



THE POSITIVE SCHOOL PARENT GUIDE

Clarkson Primary School
2018

MEET THE PRINCIPAL

Anthony (Tony) Shields



Welcome to Clarkson Primary School. Clarkson Primary School is your school and it is an absolute honour to be the Principal of such a positive and progressive school.

Clarkson Primary School is heavily focused on your child and staff has been engaged in the Visible Learning Impact Program. A major component of this is an emphasis on the five main learning dispositions that have been identified as having the greatest positive impact on student learning – these are in order:

1. Perseverance
2. Resilience
3. Cooperation
4. Communication
5. Risk Taking within learning (willingness to have a go and understand that making mistakes is ok).

The creation of a safe and positive school environment is a high priority at CPS and we work tirelessly to create that. I believe we do an outstanding job in this area. The smiling faces of all children as they arrive at school each day is testament to this. As parents at CPS we have a school chaplain and school psychologist available 3 days per week to address any concerns that your child may have surrounding many different areas, whether that be emotional, social or academic we will always do what we can to provide the best outcome for your child.

Another focus area within classrooms and the playground is around how we react to different situations. It is not only the way a child reacts to a situation but it is, more importantly, the way we as adults react that will have the greatest impact on your child. The emphasis on having a growth mindset and remaining positive regardless of how difficult things become, is paramount to the success of this for your child. You have a great school that has numerous programs and activities available – we need to work together for maximum success. Many of you will share the same journey over a number of years from Kindergarten through to graduation and together we can make great things happen.

CPS is a great school with great staff, parents and students. Thank you for taking the time to read our 'Positive School Parent Guide' and I look forward to helping you and your child in any way I can.

MEET THE ASSOCIATE PRINCIPAL TEAM

Mr Lloyd Morris



Clarkson Primary School prides itself on being inclusive of students from different backgrounds with different abilities and interests. We cater for students with disabilities, learning difficulties and emotional concerns through our Student Services team. This team works with students, parents and staff as well as Department of Education networks and external agencies on a regular basis to provide the best support possible for all.

Managing Student Behaviour is a major focus at the school as we believe that everyone has the right to feel safe at school. We also believe that all teachers have the right to teach and all students have the right to learn. I highly recommend taking the time to look through the school's Behaviour Management Plan to see how we address this important facet of school life.

Clarkson has many opportunities throughout the year for students to develop their interests and partake in activities that promote mental and physical wellbeing, many of which are run in staff members' own time at no charge to students. There also many things that take place during school time which students can actively engage in.

Clarkson PS is a great place to be and we look forward to seeing parents involved at the school and making it an even more special place to be.

Mrs Jody McKeown



Academic progress is highly valued at Clarkson Primary School. Our staff are in constant pursuit of best practice in their classes to ensure the students in their care achieve their potential. As the Curriculum Associate Principal I work with the teachers to ensure teaching is delivered at the highest of standards to best enable students to learn.

Professor John Hattie's 'Visible Learning' is a research based approach the school is utilising to guide us on how to deliver the optimal learning opportunities for students. One of my roles is to assist staff to use the recommendations of Visible Learning and then to determine the progress being made by individual students.

I enjoy working at Clarkson PS and am happy to meet with parents who wish to have some more information about how their child/children are progressing academically.

COMMUNICATION

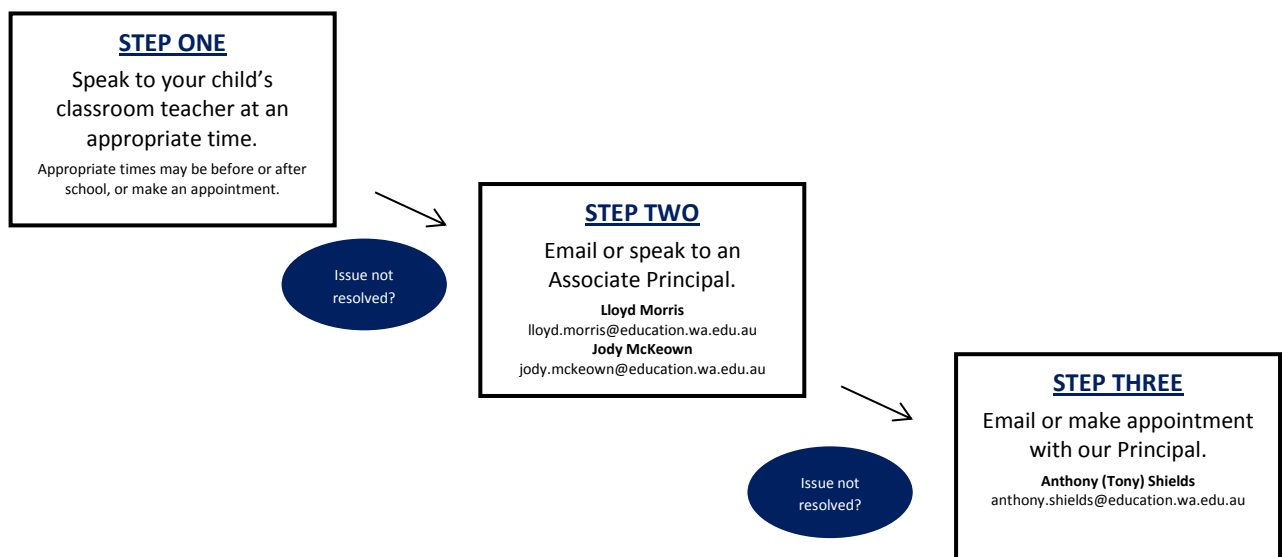
There are many pathways a parent can take to ensure effective, clear and respectful communication with the highly trained professional who look after your children at Clarkson Primary School.

When communicating with education professionals, please:

- Be supportive of the school, teachers, support staff and students
- Be respectful with the language you use and the manner in which you interact
- Trust the school and your child's teachers – we always have your child's best interests at heart and they are at the centre of everything we do
- Be constructive with your questions and comments
- Communicate directly with us rather than relying what other parents may tell you – give us a chance and you will find that we are more than happy to assist you in any way we can
- Remember we have a class full of wonderful individuals – your child is a very important part of the class, but it is important to remember they are one of many
- Be honest with us and accept when we are honest with you

We encourage you to contact your child's teacher if you have any concerns about your child or want to celebrate about how your child is learning and growing. See the procedure below for more information.

If you have a concern:



MEET THE STUDENT SERVICES TEAM

Student Services Coordinator



Our Associate Principal, Lloyd Morris, heads up our Student Services team at Clarkson Primary School. Our multidisciplinary team consists of a School Psychologist, School Chaplain and Aboriginal Islander Education Officer (AIEO). The team meets together on a regular basis to work together in the best interest of every student we support. Each member of staff on the student services team at Clarkson Primary is highly trained, 100% committed and ready to help. Lloyd Morris is the co-ordinator extraordinaire, so please feel free to speak with him should you require assistance from the Student Services team.

School Psychologist



Our School Psychologist, Ilse Webster, is available 1.5 days per week at Clarkson Primary School. A school psychologist's role is to support student's ability to learn and teacher's ability to teach. Ilse does this by applying a range of expertise in mental health, learning and behaviour to help children succeed academically, socially, behaviourally and emotionally. This may involve observation, assessment and referral. Any concerns you may have for your child are first discussed with the classroom teacher. The teacher will then contact Ilse on your behalf.

School Chaplain



Clarkson Primary School's Chaplain, Laura Butshiire, is on-site Monday-Wednesday. A Chaplain's primary role is to care for the social and emotional well-being of students, staff and parents by being a listening ear and an encourager. To do this, Laura often speaks with students individually, spends time in classrooms, runs group programs and works together with the Student Services team to ensure quality pastoral care is provided to the whole school community. Please feel free to see Laura in person, or contact her on (08) 9305 1800 or laura.butshiire@education.wa.edu.au.

Aboriginal Islander Education Officer (AIEO)



Shauna Narrier is the AIEO at Clarkson Primary School. Shauna provides support and assistance to Aboriginal and Torres Strait Islander students, their parents or carers, teachers and the wider school community. Shauna assists individual students within the classroom, and coordinates an Aboriginal education program with Relationships Australia. Shauna also liaises with external agencies and support services for families. Shauna is available at the school and can be contacted on (08) 9305 1800 or shauna.narrier@education.wa.edu.au.

BEHAVIOUR MANAGEMENT AT CLARKSON PRIMARY SCHOOL

Improving student academic and behaviour outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible. School Wide Positive Behaviour Support provides an operational framework for achieving these outcomes. School Wide Positive Behaviour Support is a decision making framework that guides selection, integration and implementation of the best evidence-based academic and behavioural practices for improving important academic and behaviour outcomes for all students. At our school this looks like:

Safe, Respectful, Responsible, Learners!

Students are encouraged to demonstrate each of these values as they participate in their every-day schooling. They are rewarded with OWL Cards for demonstrating these virtues.

OWL Cards and Wrist Bands

Within a school year when a child earns 10 cards for a particular virtue they receive a wristband depicting the colour of the value. Once they have received all 4 coloured wristbands then they can work towards earning another 5 cards for each value to receive a multi-coloured wristband and from there, another 5 cards in each value to earn a glitter band.

OWL Tokens

Students can earn OWL Tokens for demonstrating these same values during recess and lunch breaks. These OWL tokens are drawn from each block at the at the start of the week, and are announced via the PA system. The winners receive a prize from the prize box.

Additionally, Clarkson Primary School takes the issue of bullying very seriously and has strong anti-bullying plans. The best way to stop bullying is for parents and school staff to work together and take action quickly to minimise harm and encourage student/s involved to understand the consequences of their actions. For more information about our Behaviour Policy, please visit our school website.

Bullying – what can you do?

The following advice is taken from *bullyingnoway.gov.au* and provides some great strategies for children who experience bullying.

If it happens in person:

- **Ignore them**
- **Tell them to stop** and then walk away
- **Pretend** you don't care
- Go somewhere **safe**
- **Get support** from your friends

If it happens online:

- **Avoid responding** to the bullying
- **Block and report** anyone who is bullying online
- **Protect yourself** online – use privacy settings and keep records

If you see someone being bullied:

- **Leave negative** online conversations – don't join in
- **Support** others being bullied

If it doesn't stop:

- **Talk to an adult** (parent, teacher) who can help stop the bullying
- **Keep asking** for support until the bullying stops

VISIBLE LEARNING AT CLARKSON PRIMARY SCHOOL

Visible Learning was first researched by John Hattie, and is designed to allow teachers to examine their impact on student achievement as well as encouraging innovation in the learning environment. A fundamental belief in Visible Learning schools such as ours is that every student should experience at least one year's growth over the course of one school year.

Hattie compared the *effect size* of many aspects that influence learning outcomes in schools and points out that in education most things work. The question is which strategies and innovations work best and where to concentrate efforts in order to improve student achievement.

According to Hattie's findings, visible learning occurs when *teachers* see learning through the eyes of *students* and help them become their own teachers. Hattie found that the ten most effective influences relating to student achievement are:

1. Student expectations / Self-reported grades
2. Piagetian programs
3. Response to intervention
4. Teacher credibility
5. Providing formative evaluation
6. Micro-teaching
7. Classroom discussion
8. Comprehensive interventions for learning disabled students
9. Teacher clarity
10. Feedback



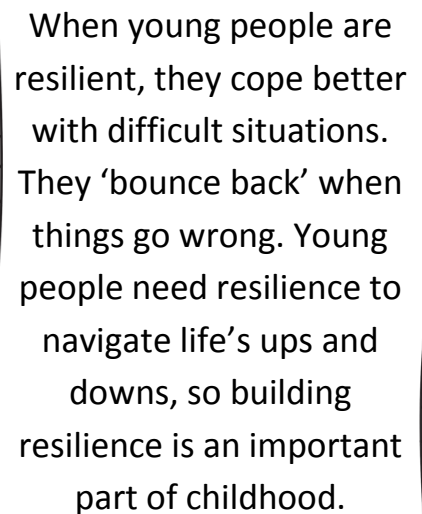
RESILIENCE: HELPING YOUR CHILD BOUNCE BACK

What is resilience?

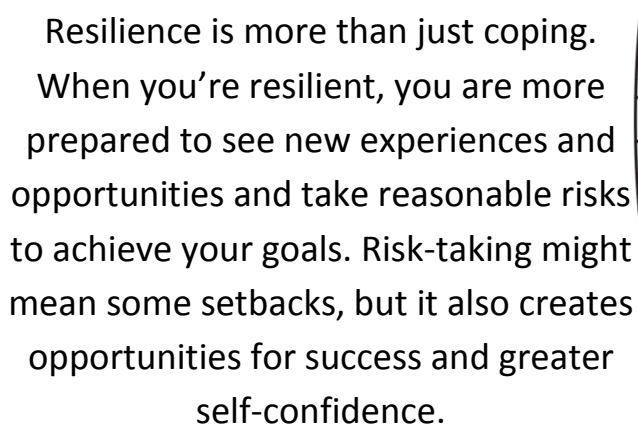
Resilience is the ability to 'bounce back' after something negative – like a tough situation or difficult time and get back to feeling just about as good as you felt before. It's also the ability to adapt to difficult circumstances that you can't change, and keep on thriving. When you're resilient, you can learn something positive from difficult or challenging situations.

Your child needs the *personal skills and attitudes to help them bounce back from everyday challenges* such as making mistakes, falling out with friends, getting a new teacher, moving to a new school or losing an important sporting match. Your child may also face more serious challenges such as family breakdown, adapting to a step-family, the illness or death of a family member or bullying.

How resilient you act and feel can go up and down at different times. You might be better at bouncing back from some challenges but not others. Some young people face more challenges than others because of learning difficulties or disabilities, or because they have more anxious personalities. The more challenges young people have, the harder it is for them to be resilient.



When young people are resilient, they cope better with difficult situations. They 'bounce back' when things go wrong. Young people need resilience to navigate life's ups and downs, so building resilience is an important part of childhood.



Resilience is more than just coping. When you're resilient, you are more prepared to see new experiences and opportunities and take reasonable risks to achieve your goals. Risk-taking might mean some setbacks, but it also creates opportunities for success and greater self-confidence.

All young people can build the personal skills for resilience. As a parent, you have a big role to play in helping. See the next page for some ideas on how to do this.

HELPING YOUR CHILD BUILD RESILIENCE

Resilience for young people is built on a foundation of strong positive relationships with parents. Children can also gain strength from other caring adults that they identify with, such as grandparents, aunts, uncles or teachers who might act as mentors. Friends and classmates can also be great sources of support if your child is going through a difficult time.

You can help your child build the ability to bounce back from difficult situations by giving them the opportunity to learn and practise important values and skills such as:

- Self-respect and other personal values and attitudes
- Social awareness and management
- Helpful and optimistic thinking
- Skills for getting things done

Personal Values and Attitudes for Resilience

Self-respect is a great building block for resilience. Self-respect grows out of setting standards for behaviour. If your child has self-respect, they believe that they matter and should be treated respectfully by others. They are also more likely to protect themselves by avoiding risky behaviours and situations. A strong sense of self-respect will also help your child be less vulnerable to bullying.

Empathy, respect for others, kindness, fairness, honesty and cooperation are also linked to resilience. This includes showing care and concern to people who need support, accepting people's differences, being friendly and not mistreating or bullying others. If your child shows these attitudes and behaviours towards others, they are more likely to get a positive response in return. This helps them feel good about themselves.

Social Awareness and Management

Social skills are another important building block for resilience. They include the skills needed to make and keep friends, sort out conflict and cooperate and work well in a team or group. Being socially aware provides students with the ability to value family and friends and to respect social justice and diversity.

Children need to practise showing appreciation and gratitude. The management of these social skills enables children to assess the positive and negative consequences of their decisions. When your child establishes good relationships at school and gets involved in community groups, sports teams or arts activities, they have more opportunities to develop connections and a sense of belonging.

RESILIENCE, OPTIMISTIC THINKING AND GROWTH MINDSET

Resilience is about *being realistic, thinking rationally, looking on the bright side*, finding the positives, expecting things to go well and moving forward, even when things are bad.

When your child is upset, you can help them keep things in perspective by focusing on facts and reality. For example, you could try gently asking, 'Does this really matter as much as you think it does? Is it worth getting upset about this? On a scale from 1-10, how bad is this really?'. A sense of humour can also help you both keep things in perspective and stay calm.

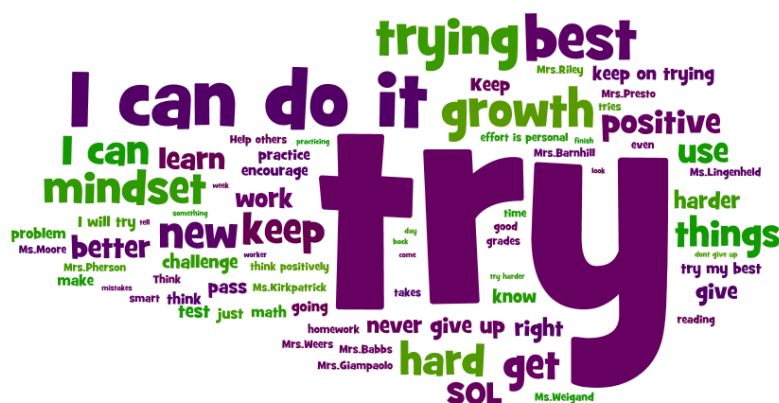
If your child is being hard on themselves (for example, 'I'm scared of public speaking'), you could suggest more helpful self-talk instead. For example, your child could try saying, 'Public speaking isn't my favourite thing, but I'll be able to cope'.

Your child is more likely to feel positive if they can see that difficult times are a part of life, that they'll pass, and that things will get better. You might be able to help your child with this. You can also help your child keep things in perspective and understand that a bad thing in one part of their life doesn't have to flow over into all parts.

Talking and working together to find solutions can help your child be more resilient. And having a problem-solving method is one way for your child to feel they have the power to get through hard times.

In a similar way, a 'growth mindset' is the underlying belief that abilities can be developed through effort and practice. Children with a growth mindset persist in the face of challenges because they understand that effort and hard work can change ability and intelligence. On the other hand, a fixed mindset is the belief that intelligence is static, and cannot be changed. When children have a fixed mindset, they tend to give up easily when they encounter obstacles, because they believe that they don't have what it takes to learn hard things.

No matter how upbeat your child is, there will always be times when they feel anxious, scared or angry. If they are resilient, they will be able to ride out these times.



RESILIENCE, OPTIMISTIC THINKING AND GROWTH MINDSET CONT.

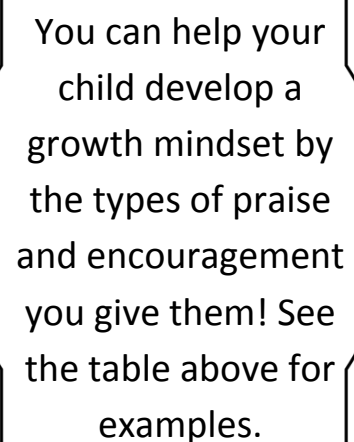
Say This, Not That

The way you praise your children can have a profound impact on their mindset. Research on praise and mindsets shows that when we praise children for being smart, it promotes a fixed mindset. It sends a message that their accomplishments are trait-based, and tied to something innate. In contrast, praising kids for working hard promotes a growth mindset. It sends a message that the child's effort is what led them to success. Below are some ideas for ways to promote a growth mindset in your child:

Say This	Not That
"I can see you worked so hard on this!"	"You are so smart!"
"It seems like it's time to try a new strategy"	"It's okay. Maybe you're just not cut out for this"
"I like watching you do that"	"You're a natural at that!"
"It looks like that was too easy for you. Let's find you something challenging so your brain can grow"	"That's right! You did that so quickly and easily; great job!"
"That's not right. You don't understand this yet. What strategies can you try to understand it better?"	"That's not right. Are you paying attention in class? It seems like you're not even trying"
"That was really hard. Your effort has paid off! Next time you'll be ready for this kind of challenge!"	"That was really hard. I'm so glad it's over and you don't have to do that again"

Ways to turn around a low mood (for you and your child!)

- Doing things you love and enjoy
- Spending time with friends
- Helping someone else
- Talking with friends or a support person
- Exploring activities that help you relax
- Going for a vigorous walk or doing some kind of physical activity
- Going over some good memories by looking through photographs
- Listening to your favourite music
- Watching a funny TV shows or DVD, or reading something funny



You can help your child develop a growth mindset by the types of praise and encouragement you give them! See the table above for examples.

WAYS FOR FAMILIES TO WORK TOGETHER TO BUILD RESILIENCE, A POSITIVE ATTITUDE AND GROWTH MINDSET

- When your child comes home from school ask them what went well today and share your own experiences of what went well.
- Encourage your child to keep a gratitude journal or make time everyday (putting your child to bed is an ideal time) to express what you all feel grateful for everyday
- Set short, medium and long-term goals for all members of the family
- Focus on the idea of working hard, not being 'good' or being 'bad' at something
- Spend time together on a family activity
- Provide clear boundaries regarding access to social media and screen time
- Encourage and demonstrate clear, genuine face-to-face communication at home
- Encourage children to be part of the wider community – join a sports team club or activity or volunteer
- Encourage your child to criticise less and empathise more.

Key Messages for Building Resilience

Parents can create a positive family environment that fosters resilience by communicating some key messages to your child in daily life together:

- Life is mainly good, but now and then everyone has a difficult time. It's a normal part of life.
- Things nearly always get better, even though they might sometimes take a bit longer to improve than you'd like. Stay hopeful and work on the problem.
- You'll feel better and have more ideas about what you can do if you talk to someone you trust about what's worrying you or upsetting you.
- No-one's perfect; we all make mistakes. We all find out there are some things we can't do so well, but we give them a go.
- If you can find something positive or funny in a difficult situation, no matter how small, it can help you cope better
- Take fair responsibility for what you did or didn't do to cause a difficult situation.
- If something can't be changed, you just have to accept it and live with it.
- Everyone gets scared sometimes, but not always about the same things. Facing your fears can help you grow stronger.
- Don't let yourself lose control because of your feelings. Find a way to calm yourself down so you can think of the best way to deal with how you're feeling.

Volunteer @ Clarkson

Such as...Joining the P&C

Get involved in the ECO Team

Join Free Coffee Fridays

Volunteer with the Support-A-Reader program

MENTAL HEALTH RESOURCES

Beyondblue

www.beyondblue.org.au



Headspace

www.headspace.org.au



ReachOut

Au.reachout.com



KidsHelpline

www.kidshelp.com.au



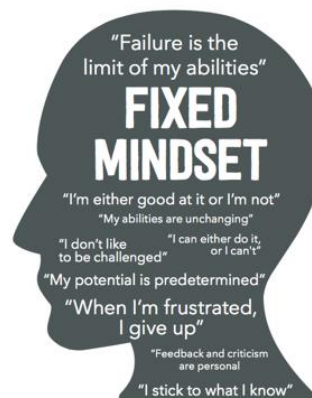
Wellbeing Australia

Wellbeingaustralia.com.au/wba



Beyondblue Healthy Families

Healthyfamilies.beyondblue.org.au



OTHER MENTAL HEALTH RESOURCES FOR PARENTS

Book Resources

Raising Boys

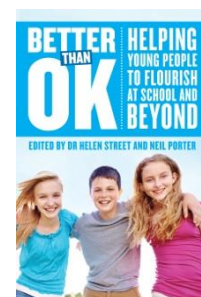
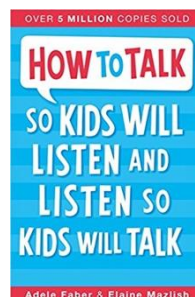
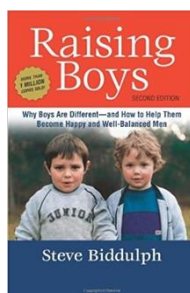
Steve Biddulph

How to talk so kids will listen and listen so kids will talk

Adele Faber & Elaine Mazlish

Better than OK – Helping young people to flourish at school and beyond

Helen Street & Neil Porter



Helpful Websites

Ngala: Parenting with Confidence

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www.ngala.com.au

Maggie Dent

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www.maggiedent.com

Raising Children

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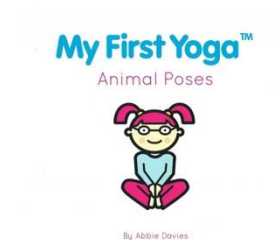
www.raisingchildren.net.au

Apps you can download

Smiling Mind

Sleep Meditations for Kids

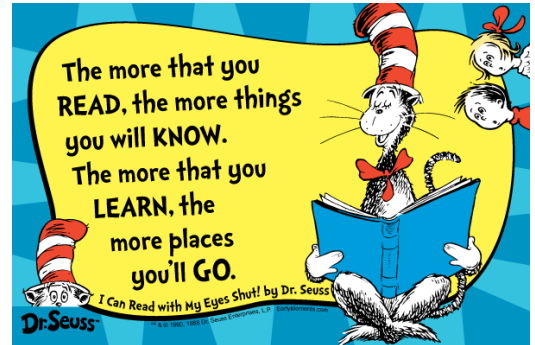
My First Yoga



WAYS TO SUPPORT YOUR CHILD'S READING DEVELOPMENT

Research indicates that children's motivation and achievement improve when their parents and carers are involved in their education. There are many everyday things you can do to encourage your child to read and improve their literacy:

- Make daily reading a *daily* habit by setting aside 10-15 minutes. Students who read more will read and write better and find all areas of the curriculum easier to comprehend.
- Let your child choose the books he/she is interested in to create a love for reading. Forcing your child to read a book they don't like creates a negative connection to reading.
- Be a reading role model and let your children see you reading – for enjoyment and for information. This reinforces that we need to be able to read for many different purposes.
- Encourage your child to read and view a variety of texts such as newspapers, novels, comics, magazines, websites, instructions and recipes and make these accessible for your child.
- Remember to focus on what your child is doing well when reading, rather than what they aren't doing. Reading should be a positive experience.
- Visit bookshops and libraries. Talk to your children about reading books, and what they like to read. Maybe read the same book and discuss it. *Make it fun!*
- Have a place in your home for your family's books. Show that they are special and important to your family.
- Set up a comfortable reading area where your children can read with you or with other siblings.
- Do not force your child to read aloud if they do not feel confident. The emphasis should be about making meaning rather than saying words. Read books aloud and take turns. *Your child learns a lot from hearing you read!*
- Play games that develop vocabulary such as Scrabble and Scattergories. Discuss new and unusual words or phrases. Encourage your children to write down new words they encounter and find out what they mean. Write down difficult words and practice spelling them.
- Encourage your child to make predictions about books/texts before reading, ask questions during reading and talk about what they learnt or discovered after finishing reading.



WAYS TO SUPPORT YOUR CHILD'S MATHS DEVELOPMENT

Mathematics is a fundamental aspect of life which students must acquire the skills for at an early age. The development in the early, middle and upper years of primary schools is crucial and must be supported both at school and at home. It's important to find time outside of school to support and facilitate the many aspects of maths embedded in daily life. A positive attitude needs to be reflected by you so that your child can approach maths with confidence too!

You can support and encourage your child's learning in mathematics simply by:

- Having a positive and enthusiastic attitude towards maths
- Engaging in a range of mathematical experiences
- Recognising the level you child is working at i.e. if your child needs to use fingers to work something out, accept that this is where they are at

SPECIFIC WAYS TO SUPPORT MATHS AT HOME

Early Years:

- Use mathematical language and model the use of daily maths such as discussing money and bank accounts
- Explore maths in everyday life, for example counting cutlery to set the table, pouring quantities of liquids, telling the time of his/her favourite TV show
- Incorporate games involving numbers and maths into playtime, from flashcards for learning basic maths facts to board games involving money, time and shapes.

Middle and Upper Primary:

- Read timetables for buses, trains, TV shows etc.
- Explore budgets and costing in a range of settings such as groceries, menus and paid activities/events
- Display a chart of basic multiplication facts somewhere in the house
- Incorporate games involving numbers and maths into playtime, for example board games involving money, time, problem-solving and logic
- Don't jump in with the answer to the problem straight away. Rather, encourage you child to think for themselves and work through the steps of the problem together if necessary



WAYS TO SUPPORT YOUR CHILD WITH ICT USE

In today's world, new technologies are available every day. As a primary school, we must find a balance between embracing technology in our classrooms and the other important aspects of our curriculum.



Our role is to prepare our students for the future. This must include learning to use computers and devices but also giving students the skills to conduct themselves in a safe and responsible way in digital conversations. In addition to our specialist ICT program, we also offer two after school groups where students can learn additional ICT skills. 'Coding Club' is held on a Tuesday from 3pm to 4pm and is suitable for students in Year 4-6, whilst our 'Technology Club' is held on a Thursday from 3pm to 4pm and is open to students in Year 1-3.

Hints and Tips to Help Home Discussions

- Chat regularly with your children about technology and how each of you are using it. Be interested in each other's online adventures!
- Stay safe and well-supported online by using technology in shared spaces in your house.
- Share websites of interests with your children and spend time visiting these sites together so that you have some knowledge of their online travels.
- As a family, agree upon your family's acceptable and safe use of technology. Each family member needs to have input into the agreement and all technologies should be discussed.
- Travelling around online is a little like travelling around offline. You need to think about your online safety. Talk to your children about where they have been and for how long.
- Sometimes it is hard to talk to each others about concerns or problems, online or offline. If one of your children is behaving differently, talk with them about it.
- Remind your children that friends are great to have and whilst we all enjoy spending time with them, we need to remember that people can pretend to be whomever they want online so its best to only have online friends who you also know offline.
- Change passwords regularly! Never share your password with anyone.

- Make sure your children are aware that it is their responsibility to monitor and manage their digital reputation – they must treat others how they would like to be treated, both online and offline.
- Encourage your children to ask for help if someone is saying or doing things online or offline they know is not right. Encourage them to find better ways to express how they are feeling. Remind them that what they put online stays there **forever** so it's important to think carefully before you post.
- Set some ground rules around your child's online activities. Most importantly, remind your children they should never, ever agree to meet someone offline who they have met online. If someone asks them to meet with them, they need to tell you, or another adult they trust.



throw
kindness
around
like confetti



WE RISE
BY LIFTING
OTHERS

THANK YOU

Thank you for taking the time to read our *Positive School parent Guide*.

Remember – we always have your child's best interests at heart and they are at the centre of everything we do.

If there's any way we can support your child to make their learning experience an even better one at Clarkson Primary School, please contact us.



Clarkson Primary School

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(08) 9305 1800

www.clarksonprimaryschool.com.au