

From the Principal's Desk

A Warm Welcome Back

I hope all families enjoyed a restful winter break and that our students have returned feeling refreshed and energised, ready to embrace the term ahead. As I visited classrooms this week, it was a joy to hear students share their holiday highlights - whether it was a staycation, an adventure abroad, or simply enjoying time with family and friends, the stories were heartwarming.

Term 3 is shaping up to be a vibrant and eventful term, beginning with the **Tricky Talks Family Information Evening** this **Thursday 24th July**, facilitated by **Interrelate**. These sessions are a valuable opportunity for parents to support their children through key developmental milestones - please see the school app for bookings and further information.

We have many exciting events to look forward to, including Education Week Open Day, the K-2 Sports Fun Day, 3-6 Athletics Carnival, School Fun Run – Colour Run, Premier's Sporting Challenge, Jump Rope for Heart, Book Week celebrations, and of course, our School Production: *Gone Bush*. Keep an eye on the school app for regular updates and details as the term unfolds.

Congratulations to Finlay B-F, class 4W who came 4th today in the State Cross Country Carnival.

The Anxiety Project

Thank you to those who attended our recent Anxiety Project Parent Information Sessions - your engagement and feedback were greatly appreciated. A special thanks to Implementation Coach Bre Langer, who led refresher training for staff during Monday's Staff Development Day, equipping our teachers with updated strategies and tools as we prepare to deliver the lessons in classrooms this term.

The units of work will support students in developing a deeper understanding of brain function, building self-regulation strategies, and learning techniques to face life's everyday challenges with resilience and confidence.

From this week onwards, we'll be including an Anxiety Project feature article in each newsletter. This week's article introduces our focus on fostering a "have-a-go" culture at Clovelly - encouraging students to try new things, embrace mistakes, and build confidence through practice.

Warm regards

Rhianna Grentell
Acting Principal

Principal's Awards

3M	Maya S	1B	Ethan M-I
3M	Alex V	1S	Jimmy B
5/6B	Isla S	1S	Osian D
4A	Stella W	1S	Maddie S
3C	Eddie C	1S	Marty W
3C	Mackenze H-H	1S	Akira E
5/6M	Eilidh S		
5/6M	Frankie G-S		
4W	Noah K		





Creating a 'have a go' culture at Clovelly Public School

If the flip side of anxiety is resilience, how can parents, school teachers and school staff work together to foster resilience in students?

It could be as simple as creating a 'have a go' culture at our school. The Harvard Center on the Developing Child says "the essence of resilience is a positive, adaptive response in the face of significant adversity"[1], something that would set any child up for success in the future. However, fostering resilience in today's risk-averse society can be a challenge. By adopting a 'have a go' culture at Clovelly Public School, we will be setting children up to try, experience and sometimes fail at new experiences. What is this doing for a child? Building resilience thinking skills and capabilities.

In the 1980s researcher, Carol Dweck noticed that some children responded differently to challenges than other children. She saw that in the face of challenges and adversity, some children were more prone than others to 'give up'. Dweck coined the idea of the 'growth mindset' and the 'fixed mindset'. Children with a 'growth mindset' were more likely to see challenges as opportunities for growth, were more likely to persevere even in the face of adversity and were more likely to accept that they would sometimes fail. Children with a fixed mindset often believed strictly in natural 'abilities' or 'talents' and were more likely to give up in the face of adversity. Teachers and significant adults in a child's life can teach a child to alter their mindset and encourage them to a 'growth mindset'.

A central element of The Anxiety Project is for the students to be brave, to 'have a go' - and not avoid difficult tasks or situations, which are within their ability to cope with. Our staff have been engaging in professional learning developed by psychologist Michael Hawton, which highlights how the behaviour of significant adults - such as teachers and parents - can sometimes inadvertently encourage students to avoid challenges that they are capable of handling, ultimately hindering their development of resilience.

It is important for us to instill a 'have a go attitude' or growth mindset in children. We can do this by shaping the way that they view challenges and setbacks and encouraging them to learn from their mistakes. A child's development of healthy brain architecture is constructed by 'serve and return' conversations that a child has with significant adults in their life. We are learning that teachers and parents can help a child build resilience thinking skills when facing adversity.

Here are a few of our top tips from what we are learning and doing to create a 'have a go culture' in our school:

1. Use failures as an opportunity to learn. When children experience failure, try to avoid fixed mindset reinforcement like 'Not everyone can be good at Maths'. Instead, ask curious questions with the child, 'What can we learn from this? What could we do better next time? What other resources could I give you to learn the content better?'
2. Use SBI – Situation, Behaviour, Impact. SBI is an alternative to praise that effectively reinforces the growth mindset. As a parent, you acknowledge the:
Situation: 'I noticed you were a bit scared about jumping in the pool'
Behaviour: 'But you did it anyway, with Molly holding your hand'
Impact: 'And now I can see you're having a great time swimming with Molly'.
3. Remind children that good things take time and perseverance – we're not going to be great at everything straight away. When children get frustrated that they can't accomplish a concept straight away, remind them that good things take time, all things are difficult without practice, and no one is instantly amazing at anything. Instill in them a 'have a go' attitude that will see them through to adulthood.
4. Support the school's efforts to help your child's resilience.
 - Talk with your child's teacher and Implementation Coach about The Anxiety Project at your school.
 - Instill in your child a 'have a go' attitude that will see them through to adulthood.
 - Avoid prematurely jumping in to fix school-based problems that are within your child's ability to solve.
 - Take part in parent training sessions to build your understanding and confidence in supporting your child's growth.

Bre Langer & Rhianna Grentell
Anxiety Project Implementation Coaches

NAPLAN Student Report

This week, parents and carers of students in years 3 and 5 would have received a report on your child's performance in the National Assessment Program – Literacy and Numeracy (NAPLAN) tests, held in March this year. NAPLAN assesses aspects of literacy include reading, writing, spelling, grammar and punctuation, as well as numeracy. In recent years there have been some changes to the NAPALN results which are explained below:

What has Changed in NAPLAN?

From 2023, proficiency standards replace the previous reporting of student NAPLAN results that used numerical bands and the national minimum standard. Proficiency standards describe what students are expected to know and should be able to do in literacy and numeracy at the time of NAPLAN.

What NAPLAN assesses has not changed. Page 4 of the individual student report provides a more detailed summary about what students know and can do within each of the proficiency levels. Further information is available at www.nap.edu.au.

What are the Proficiency Standards?

Student's results are measured against 4 levels of proficiency:

- **Exceeding:** The student's result exceeds expectations at the time of testing.
- **Strong:** The student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** The student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

Please remember that NAPLAN results are just a snapshot from a one off assessment and should be considered together with school-based assessments and reports.

How to read the student report

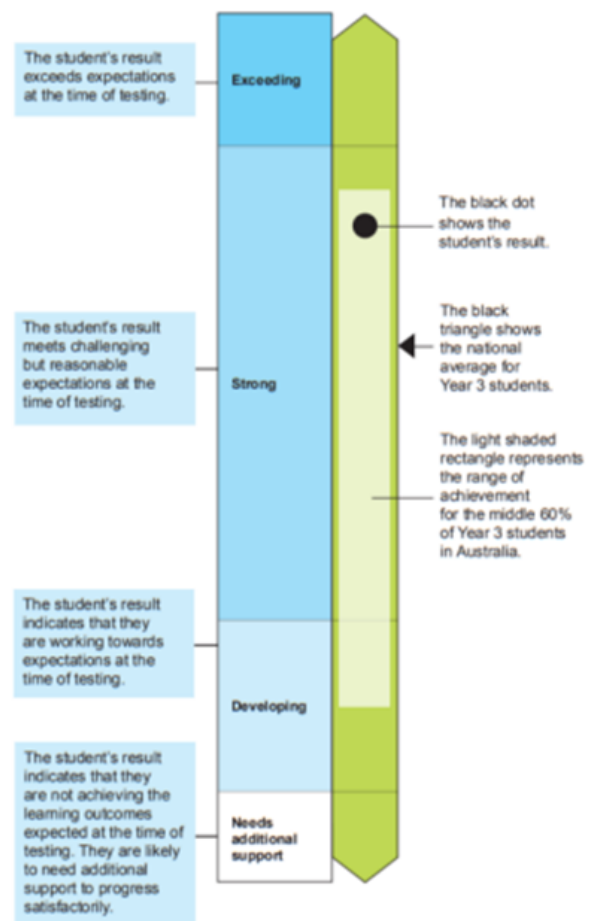
A student's result is shown on an achievement scale for each assessment area. Below is an **example** only of the scale.

Your child's results are shown on the inside pages of this report.

The achievement scale represents increasing levels of knowledge, understanding and skills demonstrated in the assessments.

Your child's results are shown by a **black dot** on each scale, along with:

- **proficiency levels** representing what students know and are able to do, at the time of NAPLAN testing (blue column)
- **the national average** (black triangle)
- **the range of achievement** for Year 3 students (light shaded rectangle).



Morning Drop-Off: The Importance of a Quick Goodbye

As we embrace another exciting school term, we want to take a moment to remind everyone about the importance of morning drop-off routines. A quick and positive goodbye can make a significant difference in your child's day!

Taking just a moment to say goodbye helps your child transition smoothly into their school day. It reassures them that you are confident in their ability to navigate the school environment independently. This practice not only fosters their self-esteem but also encourages them to develop social skills and resilience as they interact with their peers and teachers.

We also kindly ask that parents refrain from following their children into the school buildings during drop-off. This helps create a clear boundary that allows children to feel secure in their independence. It also ensures a smoother flow of traffic at the entrance, making it easier for everyone to start the day positively. Thank you for your cooperation and support in helping our students thrive. Let's work together to make each morning a wonderful beginning to their educational journey!

Clare Hanoumis
Deputy Principal (Rel)



Celebrating

100 Days of Kindergarten

WEDNESDAY JULY 30TH
(TERM 3, WEEK 2)

Kindergarten students are encouraged to come to school dressed in theme to celebrate 100 Days of School!

We have been keeping track in class and are so excited to celebrate this milestone.
See inspiration photos below.



clovelly-p.school@det.nsw.edu.au 9665 6710



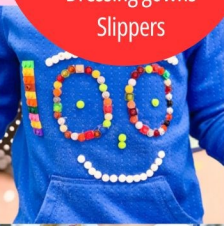


Inspiration



100 years old
Baby powder in hair
Rollers, curlers
Glasses/ Beards
Dressing gowns
Slippers

100 Items
Items on a shirt
The number 100



Hundreds and Thousands





clovelly-p.school@det.nsw.edu.au 9665 6710



STAGE 2 DIORAMAS

On Thursday 3rd July, the school hall transformed into a vibrant showcase of creativity, learning, and environmental awareness as Stage 2 students presented their dioramas to the rest of the school. The theme of the presentation was conservation of endangered animals and their habitats, and each student crafted a detailed box model of a habitat for an endangered species of their choice.

From the dense, misty rainforests of the Amazon to the icy expanses of the Arctic, the dioramas brought to life the fragile homes of some of the world's most vulnerable animals.

Students worked for several weeks to research their chosen animal, study its environment, and recreate it using cardboard, paint, clay, natural materials, and recyclables. Each project was not only a work of art but also a lesson in ecology, geography, and the importance of protecting our planet.

Throughout the day, classes from all stages walked through the hall, admiring the displays. Stage 2 students stood proudly beside their work, ready to explain the significance of their habitat and the challenges faced by their animal. Visitors were impressed by the level of detail and knowledge shared by the students. Stage 2's hard work inspired the whole school to think more deeply about conservation and how we can make a difference.



School Counsellor's Corner

Parental Separation – Part 1

Parental separation is a common occurrence in society. You may have gone through your own experience of this, or, you know somebody who has. This (and the following two) fortnight's School Counsellor's Corners will be looking at this topic and aims to provide information that will help parents support their child's needs after separation.



Separation is a difficult time for both children and their parents. For children and adolescents, the processes of experiencing their parents' separation, of learning to alternate between households, and of potentially moving schools or neighbourhoods can be very unsettling. For adults, navigating the social, emotional, mental, and financial processes of separation can be stressful. Every parent wants the best outcomes for their child, and this would have played a factor in the decision-making process of separation. However, parental separation often initially, leads to an increase in parental conflict and it can be difficult to focus on your children's long-term wellbeing when you are upset. Understanding the impact of family separation or divorce on your child is important in helping them cope.

Children's reactions to family separation & divorce

Most children find the separation of their parents a difficult and stressful time. In some cases, there may have been a long period of tension and conflict before the parent's separation so there may have been some warning. For others, the parent's decision to separate may come as a complete surprise, with children having been unaware of the problems their parents were having. Whatever the situation, the decision to separate usually means big changes for family life. Your child might be sad and upset and it's okay for them to feel this way. It will help them to know (from you) that it is a difficult time for everyone and that you also feel sad. Some common fears and worries expressed by children whose parents are going through separation or divorce include:

- Fears of abandonment – "Mum/Dad might stop loving me like she/he stopped loving Dad/Mum."
- Self blame – "It's my fault that Mum and Dad have separated. If only I had behaved better, they wouldn't have split up."
- Worries about the stresses of living in single parent families – "Where will we live? Will I have my own room?"

Behaviours

Children are often unable to verbalise and express their feelings as adults may do. Children's behaviour often communicates or provides a clue to what is going on in their inner world. E.g. a young child who is feeling angry and left out may express this feeling by hitting another child or their loved pet. Understanding the feeling (reason) behind the behaviour can help parents with supporting their child to find a solution. Children respond behaviourally at different ages depending on their development (see table).



Age	Things to Consider	What to watch for
Infants (0-18 months)	Consistency of caregivers, environment and routine. Emotional connection with caregiver. Dependence on caregiver for basic needs. Nurturing and love. No sense of time to understand separations.	Sleeping changes. Eating changes. Clingy behaviour/difficulty separating/poor response to soothing.
Toddlers (18 months-3 years)	Consistency of caregivers, environment and routine. Fear absent parent has disappeared. Nurturing and love. Concern about security (who will take care of me?).	Increased crying. Trouble getting to sleep/nightmares. Demanding to be fed by parent instead of feeding self. Changes in toilet habits. Increased anger (tantrums, hitting, etc). Clinging to adults or security objects.
Pre-schoolers (3-5 years)	Fear of being abandoned/rejected. Doubts he/she is lovable (did mummy/daddy leave because I'm not good enough?) Blame themselves for what happened (did I cause this because I was bad?) Limited understanding of world (egocentric, magical thinking).	Regression in sleeping/eating/talking. Clingy behaviour/difficulty with separation. Increased anger or disruptive behaviour (maybe hyperactivity). Increased passivity (overly compliant).

Age	Things to Consider	What to watch for
Young school age children (6-8 years)	Yearning for absent parent. Fantasies about parents getting back together. Loyalty conflicts. Concern about parent's well-being. Guilt that they are responsible for the separation. May try to distract parents fighting by own aggressive behaviour.	Sadness, grief, crying, sobbing withdrawal. Fear of losing relationship with parent. Fear of losing order in their lives. Feelings of being deprived. Anger and increased aggression (including hyperactivity). Difficulty playing and experiencing pleasure.
Older school age children (9-12 years)	May see things as black and white: one parent is right, the other is wrong. May feel shame or embarrassment about parent's separation. May feel the separation threatens their own identity. May feel need to overcome a sense of powerlessness. May feel loyalty conflicts.	Physical complaints (headache, fatigue, stomach ache). Intense anger, especially at parent they see as to blame. Alignment with one parent against the other. Difficulty with peers, poor school performance. Difficulty playing and experiencing pleasure.
Adolescents (13-18 years)	May be distressed if parents are unable to provide needed support and limits. Already stormy relationship with parent may be intensified. Premature or accelerated independence. May be asked to assume responsibilities at home that pull them away from peers.	School problems, difficulty concentrating, fatigue, etc. Acting out emotional distress through sex, drugs, petty crime. Internalising emotional distress: depression. Anxiety over intimate relationships. Grief over loss of family and childhood. Becoming distant and aloof from family.

Sometimes children appear to be coping with things but then appear to go backwards and difficult behaviours emerge. This may be because the implications of the separation are becoming clearer to them, and they are going through some stages of grief. Children can grieve for quite a long time following their parents' separation.

Important Note:

Whilst there is no doubt that the experience of family separation is stressful, it is also clear from the increasing amounts of research into the effects of family separation from Australia and abroad that the **majority of children fare well after separation and are emotionally well adjusted**. While children report that the experience of divorce and the years following it are painful periods in their lives, they do manage to survive these times and go on to lead normal lives. Family separation can be a better alternative than continuing to live in an intact family where there are high levels of tension and conflict. Key research findings from Australia (Australian Institute of Family Studies, 2020) suggest:

- Most children are faring well after separation according to their parents.
- Children in families affected by family violence are less likely to be doing as well as those in families not affected.
- Children and young people want their views to be considered and taken seriously by parents, and where applicable, by family law professionals, especially when safety concerns are raised.

See next fortnight for ***What helps Children deal with Separation?***

Rachel Berezovsky
School Counsellor & Registered Psychologist

Credit/ sources:
Australian Institute of Family Studies
betterrelationships.org
raisingchildren.net.au

From the Library



Dear Parents & Carers

You are cordially invited to attend Book Week Parade on Thursday, 21st August, starting at 9:30 am in the North Playground.

We are looking forward to seeing what wonderful creations the students will be wearing for their favourite book character.

Also, just a reminder that the students will be welcoming the author, Belinda Murrell, to speak with them on Wednesday, 20th August. Thank you if you have already signed the online permission form on the parent portal. The cost of this event has been included on the Term 3 statement.

Mrs Levi

Dorothea Mackellar Poetry Awards

During Terms 1 and 2, students from Year 3-6 were selected to participate in the Dorothea Mackellar Poetry Awards.

The Dorothea Mackellar Poetry Awards seek to capture the imaginations of school students across Australia, inspiring them to express their thoughts and feelings through the medium of poetry in their pursuit of literary excellence.

Following lessons on poetry skills and devices, students crafted poems independently and in groups to submit for the competition. Submissions were made at the end of last term.

The 30 entries are currently being compiled in a booklet and will be available for viewing in the library within the next couple of weeks.



Congratulations to:

Stage 2 students: Rosie, Billie, Isla, Connie, Aya, Celeste and Charlotte TD

Stage 3 students: Julien, Josephine, Leah, Sunday, Juno, Etta, Ella, James and Oisin

Shewglie Farm

The sweet morning dew twinkles like stars,
Left over from the night sky,
Gently scattered across the frosty Scottish landscape.

The fragile puddles are a clock,
Slowly ticking as the warm winter's sun rises up
Over the crisp horizon,
Carefully melting them away.

The lawn mowing sheep,
Warm in their winter protective coat of fluff,
As soft as a daytime cloud.

And Spot, the barking officer,
Rounding all the misbehaved animals back into their cosy barns
Before night-time comes again.

Etta, Year 6

The Reef

As soon as I dive off the boat,
It is a new world,
Shimmering schools of fish dart under colourful coral.
The gentle current tugs on the soft, silky seaweed.
Prickly sea urchins hide in small holes
Like kids playing hide and seek.
The warm rays of sunshine through the clear, aqua water.
An ancient turtle gracefully glides past me as I go up for another breath.

Rosie, Year 3

All the Beautiful Things

Running, hand in hand,
Hair flying back like a plane,
Feet crunching,
Wet leaves squelching,
Waves rushing,
Wind shushing,
Here in the quiet Gordons Bay.

Seagulls chirp,
Sea spray sprays,
Remembering times, those other days,
Where me and Milly were having fun,
Laying under the lava sun.

Skipping lanes,
Playing dolls,
Growing up,
Setting goals.
We always come here, it is our place,
In the morning, sewing lace.

Sitting, sighing,
Kicking sand,
God all bless the ocean band.
Playing shells,
Playing flute,
Playing crab,
Munching fruit.
We always come here, it's our place,
It's our connecting, calming space.
Here in the quiet Gordons Bay.

Charlotte TD, Year 4

Mrs Levi, Facilitator for Dorothea Mackellar Poetry Awards



Mid Year Concert

On Thursday 26th June, the Clovelly bands came together for this year's Mid-Year Concert. Training Band opened the show, followed by Intermediate Band, Senior Band then closing the show with our fantastic Stage Band. The hall was packed with smiling audience members and it was widely agreed that the event was a huge success.

Thanks go to Murray Jackson who leads the band programme and the members of the Friends of the Band Committee, who, along with some additional parent helpers, ensured that the night ran smoothly.

Eleanor Cargill
Band Liaison

Calmsley Hill Farm Excursion

On Monday 30th June, all of Kindergarten visited the Calmsley Hill City Farm. We had so much fun and saw so many exciting things! Here are some samples of our favourite things that we did and saw:

"I liked the petting zoo where we got to pat the cute baby goat. It was so soft." - Zoe, KS

"My favourite part of the day was going on the big tractor ride." - Brok, KS

"We got to milk a real cow. It was so cool." - Abby, KS

"My favourite thing at the farm was watching the dog show." Judah, KDW

"I like going on the tractor ride, it was so fun." Henry, KDW

"I loved milking the cow." Cami, KDW

"I liked milking the cow because my Uncle Daryl has a dairy farm." - Willow, KL

"I loved when the mouse cuddled up in the hole." - Ziggy, KL

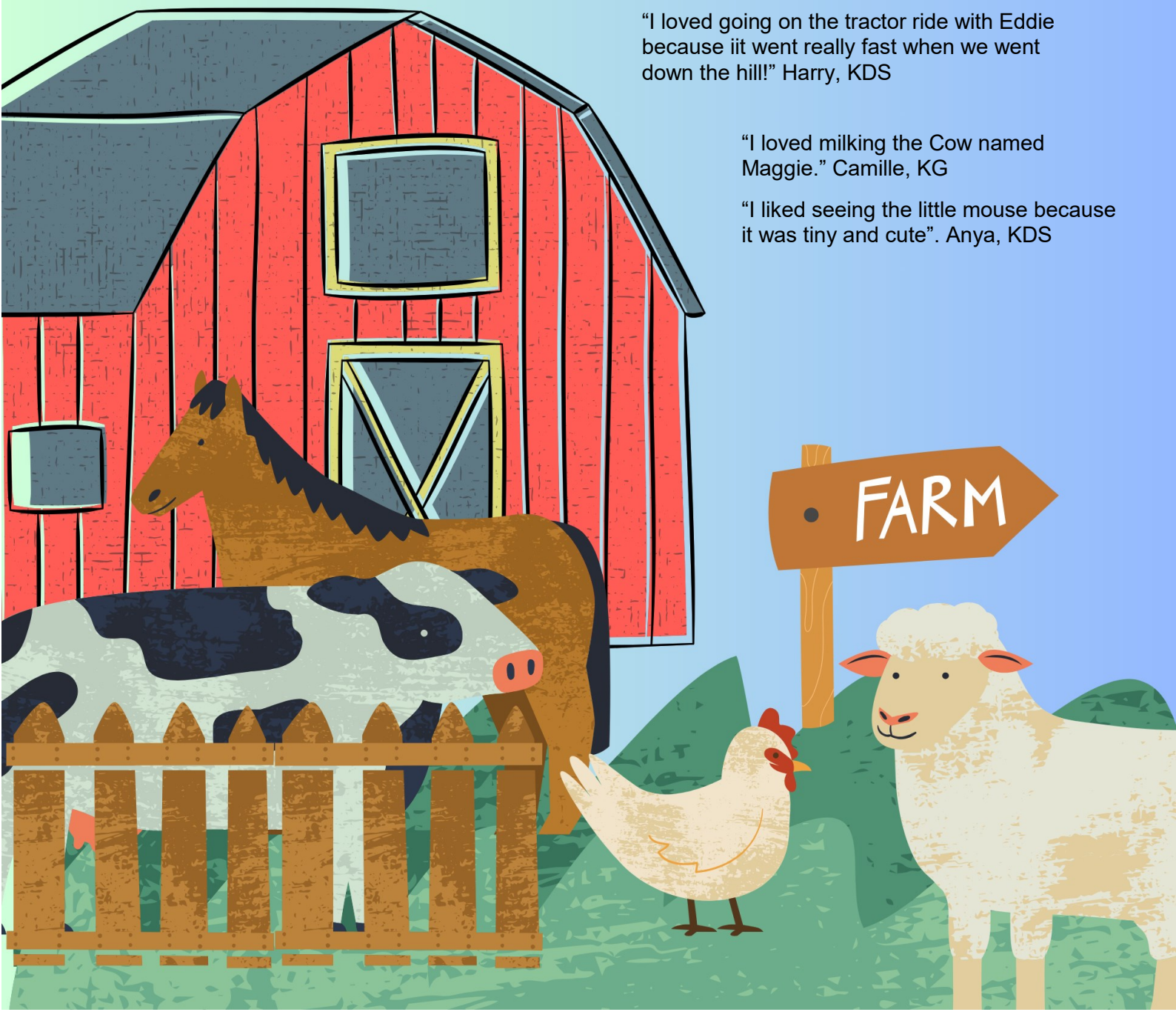
"The Sheep's hair is wooly." Odinn, KG

"The tractor ride was bumpy and so dusty." Lachlan, KG

"I loved going on the tractor ride with Eddie because it went really fast when we went down the hill!" Harry, KDS

"I loved milking the Cow named Maggie." Camille, KG

"I liked seeing the little mouse because it was tiny and cute". Anya, KDS



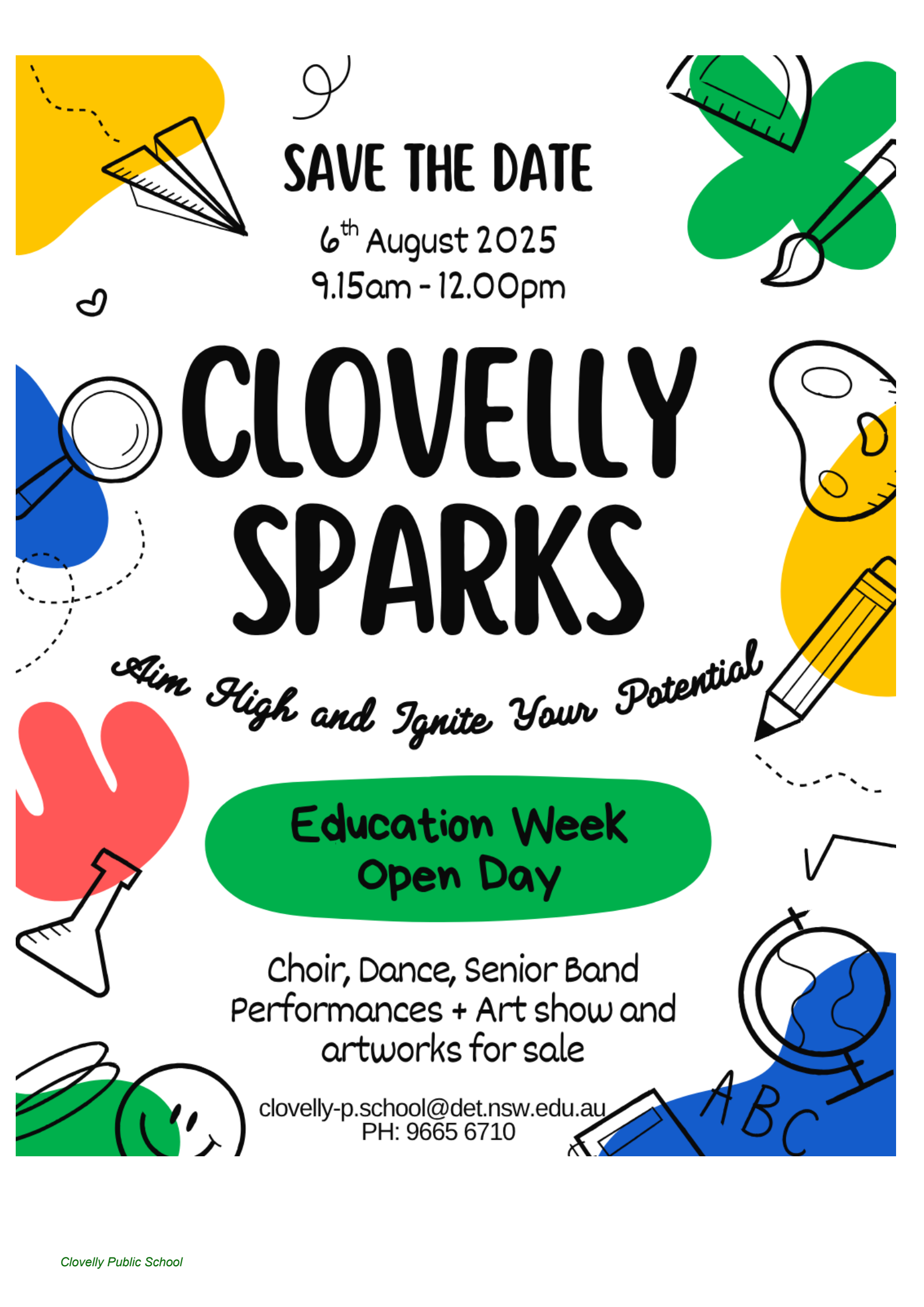












SAVE THE DATE

6th August 2025
9.15am - 12.00pm

CLOVELLY SPARKS

Aim High and Ignite Your Potential

Education Week
Open Day

Choir, Dance, Senior Band
Performances + Art show and
artworks for sale

clovelly-p.school@det.nsw.edu.au
PH: 9665 6710

Clovelly Public School
2025

EDUCATION WEEK

AIM HIGH AND IGNITE YOUR POTENTIAL

Monday

When I Grow Up...
Dress as who you want
to be when you grow up.

Tuesday

Peer Tutoring...
Teaching our buddy
classes our favourite
maths games.

Wednesday

Clovelly Sparks...
Open Day - See attached
flyer for schedule of
events.

Thursday

Athletics Carnivals...
3-6 Hensley Oval All day
K-2 School 9-11am
See school app for more info

Friday

Closing Ceremony...
Stage Assemblies to
celebrate achievements.

CLOVELLY SPARKS

Aim High and Ignite Your Potential

C.P.S EDUCATION WEEK 2025

Wednesday 6th August

9.10am

Performing Arts Showcase Assembly:

- Senior Band
- Junior Choir
- Year 3 Showcase
- Year 1 Showcase
- Senior Choir
- Year 5 Dance Sport

10.00am

Passport Scavenger Hunt:

Visit classrooms and see student's work on display. Explore the school and see all the wonderful opportunities on offer at Clovelly Public School. See how many stamps you can collect in your passport!

Art Show:

Individual Portraits on display and will be available for purchase.

Clovelly Art Club - Art Show in Hall.

10.50am

Shared Lunch (pending weather):

Bring a picnic rug and lunch, and eat outside Clovelly Style with your children before saying good bye.



School Photo Time!



Head to our website to view the available packages and to place your order

Clovelly Public School

VISIT OUR WEBSITE & ENTER THIS CODE

X1201PEC54C

www.theschoolphotographer.com.au

BLUE



Jump Rope for Heart kicks off this term at Clovelly Public School!

Jump Rope for Heart is the Heart Foundation's primary school skipping challenge that helps kids move more, have fun, and raise funds for life-saving research and programs.

Register your child online, so they can receive the full benefits of the program and participate in online fundraising, simply follow the link below to get started. **www.jumprope.org.au/parents**.

By signing up online, you and your child/ren can:

- Easily raise funds online.
- Track skipping skills progress and earn virtual badges along the way.
- Post updates to your page so family and friends can follow their progress.
- Access additional skipping resources.

Students will be skipping throughout the term in PE lessons and class sport sessions. They are also welcome to skip as much as they want at home!

We will hold our school Jump Off Day in Week 10 of this term. This will mark the end of the program and is a chance for everyone to come together to skip and show off their newly learned skills.

Thank you for supporting the Jump Rope for Heart program!

Yours sincerely,
Miss Sydney and Miss Jambrak and the SRC
Jump Rope for Heart Coordinators





James Ball & Nicholas Wise have consistently delivered outstanding results in the coastal & parkside markets of Sydney's Eastern Suburbs. Experience why they are the trusted choice when it comes to buying and selling homes on the Eastern Beaches.

Nicholas Wise
0410 121 533
nicholas@sydneyssir.com

James Ball
0410 740 349
james@sydneyssir.com

sydneysothebysrealty.com

PUBLIC SCHOOLS ARTS FESTIVAL

7-14 NOV 2025

OPENING NIGHT 5.30PM FRIDAY 7 NOVEMBER 2024
ADDI ROAD STIRRUP GALLERY, 142 ADDISON RD, MARRICKVILLE

Create a collaborative student artwork to feature in our Addi Road Stirrup Gallery exhibition

AND/OR

Perform at the Opening Night: all bands, ensembles, choirs, dance groups, etc welcome!

REGISTER YOUR INTEREST



ADDI ROAD

The Public Schools Arts Festival is an Addi Road initiative created in collaboration with Drawn to Seeing, the Inner City Teachers' Association and public school students and teachers



Parents Battle of the Bands

Our Clovelly PS parents band, **The Cloey Pick-Ups**, are battling against Bronte, Bondi Beach, Surry Hills, and Bondi Public Schools' parents' bands to raise funds for our CPS music program!

Thursday 28th August 7pm
@ Beach Road Hotel, Bondi.

It will be a legendary night of live music, laughs, and top-notch entertainment. Each band will perform before a panel of guest judges, artist, and music industry insiders.

The real winners are our kids so book a babysitter and grab your tix now before they sell out!

<https://bit.ly/3ICcw7W>