**Gifts from God**

It lies within every human being, regardless of age. It is diverse and mysterious; for some it remains undiscovered and in others it flourishes for all to see. What is it? The gifting from God that lies within us all.

Gifts, as discussed in the Bible, are many and varied. Their purpose, whether spiritual, emotional, psychological or physical is clear, they are to be used in the service of others.

How should we respond to the uniqueness and gifting of each and every one of our students? There is no doubt that gifts, abilities and talents need to be nurtured, in a supportive and caring learning environment. To this end, I’m very excited to announce next year’s launch of our INSPIRE Learning Extension Program, which will be led by Mrs Amy Horneman.

INSPIRE will provide students who are identified as having particular skill, ability or talent in specific areas, with rich and challenging learning extension experiences.

The Program complements other support initiatives we have recently introduced or that are soon to be launched, including:

- Weekly one-to-one academic mentoring for all Year 12 students
- The extension of our learning support services and the creation of a central base for student welfare and learning support
- After school tutoring for Primary students
- Primary special education programs: ‘Betterment in English and Maths’ (BEAM) and ‘Getting Ready in Numeracy’ (GRIN)
- The introduction of a choice-based electives program for Year 7 to Year 9 students
- The introduction of a collegial staff learning program

We look forward to seeing the gifting of our students grow through these programs and practices. They are very important in helping us to more effectively achieve our mission:

‘Transforming lives through Christ and the wonder of learning’.

**Oval Development**

As you may know, work on the development of the College oval was due to commence during the recent holidays. Unfortunately, the project has been held up for a few weeks as we wait for final planning approval. We are confident that this will be resolved very soon and the building work can get started.

Doug Holtam
Principal
UNIFORM NEWS
As of Monday 19th October 2015 ALL students are required to be in full and correct Summer uniform. Hats must be worn during recess, lunch and on all excursions.

UNIFORM SHOP
The Uniform Shop is open on Tuesdays and Fridays (for fittings) by appointment only. Appointments can be made by calling the college on 03 9467 2499. Alternatively you can drop an order form in to the Accounts Office and your order will be ready for pick up either by the end of the day or on the following day. Order forms are located in the foyer.

SECOND HAND UNIFORMS
There is a noticeboard in the foyer that displays second hand uniform for sale. If you have items to sell, you can place a notice on the board.

PARENTS & FRIENDS
P&F Meetings are held on the first Thursday of every month from 9am - 10:00am. Meet in the foyer. All Welcome.

PARENTS & FRIENDS:
Our Bunnings Cake stall on Saturday 10th October 2015 made $425.00. A great effort, given we were a few helpers down. Thanks to all the families that contributed.

SHOPPING TOUR
Our Shopping Tour is on Saturday 17th November 2015. Meet at the College at 7am. Cost:$45 p/p. RSVP by 22nd October 2015.

We are visiting many outlets not open to the public. Get a group together for a great day out!

Venues: Toy Network, Candy Stripes, Raglan House, Christmas Elves, The Linen Factory, Bambi’s Homewares, Planet Surf, Accessory Lane, The Aroma Shop, Chocolate Factory Outlet and Bags & Luggage Outlet

Applying for a Tax File Number through the School
Up until 2015, a Tax File Number would be applied for during the Year Ten Work Experience Program and the school would send in the documents. As of the end of 2014, the Australian Tax Office stopped providing the service where a student could apply for a TFN through the school. It is now the responsibility of the individual family to make this happen for their students.

The procedure involves logging in to the ATO website, completing the application online, taking documents to a registered post office and waiting for the Tax File Number to come in the mail. This procedure can possibly take up to 4 weeks, so it is important to seek this application in advance of a student applying for work.

Minimum age to start working in Victoria varies with the job. However, it is important to remember that anyone working under the age of 15 must be employed by someone who has a Child Employment Permit (unless the child is working in a family business.) So, as soon as you start looking for a job, it is a good idea to go ahead and apply for a Tax File Number as there is no minimum age requirement for this application. Parental involvement and signatures vary depending on the age of the child. All of this is clearly explained in the information provided online.

Start with this web address:

If you have any further questions, please feel free to contact Lenna Waters for further information.

Mrs Waters

LOST PROPERTY
After an alarming amount of Lost Property was handed in last term, from Term 4 onward we will be implementing a new procedure for all 'Found' items.

The Lost Property basket will be emptied 1-2 times per month and sorted into 'Named' and 'Unnamed' items. All 'Named' items will be returned to students directly.

All 'Unnamed' items will be stored for a period of 1 month at the Office to be claimed and collected. After the month has passed, any non-uniform items (scarves, jumpers, lunchboxes, etc) will be donated to the Opportunity Shop.

If a uniform item cannot be found in the child's bag, bedroom, classroom or the lost property basket - please check with their classroom teacher and even their friends to ensure it hasn't gone home with somebody else!

Remember that the easiest way for us to return things to their rightful home is for you to LABEL EVERYTHING with your child's name. Thank you in advance for your assistance!

Miss Annie Phelan
Administration Office

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Miss Annie Phelan
Administration Office
ENROLMENT NEWS—Waiting Lists
Parents are advised that due to the number of enrolment applications received this year we are now introducing waiting lists for a number of year levels.
If you have not yet applied for 2016 and 2017 and wish to secure a place for your child we recommend that you submit your child’s enrolment application ASAP to avoid disappointment.
Please remember that existing families are encouraged to submit applications for younger siblings 2 years in advance ensure a place is reserved for their child.
Applications forms are available online or from the office.

2016 ACADEMIC SCHOLARSHIPS
If you would like your child to sit the 2016 Academic Scholarship Exam, please collect a form from Reception. The $100 fee is payable by the 19th October and must be accompanied by the documentation outlined on the application. Students in Years 6 to 11 are eligible to apply.
The exam is to be held on Saturday 24th October at the College. Registration is at 9am and the exam begins at 9:15am.

TUTORING PROGRAM
This term, we have started a tutoring program where some of the VCE students tutor primary students for an hour each week. The VCE tutors assist the students with their homework first, followed by an extension to either Mathematics, English or Science. The program has been running smoothly and there is great interaction between the VCE students and the younger primary students as the lessons have been open and engaging, creating a friendly academic atmosphere. It has been a great opportunity for both the VCE students and the primary students as the lessons have been open and engaging, creating a friendly academic atmosphere. It has been a great opportunity for both the VCE students and the primary students to develop new skills; as the primary kids learn and build on their knowledge while the VCE students learn to communicate and develop leadership. It has been a pleasure tutoring the younger students and seeing them improve in their learning through the positive way they approach their work. I hope to see this program continue in the future.

OSHC NEWS
Welcome to Camp Australia OSHC program where we make kids smile. We offer both permanent and casual care.
Children participate in a range of indoor and outdoor structured and creative play activities, cooking and gardening programs.
We also provide healthy afternoon snacks like fresh fruit, pancakes, gluten free crackers, vegie sticks and much more.
Each child’s learning is documented by regular observation and linked with NQS and EYLF.
The program is inclusive and based on children’s interest and development. It also encourages children to initiate and participate in recreational experiences and sustainability practice.
For any enquiries feel free to call me on 0402 353 873.
For all future bookings, account changes or to view your statement please go to www.campaustralia.com.au and register online for the parent console.

Misha
OSHC Coordinator

www.campaustralia.com.au
By Michael Grose

Here are 5 ways for parents to give their children the skills, encouragement and support in their quest for independence.

It’s been well documented in recent years that children/young people are dependent on adults for longer. In Australia one in four 18-30 year olds still live at home and those numbers are on the increase. There are many reasons for this including lack of housing, affordability, working and partnering later, and simple convenience.

The propensity for many parents to do too much for children is a massive contributor to this increased dependency. Oddly, this is the exact opposite of what parents have always done, which is to develop their children's independence, and in doing so effectively become redundant from their children.

There are a number of reasons for the current high level of dependency parenting including family shrinkage (parents are able to do a great deal for kids in small families), older parents (often over-concerned), busyness of life (it's easier to do than delegate) and a heightened fear that the world is a dangerous place for children and young people.

Independence is the point

When independence becomes your priority then suddenly you’ve found a pathway to the development of other positive qualities and traits in your children including the key four – confidence that comes from facing fears; competence that’s built through mastery; creativity that’s encouraged when kids must resolve their own problems; and character that is forged under the duress of challenge and hardship.

Adults are the gatekeepers for children’s independence. And of course, independence takes many guises including:

1. Self-helps skills

   The starting point for independence building is giving kids the skills, know-how and confidence to look after their own wellbeing and welfare. This is shown in the many everyday situations where parents model, teach and provide opportunities for children to look after themselves. Including toddlers undressing themselves, primary aged children preparing their own snacks, and teenagers organising their own transport to school and after school activities. Kids develop real confidence from being able to look after themselves and others.

2. Autonomy to make choices and mistakes

   Without realising it, as parents we frequently make choices on our children’s behalf. We choose the food they eat; the games they play; their leisure activities and often the clothes they wear. When families are large (four or more children) parents usually give their children more space to make their own decisions as well as opportunities to learn from their poor choices. This may mean that children choose healthy interests and pursuits that parents are unfamiliar with, or even swim against the tide of their parents’ wishes. In small families parents often know so much about minutiæ of children’s lives that inevitably we tend to impose greater well-intentioned control over children’s decisions.

3. Freedom to explore the neighbourhood

   On a recent trip to Italy I was struck by how much freedom to wander their neighbourhoods Italian children had. It was a throwback to the type of childhood that many of today’s parents experienced, where we had the opportunity to navigate our neighbourhoods on our own without having to check in with our parents all the time.

4. Freedom to explore unpredictable and potentially risky environments

   Independence is also built when children spend time in unpredictable, potentially risky environments such as the bush or new environments beyond their neighbourhood. There may be some risk involved but this is where real learning lies for children and young people. Eliminate the risk and you eliminate the learning.

5. Taking responsibility for your own problems and actions

   There’s no doubt many kids are adept at shifting their problems and responsibilities to adults. One of my children would always blame me when they were late for school. Even though the child in question had an alarm clock and was more than capable of using it, any lack of punctuality was somehow shifted to me. Go figure! Independence comes when children take ownership of their responsibilities rather than using someone else as a scapegoat.

In order to grant children and young people the type of independence outlined parents need to be brave rather than fearful; work hard to develop the skills and know-how kids’ independence requires; and be willing to give kids the encouragement and support they need to step out of their comfort zones when independence seems too hard.

AMBULANCE COVER

Please be aware that as part of providing the best possible care for your child at Northside, there may come the occasion that we are required to call an ambulance. We encourage all families to ensure they have adequate cover through Private Health Insurance or becoming Ambulance Victoria Members. Costs to parents for Paramedic Care can quickly run into $1000’s for merely transporting a student to a local hospital. These costs increase dramatically if the location is more remote in the case of excursions/camps.
Anxiety in children is a normal part of childhood development. But it’s estimated that 8-22% of children experience anxiety more intensely and more often than other children, stopping them from getting the most out of life. In this presentation one of Australia’s leading child and adolescent psychologists will discuss what is normal anxiety and what is not, what are the common anxiety disorders and what parents and carers might do to build happy and resilient young people.

**About Dr Michael Carr-Gregg:**

Dr Michael Carr-Gregg works as a nationally registered child and adolescent psychologist. He is passionate about delivering evidence based psychology workshops and seminars that make a difference to the health and wellbeing of young people. His training and approach incorporates cognitive behavioural therapy (CBT), Acceptance and Commitment Therapy (ACT), mindfulness skills and interventions drawn from positive psychology research. He is a founding member of the National Centre Against Bullying and Chairs their Cybersafety Committee. In October 2010 - he was appointed the official advisor to the Queensland government on cybersafety. He is a Director of the The Young and Well Cooperative Research Centre, an Australian Government Initiative administered by the Department of Innovation, Industry, Science and Research. Michael Carr-Gregg has extensive experience in the media and is currently a regular on the top rating 'Sunrise' program on Channel 7 and on Melbourne radio 3AW and is a frequent contributor to the Australian Print media.


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**TACKLING ANXIETY AND BUILDING RESILIENCE IN YOUNG PEOPLE**

Fiona's work days in 2015: Monday, Tuesday and Wednesday.
If you'd like to contact her the email address has changed to studentwelfare@ncc.vic.edu.au
Jared's work days will be Thursday and Friday and he can be contacted at chaplain@ncc.vic.edu.au

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**Great Big Little Things**

This month’s **Great Big Little Thing** is –

write an encouraging note for your teacher. It’s coming up to World Teacher’s Day and teachers everywhere deserve recognition and appreciation. A post it note, a card or an email will make your teacher’s day!

It’s often the little things that make the biggest impact. Small acts of kindness can make a great big difference and change someone’s day. Each month in 2015 we will suggest a way that you can do a little thing that will make a great big difference in the life of someone at the College.

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**Thursday 5th November — 7pm to 9pm**
Darebin Arts & Entertainment Centre
Cnr Bell St & St Georges Rd, Preston
$20 per person (at the door)
NO EFTPOS
Secure your place!
Email rick@criticalagendas.com.au
Include your NAME, Date attending and No. Tickets required.
Collect and pay for tickets on the night.
Enquiries: 0433 616 771

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Neural Knitworks is a collaborative art-(neuro)science project for mind and brain health. Students in Years 3-5 nattered about neuroscience and created knitted neurones for Science Week. These colourful soft sculptures will be part of an art installation titled ‘Brain Power’! (Coming Soon to NCC!) 

Mrs Veljanovski
Visual Arts Primary
In Term 3 the Year 11 Media class have been working hard to produce a short film called 'The Heist'. It was a lot of work requiring the students to stay late in order to shoot night scenes at school, but the end result looks fantastic. The students learnt a range of new skills, from sound design to cinematography, and collaborated as a team to complete the project.
STUDENT ABSENCES

If your child is going to be absent for the day it is important that you notify the school with a courtesy phone call that morning and in writing the day your child returns to school. You can get a green explanation of absence form from the front office or you can send an e-mail to the class teacher.

If your child is in VCE it is essential that you get a medical certificate for every day of absence.

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### NCC Extra-Curricula Activities

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<thead>
<tr>
<th>DAY</th>
<th>ACTIVITY</th>
<th>For WHO?</th>
<th>WHEN</th>
<th>CONTACT</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>MON</td>
<td>SRC Discussions &amp; Meetings</td>
<td>SRC’s and School Captains</td>
<td>Lunch A &amp; B</td>
<td>Mrs.Veljanovski</td>
<td>Art Foyer/ Year 9 Home room</td>
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<td>1:10-2pm FORTNIGHTLY</td>
<td>Mr. Schoo</td>
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<td>MON</td>
<td>Book Club ICT</td>
<td>All Year levels</td>
<td>Lunch B</td>
<td>Mr Hogan</td>
<td>Library</td>
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<td>1:35-2pm</td>
<td>Mrs Marsh</td>
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<td>MON</td>
<td>Mini Games</td>
<td>Years P-3</td>
<td>Lunch A</td>
<td>Mrs Tan</td>
<td>PMPR</td>
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<td>MON</td>
<td>BAND</td>
<td>Year 7 Selected students</td>
<td>Lunch A &amp; B</td>
<td>Miss de Haan</td>
<td>Music Room</td>
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<td>TUE</td>
<td>BIBLE Discussion Group</td>
<td>SECONDARIES</td>
<td>Lunch A &amp; B</td>
<td>Miss Shevchuk</td>
<td>Mandarin Room</td>
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<td>1:10-2pm</td>
<td>Mr Wort</td>
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<td>TUE</td>
<td>Homework Help Club</td>
<td>Years 3-6</td>
<td>Lunch A</td>
<td>Mr Simmons</td>
<td>Year 3 Room</td>
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<td>TUE</td>
<td>Homework Help Club</td>
<td>Years P-2</td>
<td>Lunch A</td>
<td>Mrs Tan</td>
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<td>TUE</td>
<td>Science Tuition Group</td>
<td>Years 7-10</td>
<td>Lunch A</td>
<td>Mr Vaiano</td>
<td>Science Room 401</td>
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<td>TUE</td>
<td>Book Club ICT</td>
<td>All Year levels</td>
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<td>Mr Hogan</td>
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<td>Mrs Marsh</td>
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<tr>
<td>TUE</td>
<td>Choir</td>
<td>Years Prep-2</td>
<td>Lunch B</td>
<td>Mrs. Tucci</td>
<td>Prep Room</td>
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<td>1:35-2pm</td>
<td>*Isabelle Kluchkovsky</td>
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<td>WED</td>
<td>CHESS</td>
<td>PRIMARIES</td>
<td>Lunch B</td>
<td>Mr Dunstan</td>
<td>Year 6 Room</td>
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<td>WED</td>
<td>Self Care Workshop</td>
<td>Selected students</td>
<td>Lunch B</td>
<td>Mrs Dumitrache</td>
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<td>Mrs Marsh</td>
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<td>WED</td>
<td>Soccer Practice</td>
<td>Years 7-10</td>
<td>Lunch A &amp; B</td>
<td>Mr Vaiano</td>
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<td>WED</td>
<td>Dance Club</td>
<td>Years 1-3</td>
<td>Lunch A</td>
<td>Mrs Tan</td>
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<td>*Luana Siqueira</td>
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<td>WED</td>
<td>Band</td>
<td>Year 9 &amp; 10 selected students</td>
<td>Lunch A &amp; B</td>
<td>Miss de Haan</td>
<td>Music Room</td>
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<td>THU</td>
<td>CHESS</td>
<td>SECONDARIES</td>
<td>Lunch A &amp; B</td>
<td>Mr Waters</td>
<td>Year 7 Homeroom</td>
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<td>Mrs Marsh</td>
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<td>THU</td>
<td>Vocal Group</td>
<td>Selected Secondary students</td>
<td>Lunch A &amp; B</td>
<td>Miss de Haan</td>
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<td>Mrs Marsh</td>
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<td>FRI</td>
<td>Worship Art</td>
<td>All Year Levels</td>
<td>Lunch B</td>
<td>Mr Jared Stocks</td>
<td>Year 2 Room</td>
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<td>Ms Vaughn</td>
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<td>BAND</td>
<td>Year 8 Selected Students</td>
<td>Lunch A &amp; B</td>
<td>Miss de Haan</td>
<td>Music Room</td>
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<td>FRI</td>
<td>After School Care Program</td>
<td>Activities TBA</td>
<td>Students who are registered</td>
<td>Camp Australia Staff</td>
<td>Mandarin Room</td>
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An Old Chair
I’m like an Old Chair,
I’ll help you when you fall,
You use me when you need me,
You relax when you’re tired,
You sleep when it’s quiet,
An Old Chair.

An Old Chair,
But I’m Old not Bold,
I can break,
Like an old Rake,
I can give you splinters,
But don’t worry it won’t hurt,
I’ll make it up,
I swear,
Because I’m,
An Old Chair.

Priya Nair (Yr 4)
Mum’s Death
I arouse,
Delighted like a dog.
Hear mum’s call,
Get dressed.
Snacking on waffles,
Walks to school.
Crosses road,
Mum abrupt runs to me.
VROOM!
It was at that moment,
Time froze.
In a blink of,
An eye.
Mum,
Drops.
Quick as a cheetah,
I scamper to mum
Dead like a fish out of water.
Few days later,
I was a raining cloud.
Funeral for mum.
Miss her...
...Already.

Troy Kapsiotis (Yr 6)
William
William is a woney waster.
He wastes a lot of woney,
He buys woopie cushions,
Weird pigs, weely weely
Small windmills.
His mum, Willow, was
Wick of his act.
And told him to stop
Wasting woney.
William listened
And he started
Getting wich!!!

Richie Chen, Yr 5
Alex Zheng (Yr 5)

I’m a drawing
Drawn on paper,
I make plain look amazing
However I am
Never perfect
The harder you draw,
The harder I get
Rubbing out is hard
Because what you say is a fail
Isn’t to me

Pen, pencil or led
I can still be what you want
A little picture can have
A big effect

I am as thin as a ruler
But combing me makes me huge
Put me on a bump I stuff up
To create a good drawing
I need to know your plans

Fix me, stack me, help me,
Redo me, I am a drawing guide me
Never perfect
and that’s ok

Joel Love (Yr 6)

A Nonsense Poem
A nae-naeing rice pudding baboon met
up one day with a balloon wearing
jeggings.
The balloon found the baboon nicking its
pose
and before you know it the baboon went
crash and exploded the balloon
was so scared because the noise was as
loud as a lion’s roar.
Balloon saw a bright light and walked
towards it while holding a light feather

William is a woney waster.
He wastes a lot of woney,
He buys woopie cushions,
Weird pigs, weely weely
Small windmills.
His mum, Willow, was
Wick of his act.
And told him to stop
Wasting woney.
William listened
And he started
Getting wich!!!

Richie Chen, Yr 5
Alex Zheng (Yr 5)

I’m a drawing
Drawn on paper,
I make plain look amazing
However I am
Never perfect
The harder you draw,
The harder I get
Rubbing out is hard
Because what you say is a fail
Isn’t to me

Pen, pencil or led
I can still be what you want
A little picture can have
A big effect

I am as thin as a ruler
But combing me makes me huge
Put me on a bump I stuff up
To create a good drawing
I need to know your plans

Fix me, stack me, help me,
Redo me, I am a drawing guide me
Never perfect
and that’s ok

Joel Love (Yr 6)
By Michael Grose

Here’s how to get the mix of firmness and nurturing right when communicating with young people.

When speaking about raising teenagers I make the planned observation that parents should ‘manage like a cat and nurture like a dog’. So what does this mean?

Teenagers need a mix of firmness and nurturance from their parents. Like toddlers many teenagers wear L-plates when it comes to navigating their expanding world. Of course, the world a teenager inhabits is far broader than that of a toddler so the risks are multiplied hundredfold. They still need to be managed, but not necessarily in controlling or confrontational ways.

When teens feel threatened or experience angry, aggressive discipline, they will react defensively. They will fight you all the way, or escape conflict by going to their rooms or withdrawing into themselves. Better to manage like a cat so they hear your message rather than pick up your vehemence.

**Finding your inner cat**

We all have some cat and dog in us. It’s just a matter of accessing those parts and bringing them out when we need them. The cat is the credible side we all have, but find difficult accessing. It is always expressed through your non-verbals – that is, your tone of voice, your posture and your head.

A cat speaks with flat, clipped voice. His or her head is very still and body upright and confident. The quickest way to access your inner cat is to speak with you palms facing the ground. You can try this now. Stand up with both hands in front of you with your palms facing the ground. Now start speaking. You’ll find you’ll naturally speak like a cat – clipped voice, still head and body and more serious expression. This is your credible (and calm) side.

When you speak from your cat side people will usually believe what you have to say. It gives you authority.

You manage a teen like a cat by speaking calmly, quietly and staying still when you speak. Cats will also withdraw eye contact rather than stand and argue so look away or respectfully walk away rather than become involved in argument.

Cats also look for ways to manage visually (rosters, look away to indicate not arguing) or kinaesthetically (a touch on the shoulder, move close and whisper) rather then repeating themselves. If they do repeat themselves they are more likely to lower their voice than raise it to get attention. These cat behaviours work well when managing teens.

**Using your inner dog**

We also have a dog side to our nature. This is the approachable, conversational, relationship-building side. When you access this side you’ll speak with lots of inflection in your voice. Your head will bob up and down. You’ll probably lean forward as you speak and you’ll smile a lot. The quickest way to access your dog nature is to speak with your palms up. You can try it now. Stand up; put your hands out with your palms up and start speaking. You should notice a big difference in how you deliver your message from when you spoke with palms facing down. If not, alternate speaking with palms up and down until you see a difference.

The dog side of our natures is what many of us feel more comfortable with. If you are in a management position there is a fair chance that you spend more time accessing your cat then your dog. Although effective managers will move seamlessly between the two accessing their dog when networking and relationship-building then finding their cat for negotiations or when making decisions.

Actor Hugh Jackman is an example of a public figure who is dog-like as he usually speaks with lots of cadence in his voice, a big smile and open body language. However, I’ve seen him switch to cat mode in interviews when he talks about something serious. He will invariably speak quietly, calmly and his head will stay very still. We believe him when he speaks. He’s no lightweight. It’s his ability to switch from cat to dog and back again that makes him so charismatic.

**Bringing cat and dog to your parenting**

From experience I’ve found that effective parents nuance their communication. That is, they alter their style to suit the situation rather than let their moods dictate their communication styles. This is not necessarily conscious. However do it often enough and switching from cat to dog and back again becomes a habit.

My challenge is for you to bring your cat to the table when you want to manage teenagers and access your dog side when you encourage them, build relationships and listen to them.

Get your cat and dog wrong and you’ll be ineffective. Manage like a dog and you’ll do one of three things:

1. Whine at your kids
2. Use an angry voice
3. Do nothing because you don’t want to offend them.

Build relationships like a cat and you’ll be distant, stiff and unapproachable. Get the mix right and you’ll be able to give your young person exactly what they need. That is, the leadership and safety that cats provide and the nurturance and encouragement that comes naturally to dogs.

So does the cat side or the dog side come more naturally to you? Think about it. When you discover what you default to then you need to be aware of two things. First, you will need to work a little harder to access the other side. Second, make sure don’t rely on one side of your nature to do the work in your communications with your young people. If you do then you will more than likely either manage or nurture well but rarely do both well. However get the mix right and your parenting (or leading of any group of people) and you’ll have discovered the key to charismatic parenting and leadership.

‘Manage like a cat, nurture like a dog.’ Who would have thought it’s that simple!
**DEVELOPING YOUR CHILD’S SOCIAL MEDIA SCRIPTS**

By Michael Grose

As parents we teach our kids to talk politely and clearly so that they know how to speak to others when we’re not around. In effect, we give our kids social scripts to fall back on when they talk to friends, teachers and relatives. There’s no guarantee they’ll look an adult in the eye when they speak to them, but our discussions, reminders and lessons about manners will hopefully hold up when we’re not around.

The same applies to social media. Our conversations and lessons will prepare them to be savvy users when we’re not around. Here are some ideas to get you started:

1. **“Is this worth posting?”** The relatively impersonal nature of social media means that we can post information and pictures with relative immunity. Also its immediacy means that we can do so without much thought. This means that kids need to be very critical about what they see online. ‘Is this accurate?’ and ‘Is this accurate?’ are two valid questions children can ask when they read posts placed by others.

2. **“Have you taken a big breath?”** A child who blurts out everything that comes into his mind without thinking is sure to put plenty of people offside. ‘Think before you speak’ is the type of message that every child should have in mind. The same applies to social media. Just because they think something doesn’t mean they post it. ‘Take a big breath’ may just about be the most important message to give your kids about social media.

3. **“Do you want the principal to see this?”** An invitation to a teenage birthday party posted on social media is one way to get more attendees than you bargained for! The viral nature of social media means that kids should only post messages and photos that they want to be spread and read by a large audience.

4. **“How does this post make you feel?”** We need to teach kids that not every post needs to be commented upon and not every thought needs to be shared, particularly when they are angry. Teaching them to walk away and then to step back in when they’ve calmed down is perhaps the most important communication lesson of all. It is very relevant to social media as emotions are often the last thing on many people’s minds when they haphazardly post a message.

5. **“How will you fix this?”** Social media just like any social space requires kids to behave ethically and with kindness. When kids overstep the mark and post hurtful things then it’s fair that they fix their mistakes, and apologise. It’s reasonable that we teach our children to act with tolerance and with empathy online, and if mean things are posted then they should be expected to try to repair relationships through social media, just as they should offline.

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**CARRY ON (VICTORIA) SECONDARY EDUCATION GRANT 2016**

Are you ex Navy, Army or Air Force?

Then Carry On (Victoria) may be able to help you with education costs if you meet our eligibility criteria.

If you have served in the Australian Defence Forces or Allied Forces and you wish to apply for a Secondary Education Grant for 2016, please telephone Carry On (Victoria) on 03 9629 2648 to establish eligibility and request an application form.

Carry On Victoria assists Secondary Students in Year 7-12 with grants for expenses such as fees, books, uniforms, excursions, etc. For those students going on to Tertiary Education, a grant may also be available.

Children whose Parent/s or Legal Guardian/s have a need for financial assistance and comply with our eligibility criteria may apply. All grants are income tested and applications should be submitted by 29th October 2015.

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**LIBRARY BLOG**

The Northside Christian College library has started a blog. It will feature new book reviews, research tips, links to useful websites and announcements of up-coming library events.

Student or parent submissions of articles and book reviews are also welcome: please email them to chogan@ncc.vic.edu.au

The library blog can be found at: https://northsidedlibrary.wordpress.com/

Issue #12 • 23rd October 2015
STUDENT LUNCHES

Just a friendly reminder that parents are NOT to bring fast food to their children for lunch. This includes take away from places such as McDonalds and KFC.

If you need to bring lunch to your child because they have forgotten it at home, please bring their lunchbox to Reception and we will pass it on to your child.

Mrs Veljanovski (Primary Art)

WANTED: BEADS, BUTTONS & BREAD TIES!

This semester, students will be involved in producing a decorative art installation, incorporating assorted reusable and recyclable materials. We would greatly appreciate your help by collecting assorted beads (from old/broken jewellery), buttons and plastic bread ties, and sending them to the Art Room this term.

Thank you!

Mrs Veljanovski (Primary Art)

ENCOMPASS CHURCH CAR PARK

Parents, please note that the car parking area close to Encompass Church, marked in yellow is for Church staff and visitors ONLY. College parents are asked NOT TO PARK OR DROP STUDENTS OFF IN THESE SPACES. Even if you attend Encompass Church, you may not use these car parks. If you are dropping off your child and leaving again please use the designated school drop off zone. This has been a problem recently when the church is holding an event or hosting visitors and these car parks are not available because school parents have parked there. We share the car park with the church and it is important that we respect the car parking arrangements that have been made. If the staff member on car park duty sees you park in the church spaces they will approach you and ask you to move your car.

Thank you for your co-operation in this matter.

SCHOOL BANKING - FRIDAYS

School Banking is on Friday mornings. Secondary students who have a Dollarmite account with The Commonwealth Bank can also access Primary School Banking by either handing their deposit book in via primary class sibling or simply leaving it in the Accounts office by 9am every Friday. If you are interested in extending School banking to Secondaries e-mail lkarkaloutsos@ncc.vic.au. Students who arrive late to school may miss out for that week.

Aalsmeer Florist

has generously offered to donate a floral arrangement to the College once a month. It will be in the foyer. Next time you’re in reception, take the time to stop and smell the roses (or lilies or carnations).

Aalsmeer has been the College ‘florist of choice’ for many, many years. If you need to send flowers why not visit their website?

www.bundooraflorist.com.au

STUDENT LUNCHES

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Parents’ Prayer 2015

WEDNESDAYS 2:30-3:30pm

If you are unable to come & you have a prayer request text Lyn on 0488 420 542

- Children welcome -
- Check for venue at the office -