.
6. Let children hear lots of language by talking to them constantly about the pictures, or anything else connected to the book; or sing any old song that you can remember; or say nursery rhymes in a bouncy way; or be noisy together doing clapping games.
7. Look for rhyme, rhythm or repetition in books for young children, and make sure the books are really short.
8. Play games with the things that you and the child can see on the page, such as letting kids finish rhymes, and finding the letters that start the child’s name and yours, remembering that it’s never work, it’s always a fabulous game.
9. Never ever **teach**, or get tense around books.
10. Please read aloud every day, mums and dads, because you just love being with your child, not because it’s the right thing to do.
Children’s Footwear & Incidental Exercise

The amount of exercise that school aged children get is important to their health and wellbeing. While many children do participate in organised exercise and sport, there are many other opportunities for them to increase their daily amounts of exercise and activity. As parents, we should look at the opportunities available for increasing this amount of unplanned or ‘incidental’ exercise for our children.

Incidental exercise is the unplanned exercise that children do when going about their normal daily activities. At school, this incidental exercise includes the activities that children do during their recess and lunch breaks.

According to research, footwear choices determine the amount of incidental exercise for children. If children are wearing poor footwear that don’t support their feet, don’t fit properly or are a style of sole that isn’t conducive to running, they are less likely to undergo incidental exercise during their breaks.

So think about what your children are wearing on their feet to school every day. Help them to take up opportunities to increase the amount of incidental exercise they do, which will in turn lead to better health and wellbeing outcomes.

What makes a good shoe to increase incidental exercise?

- **A good fit**
  Shoes need to be wide enough, long enough and deep enough to allow room for their toes. A good rule is to have a thumbnail’s width between the end of the longest toe and the end of the shoe. Keep in mind that many people’s longest toe may not necessarily be their big toe.

- **Fastening mechanism**
  Shoes need to have laces, velcro or buckles. Without adequate fastening mechanisms children will often claw their toes to keep shoes on.

- **Type of sole**
  Children’s feet are still developing and growing. You want a sole that is flexible enough to allow the foot to move and bend where it is supposed to. You want a sole with extra shock absorption for all that running and jumping, to protect their joints. Many surfaces within the school yard are concrete so aim for a non-slip sole so children can run around without worrying about slipping and falling over.

- **Heel**
  It is important for children to have shoes that have an enclosed heel. Sling-back sandals offer no support for heels hence are not ideal at all.

- **Material**
  What the shoe is made out of is important. Synthetic shoes don’t allow water vapour to escape and can lead to sweaty feet and even fungal infections such as tinea.

**Remember:** it’s the features and fit of the shoe that are important, NOT the brand name.