Ephesians 5:8b  ‘Walk as Children of Light’

NEWSLETTER

13TH MAY 2016

1 Peter 1:1-9

New International Version (NIV)

1 Peter, an apostle of Jesus Christ,

To God’s elect, exiles scattered throughout
the provinces of Pontus, Galatia, Cappadocia,
Asia and Bithynia, 2 who have been chosen
according to the foreknowledge of God the
Father, through the sanctifying work of the
Spirit, to be obedient to Jesus Christ and
sprinkled with his blood:

Grace and peace be yours in abundance.

Praise to God for a Living Hope

3 Praise be to the God and Father of our Lord
Jesus Christ! In his great mercy he has given
us new birth into a living hope through the
resurrection of Jesus Christ from the
dead, 4 and into an inheritance that can
never perish, spoil or fade. This inheritance is
kept in heaven for you, 5 who through faith
are shielded by God’s power until the coming
of the salvation that is ready to be
revealed in the last time. 6 In all this you
greatly rejoice, though now for a little
while you may have had to suffer grief in all
kinds of trials. 7 These have come so that the
proven genuineness of your faith—of
greater worth than gold, which perishes
even though refined by fire—may result in
praise, glory and honor when Jesus Christ is
revealed. 8 Though you have not seen him,
you love him; and even though you do not
see him now, you believe in him and are
filled with an inexpressible and glorious
joy, 9 for you are receiving the end result of
your faith, the salvation of your
souls. Though you have not seen him, you
love him. 1 Peter 1:8

Like others in the blogging community, I’d
never met the man known to us as BruceC.
Yet when his wife posted a note to the group
to let us know that her husband had died, a
string of responses from distant places
showed we all knew we had lost a friend.

BruceC had often opened his heart to us. He
talked freely about his concern for others
and what was important to him. Many of us
felt like we knew him. We would miss the
gentle wisdom that came from his years in
law enforcement and his faith in Christ.

In recalling our online conversations with
BruceC, I gained a renewed appreciation for
words written by a first-century witness of
Jesus. In the first New Testament letter the
apostle Peter wrote, he addressed readers
scattered throughout the Roman Empire:
“Though you have not seen [Christ], you love
him” (1 Peter 1:8).

Peter, as a personal friend of Jesus, was
writing to people who had only heard about
the One who had given them reason for so
much hope in the middle of their troubles.
Yet, as a part of the larger community of
believers, they loved Him. They knew that at
the price of His own life, He had brought
them into the everlasting family of God.

Lord, we have never seen You, yet we believe
in You and love You. Strengthen our love for
our brothers and sisters in Christ who love
You as well. Make us one community in You.

Our love for Christ is only as real as our love
for our neighbor.
Carnarvon Christian School Board
Chair Person — Louise Ellis-Smith      Leanne Ford — Secretary      John Tompkins — Treasurer
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Mathematic Memo - Communicating with Children Using Math Language
Talking about mathematics with your child – whatever his or her age – helps strengthen his or her
mathematical reasoning and understanding. Some ways to keep the talk engaged and focused while
you support your child include:
1. Revoice - Repeat what you heard your child say, then ask for clarification (e.g., “So you are saying it’s
an odd number?”).
2. Repeat/Restate – Ask your child to restate your reasoning (e.g., “Can you repeat what I said in your
own words?”).
3. Reason – Ask your child to apply his or her own reasoning to someone else’s reasoning (e.g., “Do you
agree or disagree? Tell me why.”).
4. Adding On – Prompt your child to participate further (e.g., “What more would you add to that?”).
Think Time – Wait several seconds (try five) to give your child time to think (e.g., “Take some time to
think.”). You may be surprised by how hard it is to stay silent in that time!

Important Dates to Remember

- **Busy Bee, 21st May 8:30 am—12:00 pm**
- **Walk to School Day, Friday 20th May**
- **CCS AGM, 23rd May 6:00 pm**
- **Public Holiday School CLOSED, Monday 6th June**
- **Pupil Free Day, 10th June**
- **Cross Country Interschool, 17th June**
Principal’s Report

Carnarvon Christian School

Early Morning Running Training

I would like to congratulate all the children (and their parents) who are so faithfully coming along to running training each Monday, Wednesday and Friday morning. Every session there are between 20 and 30 children attending, which is outstanding. I have already noticed an improvement in the children’s endurance and stamina.

At the moment we also have a number of staff members training, setting a great example for our children. Who was the staff member, who shall remain anonymous, who walked with a limp all week around the school gardens!!

Sponsor Child Day

This morning the children came to school wearing their favourite footy team colours so we could raise some money for our sponsor child, Oshea. Oshea is a 13 year old boy who lives in Tomohon, a town in the northern part of Sulawesi, Indonesia. His family have devoted their lives mentoring young Christian men, preparing them for lives working in the mission fields. The outcome of their work has seen God’s name lifted high throughout Indonesia as their graduates work with; the poor, the destitute, outcasts, street workers, HIV positive men and women, the incarcerated, in the remote jungles, amongst militant Muslim believers: in fact anywhere people are struggling or “lost.”

Thank you to everyone who contributed, your generosity is appreciated.

Mobile Rock Climbing Wall

Our year 1 and year 2 children came to school this morning to find a big surprise awaiting them. The PCYC team brought their mobile rock climbing wall to our school. That’s right, the tall terrifying structure which would make most of our knees quake with fear should we have to climb it.

And what brave young children we have! Every child confronted their personal fears and put their trust in a small belt and rope (meets all Australian safety standards) to climb various distances up the wall. Everyone one of them was a champion.

The older children should be on the lookout next Friday because we may be able to “coax” the PCYC workers to come along to CCS again!

Maths problem of the week

How many ways can 5 colours be arranged, if the order of the colours matters and each colour can only be used once in each arrangement?

i.e. Red, Blue, Yellow, White, Green (one way)

There will be a small reward for the first family to email me the answer!
**Waste Wise Tips - Reuse Organic Waste**

Organic garden waste can be reused as mulch. Mulch is chopped, chipped or shredded plant material that is applied on top of soils. It is created by physically breaking down plant material using a chipper or other device. A thick (15-20cm) layer of mulch will reduce water loss from the soil and often prevent weeds from growing/spreading. Mulch can also prevent soil erosion and provide habitat for insects. Organic mulches include: straw or hay, bark chips, fallen leaves, chipped tree prunings and grass clippings. Weeds or diseased plants are not included in mulch as the weeds or disease may spread if used on the school garden.

**Water Wise Tips: Minimise water loss from your pool or spa**

Backwashing accounts for up to 40% of total water use in aquatic centres. To reduce water loss, review your backwash policy, install or upgrade to a water efficient filtration system and use a pool cover and identify opportunities to reduce backwash times.

**Asthma Aware**

What is good asthma control?

Doctors assess recent asthma control by asking about symptoms during the previous 4 weeks.

- activities are not limited at all by asthma
- no asthma symptoms during the night (including coughing during sleep) or on waking up
- daytime symptoms on no more than 2 days per week
- need to take the reliever on no more than 2 days per week (not counting reliever taken before exercise)
- any symptoms go away quickly after using the reliever puffer.
Anaphylaxis Aware - Autoinjector (EpiPen) Facts

Why do you need to use adrenaline to treat anaphylaxis?
Adrenaline is the first line emergency treatment for anaphylaxis. Anaphylaxis is a potentially life threatening allergic reaction and must be treated promptly. Adrenaline works rapidly (within minutes) to reduce throat swelling, open up the airways and maintain blood pressure. Withholding or delaying adrenaline may result in deterioration and potentially death of an individual experiencing anaphylaxis.


SDERA—Drug and Road Safety Education

Resilience—Being resilient is important because it can help to protect us against the stresses and situations that we all experience in life.

Resilience is one of the keys to positive mental health. Helping your child become resilient will assist them to become effective adults. The resilient child is one who continues to work, play well, love well and expect well.(Bernard, 1991)

Children can be taught key social and emotional skills from a very young age. The development of these skills depends on the positive support and relationships that children have with the people who surround them in their family and community.

Some characteristics of resilient children:

- being flexible, caring and able to communicate well
- being able to work out what the problem is, think of different ways to solve the problem and being able to plan ahead
- high self esteem
- self disciplined and independent
- having goals in life
- motivated, persistent and hopeful
- a sense of humour.

SunSmart Aware - What's in sunscreen and how does it work?

Sunscreens contain ingredients that absorb UV radiation. Examples include octyl methoxycinnamate (OMC) and methylbenzylidene camphor, prime UVB filters; and butyl methoxydibenzoylmethane, a prime UVA filter. Some ingredients absorb and reflect UV radiation, such as zinc oxide and titanium dioxide, which are also prime UVA and UVB filters.
Look how tiny this seedling is!

Addition bingo game is fun!

I can do turn-around fact!

Reinforcing the concept of place-value.

There are fun ways of doing addition.

I know all my ten facts.
Year One

We are working hard in our vege garden.

Dear LORD,

Thank You for fresh grace and a week full of promise. Lead me in Your ways and fill my heart with Your love and joy. Help me see others as You see them. Guide every decision, response, effort and conversation I have for Your glory.

Amen

Blessings

Miss Alice Yang

Big thanks to Pompy and the year 3s and 4s for all their help planting our seedlings in our vege garden.

Partitive, sharing and grouping division

I know all my tens and ones
KINDERGARTEN

In Kindy we have been busy creating our new underwater and fairy centres!!

Each of the children now have ‘Magical Moments’ journals that Parents/Caregivers are welcome to come in and read and see what their child has been up to.

Blessings

Miss Barton

WE'RE TAKING IT IN OUR STRIDE ON FRIDAY 20 MAY 2016

Well it’s that time of year again when our school seriously starts talking about walking!

Walk Safely to School Day asks that we all consider our transport habits and try to incorporate more walking as part of a healthy, active way to get around. And although walking all the way to school isn’t realistic for many of us, it’s quite easy to figure out how you can build a walk into your family’s daily routine.

You can teach your child the healthy habit of walking more by:
- Walking with them the whole way to school
- If they get the bus or train, walk past your usual stop and get on at the next stop
- If you have to drive, park the car a few blocks away from the school and walk the rest of the way.

Regular exercise like walking with your child not only helps them (and you!) beat chronic problems like obesity, heart disease, behavioural and mental health issues and diabetes, it also gives you a great opportunity to teach your child safe ways to behave around roads and traffic.

Remember, Active Kids are Smarter Kids so get planning your own Walk Safely to School Day journey for Friday 20 May 2016!

For more information, visit www.walk.com.au
**Kindy Corner—About separation anxiety**

Separation anxiety is normal in early childhood and can occur when a child gets upset when separated from a parent or carer. This can happen when children are left with a new caregiver, or put to bed by themselves.

It usually starts at about six to eight months of age and lasts until about two and a half to four years of age. Sometimes it can last longer if the child has had any painful separations in the early years. Separation anxiety reflects the child’s attempts to hold on to what is safe in a very scary world, and it will settle down as the child grows older and more confident (Women’s and Children’s Health Network).

For more information on understanding and managing separation distress for both children and parents, read these factsheets by KidsMatter.

For more information on separation anxiety, including strategies to support young children through this normal stage of child development [click here](#) to view information from the Women’s and Children’s Health Network.

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**Carnarvon Senior Citizen’s visit by years 3/4 and 5/6**

On Tuesday, the 3rd of May, years 3/4 and 5/6 visited the Senior Citizen’s Hall. Here they performed their term 1 assembly item, E Pappa Wairi, a Moari stick song and game. A special thank you to Mrs Margaret Moore, who coordinated our visit and to all the Senior Citizens who gave us a warm welcome and enjoyed participating with us.

Mrs M Munalula and Mrs DK Fee
Pre-primary

Correct Pencil Grip

As children begin to write, parents too, can help establish and reinforce proper pencil grip. Correct pencil grip is essential not only to improve handwriting but also to facilitate comfort and fluidity of writing. Some education experts believe it may even play a helpful role in brain development.

Given the difficulty of retraining children to hold a pencil properly once incorrect habits are entrenched, usually by the age of 6, introducing the correct pencil grip as early as possible is advisable. —This grip is known as the basic “Tripod” grip or pencil grasp.

What is the Tripod grip?

In the Tripod grip, the thumb, forefinger, and middle finger form a triangle, with the ring finger and pinkie supporting the middle finger. The pencil should be positioned between the three key fingers – the pad of the thumb, the side of the middle finger, and the tip of the index finger – so that there is equal pressure from all three fingers. All three fingers should be bent slightly. This will allow for proper control of the pencil, allowing your child to write more quickly and easily.

When should you introduce the grip?

It’s a good idea to introduce the Tripod grip when your child begins to learn to write his or her own name, usually around age 5. Some kids just naturally use the Tripod grip. Others need a little gentle help from parents and teachers.

What pitfalls should you avoid?

Make sure your child isn’t gripping the pencil too tightly. Indicators of a grip that is too tight include white knuckles, holes in the paper, frequent pencil-tip breakage.

Make sure your child isn’t hyper-extending the first knuckle of the pointer finger. There should be no sign of pressure – no redness, no whiteness – in the knuckle or the fingertip. The index finger should rest on top of the pencil.

Make sure your child isn’t making a fist. The hand needs to be relaxed or it will tire of writing too quickly.

If your child is consistently gripping the pencil too tightly, making a fist, or hyper-extending the knuckle, place a small wadded up paper towel or tissue, a small wad of modeling clay, or a small round rubber ball in his palm as he writes; this should loosen his grip.

Applying correct pressure on his pencil when writing?

You want your child to press hard enough to see a line when he writes, but not so hard that the pencil lead snaps or the paper tears. A soft-lead pencil will help the pencil to mark the paper without the need to apply undue pressure.

How should your child position the pencil, his hand, and his wrist?

The rubber at the end of your child’s pencil should angle toward his shoulder. The thumb should continue the line of the underside of the forearm. The hand shouldn’t curve or hook under.

How should your child position the rest of his body?

Your child should be seated in an appropriate-sized chair (and at an appropriate-sized table or desk) and be seated with his bottom flat on the center of the chair’s seat, with feet flat on the floor. He can use his non-writing hand to hold the paper in position and keep it steady as he writes. (For younger kids, you may want to help by taping the paper to the table.)

What about writing implements?

You can let your child have a choice of writing implements – it doesn’t have to be a pencil. Pens, textas and
crayons are also perfectly acceptable. In fact, some experts prefer fat crayons and textas for children who are just learning to write.

**What else can you do to help your child?**

Encourage your child try to write daily, if possible, or at least a few times a week. Practice sessions can be fun – your child can employ proper pencil grip while drawing or writing – and should be kept short: around five minutes each day for younger children, 10 to 15 for kids who are a bit older. And while it’s important to support your child’s writing skills and reinforce good habits, never push. You want to make sure writing and drawing is something your child not only learns, but learns to enjoy as well.
