Acting Principal’s Message:

Week 10!
As I write, Mrs Cuthill is enjoying well-deserved leave in Paris. From photographs that she’s shared so far, it looks like she’s having a fabulous time! She will be back at Collingwood Park at the start of Term 4.

By the time you read this newsletter we will be close to the end of a very busy week at the end of a very busy term. Year 2, 3 and 4 are approaching the end of their block of six swimming lessons at Goodna Aquatic Centre and I am told that they have made excellent progress. Thank-you to the teachers, aides and parent volunteers who helped with this program. Students in Prep to Year 3 have also enjoyed their Junior Picnic Games this week – thank-you to Mr Downes for the organisation of this fabulous event, to the teachers and teacher aides who made everything run so smoothly and to all the parents who were able to come along to support and cheer on our youngest athletes!

Rewards Day
On Friday, I am looking forward to awarding the Term 3 CARE Bands to those students who have demonstrated our CARE values this term. All students will receive either a certificate to congratulate them on their level of behaviour or a letter outlining the goals they need to work on next term. Whether your child receives an award or an ‘improvement’ letter, please discuss their behaviour with them and remind them specifically (as we do in school) about the behaviours they need to demonstrate.

Children sometimes tell me that they should “be good”. When I ask them what this looks like they often tell me what they should not do, e.g. “don’t call out”. The problem with this is that focusing on not doing something actually makes it harder to not do it. Here’s an example: Don’t scratch your head … no really… DON’T scratch your head. Reader – I’m talking to you now – Please don’t scratch your head. I’ll bet that, as you read this, some of you did scratch your head and most of you at least thought about
whether your head was itchy when you hadn’t been thinking about your head at all beforehand. We are always more likely to see appropriate behaviour if we explicitly talk about what that behaviour is rather than what it isn’t. For example, instead of saying “Don’t run on the concrete” we can say “Walk on the concrete”. The desired behaviour is the thing we should be talking about whether at school or at home.

How much screen time?
As we approach the holidays, our thoughts (and the thoughts of our children) turn to what they’ll be doing during the school break. My own son is apparently looking forward to playing more computer games. His statement led me to reflect on a common parental concern – how much screen time is too much?

I haven’t met a child yet who does not love to play on a computer or tablet. There are many fantastic educational games available and we make use of some of these in school just as I’m sure most parents allow or encourage their children to play them at home. However, we also hear concerns raised in the media about the effects of too much screen time – the effects of less active play as a result of more virtual play and concerns too about the effects on brain development. So what’s all the fuss about and how much is too much?

If, like me, you have a child who loves playing on the computer / tablet / play station etc., then you may be interested in the article below. The author, Dr Liraz Margalit, writes for an American audience but the points made are just as relevant to Australian children. I hope you find it useful

Whatever you are doing during the school holidays I wish you a happy and relaxed break from the school routine and look forward to seeing you and your children again for the first day of Term 4: Tuesday 4th October.

Screen time is an inescapable reality of modern childhood, with kids of every age spending hours upon hours in front of iPads, smartphones and televisions.

That’s not always a bad thing: Educational apps and TV shows are great ways for children to sharpen their developing brains and hone their communication skills—not to mention the break these gadgets provide harried parents. But tread carefully: A number of troubling studies connect delayed cognitive development in kids with extended exposure to electronic media. The US Department of Health and Human Services estimates that American children spend a whopping seven hours a day in front of electronic media. Other statistics reveal that kids as young as two regularly play iPad games and have playroom toys that involve touch screens.

Saturation and long-term consequences
When very small children get hooked on tablets and smartphones, says Dr. Aric Sigman, an associate fellow of the British Psychological Society and a Fellow of Britain’s Royal Society of Medicine, they can unintentionally cause permanent damage to their still-developing brains. Too much screen time too soon, he says, “is the very thing impeding the development of the abilities that parents are so eager to foster through the tablets. The ability to focus, to concentrate, to lend attention, to sense other people’s attitudes and communicate with them,
to build a large vocabulary—all those abilities are harmed.”
Put more simply, parents who jump to screen time in a bid to give their kids an educational edge may actually be doing significantly more harm than good—and they need to dole out future screen time in an age-appropriate matter.

Between birth and age three, for example, our brains develop quickly and are particularly sensitive to the environment around us. In medical circles, this is called the critical period, because the changes that happen in the brain during these first tender years become the permanent foundation upon which all later brain function is built. In order for the brain’s neural networks to develop normally during the critical period, a child needs specific stimuli from the outside environment. These are rules that have evolved over centuries of human evolution, but—not surprisingly—these essential stimuli are not found on today’s tablet screens. When a young child spends too much time in front of a screen and not enough getting required stimuli from the real world, her development becomes stunted.

And not just for a while. If the damage happens during these crucial early years, its results can affect her forever.

Much of the issue lies with the fact that what makes tablets and iPhones so great—dozens of stimuli at your fingertips, and the ability to process multiple actions simultaneously—is exactly what young brains do not need.

Tablets are the ultimate shortcut tools: Unlike a mother reading a story to a child, for example, a smartphone-told story spoon-feeds images, words, and pictures all at once to a young reader. Rather than having to take the time to process a mother’s voice into words, visualize complete pictures and exert a mental effort to follow a story line, kids who follow stories on their smartphones get lazy. The device does the thinking for them, and as a result, their own cognitive muscles remain weak.

**Trouble making friends**
The brain’s frontal lobe is the area responsible for decoding and comprehending social interactions. It is in this corner of the mind that we empathize with others, take in nonverbal cues while talking to friends and colleagues, and learn how to read the hundreds of unspoken signs—facial expression, tone of voice, and more—that add color and depth to real-world relationships.

So how and when does the brain’s frontal lobe develop? Not surprisingly, the most crucial stage is in early childhood, during that same critical period, and it’s dependent on authentic human interactions. So if your young child is spending all of his time in front of an iPad instead of chatting and playing with teachers and other children, his empathetic abilities—the near-instinctive way you and I can read situations and get a feel for other people—will be dulled, possibly for good.

**Life has no on/off switch**
Have you ever seen a mother chuckle as her baby tries to “swipe” a real photograph, or punch their fingers onto a poster or book as if it were a touchscreen? It may seem cute, but
it points to something much deeper in the child’s brain—an internalization that all actions have an immediate effect, and all stimuli elicit a quick response.

This is true in the on-screen world, but nowhere else. When every finger swipe brings about a response of colors and shapes and sounds, a child’s brain responds gleefully with the neurotransmitter dopamine, the key component in our reward system that is associated with feelings of pleasure. Dopamine hits in the brain can feel almost addictive, and when a child gets too used to an immediate stimuli response, he will learn to always prefer smartphone-style interaction—that is, immediate gratification and response—over real-world connection.

This pattern mimics, in a less intense manner, the dangerous cycle psychologists and physicians regularly see in patients with drug and alcohol addictions.

**Don’t trash those tablets for good**

Despite the danger that overexposure to smartphones can pose for young brains, there are a lot of benefits to letting little ones use technology. Once a child is over the age of two, feel free to allow limited screen time—think an hour, max, of playing with tablets and iPhones each day—to help develop coordination, hone quick reactions, and even sharpen language skills. As with all the other toys and tools available to your developing child, smartphone use should stay in moderation, and never stand in for human interaction or real-world face time.

The bottom line? Power off regularly to help your child understand the clear boundaries between the virtual world and the real one.


“We acknowledge the Traditional Custodians of the land on which we work, travel and live. We pay our respects to the Elders, their Ancestors and Future Generations”.

**Jill Rutland**

Acting Principal

---

**TUCKSHOP ARRANGEMENTS FOR SCHOOL SWIMMING DAYS**

School swimming will take place on Monday 5th & 12th, Wednesday 7th and 14th and Friday 9th and 16th September for Year 2, 3 and 4 students.

**Year 4 students will be able to order both lunches at the tuckshop as normal.**

**Year 2 and 3 students will only be able to order 2nd lunch.**
Hassle-Free Healthy Lunch Box Tips with Belinda Smith.

I recently asked mum’s about what packaged foods they commonly include in lunch boxes. By far the most common response was the muesli bar. I can totally get that - they are convenient, you can buy them in boxes of 4 or more and the kids love them (of course they do, the sugar content is designed to make them addictive - it’s classic Mad Food Science in action!).

Now I’m on a mission to share with you simple recipes to help replace the packaged muesli bar. Recipes that make lots of ‘bars’ (more than you can get in a box) that taste great and aren’t laced with lots of sugar and other additives or preservatives.

**Chewy Banana Muesli Bar**

Dairy, egg and refined sugar free. This one has a great mix of carbohydrates, proteins and fats, so will give energy and keep your child fuller for longer.
Visit [http://rootcau.se/1b](http://rootcau.se/1b) for the recipe.

**Oat Muesli Slice**

This is a great introduction muesli bar. Very easy to make, still uses refined sugar and it’s always a hit even with Dads!
Visit [http://rootcau.se/1c](http://rootcau.se/1c) for the recipe.

**Granola Bars Basic Recipe**

This is a recipe from a great site called Super Healthy Kids. It’s got a bit too much sugar for my own families tastes, but I’m sharing for those who are just venturing into replacing the packaged muesli bar.

These Hassle Free Healthy Lunch Box Tips are brought to you by Bel Smith, Health & Wellness Coach. For more lunch box inspiration and a FREE eBook, subscribe via email at therootcause.com.au.
NEXT MEETING:
11th Of October
7.00 pm in the library

TUCK SHOP
CAN YOU HELP??
For the tuckshop to run smoothly we would love to have at least 2 volunteers each day:
We are looking for volunteers for Term 4 – if you can spare just a few hours please contact
Karen ☎️ 0439830078
The tuckshop will be changing to healthy options as stipulated by Education Qld - some helpful links to understand the new smart choice strategies:
Education Qld Gov
P&C QLD

Tuck shop Online Ordering
If you are ordering tuckshop online please make sure that you have updated your student’s class

Uniform Shop
Monday & Thursdays
8.30 am – 10.30 am

School Banking
Every Friday in the Hall
From 8.00am to 8.30 am

Breakfast Club
Monday, Tuesday, Thursday and Friday in the hall
from 7.30 am – 8.20
Sponsored by the Goodna RSL!!

EVENTS

Sub Committees
- Volunteers Welcome -

Events Committee - will meet
6th of October - time - TBC -
Please join us to plan upcoming events 🤝
Email: cpss-pnc-admin@bigpond.com

OSHC Committee - meets every 1st Thursday of the month at 1630 @ OSHC – Next meeting: 6th of October

Fundraising: taking place by the P&C

Upcoming Events

*Rescheduled due to bad weather*

Car boot Sale
16th of October - on the oval
Drinks & Sausage sizzle available

Movie fundraiser – date – TBC
Disco – Disco – Disco – date – TBC

Carols by Torchlight
6th of December – 4.00PM – 8.00PM
$25 armbands
RIDES / FOOD / ENTERTAINMENT
Get yours from the 25th of July onwards

VACATION CARE IS TAKING BOOKINGS!!

Please enrol your children for vacation care at OSHC to avoid disappointment.

Please ensure you pack morning tea and lunch for your child – sun safe clothing and enclosed shoes

Coordinator - Rebekah Goodie
Phone - (07) 3381 4317
Mobile Number TBA
Email: cpss-oshc@outlook.com

Vacation Care will be on from 6am – 6pm throughout the holidays.
Lots of fun is planned and programs are available from OSHC.
# 2016 Yearbook Advertising

If you would like to advertise your business in the 2016 student yearbook, or if your family would like to sponsor a page, please contact Mel Smith on 3381 4333 or return this portion of the newsletter to the office.

If you know of a business that might be interested, please let them know.

- YES, I am interested in advertising in the yearbook or sponsoring a page.
- I would like someone to phone me to discuss my options.

**NAME:** ____________________________ **Phone:** ____________________________

---

## AUGUST/SEPTEMBER 2016

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td>23</td>
<td>30</td>
<td>23</td>
</tr>
</tbody>
</table>

**OCTOBER 2016**

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
</tbody>
</table>

**Term 4 Term Commences**

**STUDENT FREE DAY**
As we come to the end of yet another term, I would like to acknowledge the hard work performed by the CARE Crew Team. I recognise that the CARE Crew requires substantial commitment and effort and that it can be tiring to continue with such towards the end of the term, but we believe in you and your dedication. I look forward to working with you all again in a refreshing new term.

I hope that the CARE Crew, CPSS students and staff all have a rejuvenating and enjoyable break. I myself, have always relished having extra time with my daughter in the school holidays and particularly delighted at not having to invent favourable school lunches J Whatever the school holidays may bring, take care to ensure that I am greeted with happy smiling faces upon your return.

HAPPY HOLIDAYS!

We’re on the Web........
www.collparkss.eq.edu.au
https://www.facebook.com/CollingwoodParkSS/