



Parent News

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Equitable, Safe access to Education for Rural and Remote Students. NSW Parents Council is concerned

Congratulations to our Rural Issues project team led by team convener and Vice President Dorothy Creek. The team having already developed policy, identified issues, written position papers and determined goals were able, at very short notice, to make a submission to the Senate inquiry with particular reference to Youth Allowance.

The Federal Government without consulting rural communities is legislating changes that will deter students from seeking a tertiary education. Hardly the desired outcome the Deputy Prime Minister Julia Gillard has publicly stated.

In our view, the proposed requirement to 'work for 30 hours per week for at least 18 months during a 2 year period' to be considered independent will add considerably to the difficulties already faced by rural and remote students in affording and accessing a tertiary education.

Many rural regions have no employment opportunities available to meet the work test criteria. Further, we consider the work period extension will result in fewer rural students seeking tertiary education and therefore impact directly on education at schools and their communities.

Our rural parents report their children, for financial reasons, are compelled to take a gap year to qualify as independent and gain the financial

assistance needed to support a tertiary education.

From the students' perspective to complete a normal 3-year tertiary course, the proposal will mean the current gap year extending to 2 years resulting in a 4-year journey becoming a 5-year task. Isolation from their family and enduring financial hardship for an extra year will prove a big inhibitor for these young people to undertake a tertiary education.

To encourage rural students to pursue further education we have recommended alternative criteria that take the "work availability" in rural areas into account. We also recommended rural and remote students being recognised as automatically qualifying as independent if they must leave their family home in order to enroll in a tertiary education course.

We support the reduction in age for automatic recognition of independent status.

Thank you to those families who provided candid information relating to the education of our rural and remote students. Please continue, as it is vital that we accurately reflect your concerns and develop policy that supports better educational outcomes. Please either email eo@parentscouncil.edu.nsw.au or phone Dorothy Ph 02 9955 8276

Consultation, considered evaluation of the issues and probable consequences

of any policy change prior to implementation should be a matter of course.

Our Rural Project Team

Dorothy Creek – Rand
Rob Christmas – Tamworth
Michael Garland – Scone
Graeme Howard – Lockhart
Naomi Spencer – Shoalhaven

It is this team who have also been active in pursuing the situation for our rural students who travel dangerously on our buses. We have previously reported on this and were successful in having a motion carried at the Annual APC conference (read more on page 2).

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So, how are you being represented by NSWPC?- read more here about our report to the Australian Parents Council conference

NSW Parents' Council recently attended the AGM for the Australian Parents' Council in Hobart, Tasmania. Four NSW representatives attend the two day meeting and the following is our year report and a list of motions moved and carried by the meeting regarding Student travel safety, changes to the Youth Allowance and the effects on our rural and remote students, potential conflicts of interest on the recently formed ACARA Board and publication of the APC Review.

The NSW Parents' Council reported on its activities for the last twelve months including the changes in the office with the appointment of Anne Crabb as Executive Officer and the refocusing of Michelle FitzGerald's role as Community Development Executive. The Executive Team had grown to twenty four Executives, with several potential Executive likely to join by the end of the year, and that we have now introduced our Project Teams and new Executive Buddy System.

The introduction of our Project Teams has allowed us to cover a range of complex issues and utilises the diverse talents and interests of our Executives. These project teams are designed to drive policy, issue papers, strategies and implementation. These teams include Rural Issues, Students With Disabilities (SWD), Social Issues and Parent Engagement, Curriculum/Vocational Issues, Marketing/Communications & Web development, State & Federal Issues and Procedural/Compliance Teams. The significant research the NSW Parents' Council conducted into the Socio-Economic status of parent who choose to send their children to Non Government Schools was also discussed.

The NSW Parents' Council Conference/AGM, kindly hosted by Roseville College in June, was very successful with over 150 people in attendance including the State Minister for Education, Verity Firth with Dr Andrew Martin as our guest

speaker. A DVD of highlights from the conference had been prepared and will be used as part of our marketing strategy.

We reported that we are working closely with the other state parent bodies and associations including the AIS, AHISA, the CCSP, ICPA and the Federation of P&F's and we had recently

legislation Amendment (*Income support for Students*) Bill 2009 and to amend the relevant criteria to eliminate the 'work availability' aspects of the Youth Allowance for students from rural areas.

Carried unanimously.

Transport Safety – seatbelts on school buses

That the APC and its affiliates pursue a national school strategy that would require state and territory governments to ensure:

1. that seatbelts be fitted to all new buses
2. that no more than two students of any age be seated in a school bus seat
3. that there be no students standing on school

buses travelling over 80 kph, and more rapidly to reduce that speed limit to 60 kph and

that the reporting of all injuries (including minor injuries) on buses be made mandatory with data made publicly available.

Carried unanimously.

Curriculum

That the APC and its affiliates urge the Federal Government to provide greater transparency regarding the background of the ACARA board members with regard to possible conflicts of interest where board members have associations with organisations who may stand to gain from decisions made by ACARA. **Carried.**

APC Review

That the APC review will be delivered to affiliates on 4 agreed dates. **Carried.**

Our Executive and Project Teams, in conjunction with our Federal and State counterparts with be actively pursuing these issues. Your feedback on any of the above is welcome and encouraged. [Have your say by emailing us.](#)



Dr Neil Hawkes (keynote speaker ACSO/APC conference), Caz Bosch (APC), Jane Hawkes and Peter Garrigan (ACSO)

hosted a very productive Joint Forum. As a result of the Joint Forum meeting we have established several joint working parties to cover several important areas including Parent Engagement. The NSW Parent's Council has been invited to address the next State AHISA meeting in early November.

We also reported that we have been invited to participate in a National Forum on Cyber Bullying in early November (read more about this on page 4).

These are the motions we proposed and were carried at the APC AGM.

Youth Allowance

That the APC and its affiliates urge the Federal Government to exempt all students who are required to move away from home to pursue tertiary studies, in particular rural, regional and remote students, from the mandatory requirement of 30 hours per week of employment for 18 months out of 24 months to meet the criteria of 'independence' under the *Social Security and Other*

NSW Parents' Council President's perspective - by Malcolm Pound

Education is the conversation between generations on matters of significance". Dr Neil Hawkes a former UK Headteacher, education adviser, and currently an international consultant in values based education revealed this insightful definition as a keynote speaker at Hobart on October 12 2009.

Values based education looks at positive human values such as compassion, respect, honesty, truth and care. These positive human values help us to develop holistically acts as guides to our behaviour and helps us to become reflective about our own and others behaviour. Values based education seeks to provide our young people with a solid foundation on which to build their lives.

Reflecting on Dr Neil Hawkes presentation you begin to understand and discover the missing links and how positivity and connectedness encourages students and parents while inspiring teachers to regain their enthusiasm to teach our children.



R U Smarter than a 5th Grader? When it comes to computers & IT ...perhaps not.

Do you think email is wonderful? Probably, as you were either brought up on it or if you are older you have changed your habits to accommodate new technology.

However, as our children would say, so last century, as parents, we have no idea.

Greg Gerhart a former principal now working as a consultant, specialising in ICT and education also spoke in Hobart on social networking, cyber bullying, privacy issues, predatory behaviour, and children's favourite social networking medium, facebook.

The issues are real and as parents we must implement strategies now before your child becomes a teenager and out-smarts you and is exposed to the many risks. Parents' complacency now will leave them vulnerable to future issues that are avoidable. I suggest parents actively engage with their parent body, school principal, and teachers and employ the strategies they recommend. Ensure you are connected to your child and are aware of how they communicate.

Shortly the Parent Councils' Social Issues and Parent Engagement Project Team

will be releasing strategies to employ and enable parents to keep abreast of the rapid change and deployment in this area.

Students to be Educated in Hospital... Palm Avenue School and Dalwood Assessment Centre to Close

Ad hoc decision making best describes the latest announcement by the NSW Government. Few in number are affected however if you come from the bush where your child requires assessment and the quality education services provided by the Palm Avenue School you will have to look elsewhere. While Westmead provides excellent services for those children psychologically affected it is not the appropriate environment for students with learning difficulties.

We support the Isolated Children's Parents' Association (ICPA) and did note the difficulty they had in meeting with Government Ministers during their annual Sydney visitation.

Belatedly the Government has now advised that the review process will restart, with an external facilitator and the Department of Education and Training is progressing the review process very quickly. Parents must really wonder with amazement how decisions are made and if there is a process.

Principals Perspective- Dr Timothy Hawkes Headmaster, The Kings School -The Fear is Boys who will be boys for ever

A girl looking for a boy to love is not always turned on by a bulging bicep or a washboard stomach. She is more likely to be attracted by a gooey mass of crinkled jelly at the front of the brain called the pre-frontal cortex. This may come as a disappointment to some boys, particularly those relying on their biceps and washboard stomachs.

It might also become a disappointment to be told the PFC tends to develop more slowly in boys than in girls, and may not fully mature until a boy is at least 20 years old. No amount of "how-can-they-resist-me" gel to the hair or compelling man-fragrance on the chin can make up for an underdeveloped or damaged PFC. It is the seat of many of the qualities that turn a stupid boy into a mature man.

As often as not, the sort of thing that wrecks marriages and destroys romances is selfishness, poor self-control and thoughtlessness. The part of the brain that contributes most significantly to the presence or absence of these qualities is the PFC.

For some boys it is a "pretty fantastic centre" of the brain which contributes to their reputation for good judgement and being particularly fine company. In others, it is a "positively foul centre" which contributes to their reputation for high-risk behaviours, poor social skills and immature behaviour. The health of the brain is also of interest



to employers who are not renowned for tolerating high-risk or uncooperative behaviour. The penalty paid for a poorly

developed PFC can be considerable; not content with being unlucky in love, they may also be unlucky in wealth.

Quite literally, some boys are becoming mindless. Their lifestyles will damage their neural pathways, resulting in fewer connections in the brain and a reduced efficiency in its operation. The mindless brain is typically consumed with wanting "experiences" and is preoccupied with the here and now. The mindful brain is typically consumed with wanting
(continued on page 7)

Australian Parents Council and ACSSO National Education Conference 2009

The inaugural National Education Conference, co-hosted by the APC and ACSSO (Australian Council of State School Organisations) was held at the Wrest Point Hotel, Hobart on 12-13 October.

The Premier and Tasmanian Minister for Education, Hon David Bartlett welcomed all the delegates from the various parent bodies from around Australia and officially opened the conference.

Keynote speaker, Neil Hawkes, British educator, discussed the merits of Value Based education. According to Hawkes, teaching values such as responsibility, passion, respect, honesty, trust and care will help children develop a holistic guide to their behaviour and allow children to become reflective in their learning processes. Giving 'solid foundations for children to build their lives'. According to Hawkes, 'What your schools, parents and communities give your children now will affect the world in 30 years time'. Please visit Neil's website for more information: www.values-education.com

Recently appointed Dean of Education, University of Tasmania, Professor Ian Hay discussed the issues of 'equipping teach-

ers as effective partners'.

Greg Gerhart, from the Australian Communications and Media Authority (ACMA) presented a very engaging presentation on Cyber Bullying and Kids and Cyber Space. Disturbingly, Greg stated that cyber bullying is highly linked with youth suicide and that we as parents need to become better informed. Greg, previously a primary school principal in county Victoria, now works with ACMA educating both children and parents on the good and evil of cyber space. As part of his work with the ACMA, Greg and his team have developed parent and child friendly information packs on the 'dos and don'ts' and these can be found on ACMA's website: www.acma.gov.au We highly recommend that you visit this page.

Tamerlaine Beasley is an international management consultant and facilitator specialising in cross-cultural and diversity issues. In her presentation, 'Interconnecting with our Neighbourhood', Tamerlaine discussed the issue of skills or children will need for the 21st Century to enter a global, connected and culturally diverse workplace. The key

skills Tamerlaine identified were a high level of communication skills, emotional intelligence (EQ), cultural intelligence, behaviour flexibility and a tolerance for ambiguity. Tamerlaine discussed that optimal learning occurs at the edge of our comfort zone.

Early Childhood educator, Liz Chick gave an uplifting and positive presentation on the learning process of our young, incorporating community and parental involvement.

On day two of the conference, the Smith Family launched their National Research on Chaplaincy Programs in schools. Dr Philip Hughes from Western Australia's Edith Cowan University was commissioned by the National School Chaplaincy Assoc. to look at government schools and assess how well the program is working. With the alternate and complementary perspective being put by Hon. Lyn Allison and Dr Tim Sprod. An interesting and comprehensive discussion then ensued.

Other speakers included Dr Denis Muller on Effective Partnerships in Practice and APC President, Caz Bosch on strategic directions going forward.

We, as parents, need to get cyber 'savvy' now ...=p :-) kk?

According to Professor Cross 100,000 children are bullied at recess and lunch breaks in Australian schools each day and 50% of children bullied do not know who bullied them but realised the bully must know them due to the personal information contained in their communications.

Professor Donna Cross presented her Australian research and recommendations to reduce the harm from cyber bullying at the National Forum on Cyber bullying hosted by the NSW Department of Education & Training on Wednesday 5 November attended by several executives from the NSW Parents' Council.

Other key note speakers addressed the forum with Dr Marilyn Campbell saying that bullying is a deeply embedded issue for society and that we all need to take responsibility for the education, support

and appropriate behaviour of our children. She gave the wonderful analogy of a parent buying their child a bike as compared to giving a child access to a computer. When we give our child a bike we don't let them just ride off – they don't have the skills to do so. We make sure they have a helmet, start with training wheels, we hold the back of the bike until they get their balance and we tell them about crossing busy roads and the road rules – Dr Campbell put forward the premise – shouldn't we do the same with a mobile or the computer?

This is all very well if we as parents, understood just what our kids are doing inside cyber space. The NSW Parents' Council view the education and support of parents and children in cyberspace as a critical issue. We will be reporting further on the National Forum in our e-bulletins and future newsletters. Some interesting

facts-

- 72% of Australian homes with children under 18 are connected to the internet.
 - 35% of those households stop supervising the internet access of their children aged 11-15
 - Cyber-bullying affects 1 in 25 children in Australia and children are saying that they too want more guidance in regard to cyber bullying.
- Please visit the following websites for further information for you and your children:

www.cybersmart.gov.au
www.thinkuknow.org.au
www.cyberbullyingforum.org
www.reachout.com.au
www.bullyingnoway.com.au
www.wiseuptoit.com.au
www.acma.gov.au

What is happening to our boys and Girls right now?

If you are a parent you can't afford to take this issue lightly

Less than a decade ago boys and girls didn't access the internet, or use camera and video-enabled phones. But these advances, along with the overwhelming marketing to kids, have forever changed childhood and teen life. Parents, teachers, school counsellors, emergency staff in hospitals, and police are now run ragged dealing with the fallout.

If we're serious about protecting our girls and boys, we need to understand the impact of growing up in a world of branded toys and DVDs. By the time many of our children are at preschool, they are no longer involved in imaginative play. They're following the scripts of the DVDs they watch instead. Years before they can read or write, our preschoolers are anxious about their looks and clothing – anxieties which increase as they grow.

Boys and girls need *imaginative* play, good food, fresh air, to run around, be spontaneous, be in nature for their brains to develop. Noted neuroscientist Susan Greenfield points out that in cognitive tests today's 11-year-olds are on average two to three years behind 11-year-olds kids only fifteen years ago. The fallout from shrinking childhoods is tangible, concerning. We're now seeing kids as young as 7 needing professional help depression and eating disorders. Almost 4,000 children under ten were prescribed antidepressants from mid 2007 to 2008. Over five hundred of these kids were under five.

As our kids now live in a performance culture, their *whole* life is now on show, and frequently recorded in graphic detail. Figures suggest 40 per cent of young Australian girls have had unwanted sex – not good for girls – or for boys who may end up with a sexual conviction that they will have for life. Sexting is now commonplace, and something even primary schools are battling. Professionals are seeing girls so traumatised from sexting they're suffering post traumatic stress.

Girls as young as twelve are being ad-

mitted to emergency units so drunk they can't breathe, often with terrible physical injuries. Boys report intense pressure from peers to drink, to prove they have what it takes. By drinking so young, they become vulnerable to alcohol and other substance abuse issues in later life.

The explosion of oral and anal under-age sex has led to a sharp rise in STDs. Of most concern is Chlamydia. Left untreated it can cause infertility. Experts warn we could be facing the most infertile generation of young women in history. Teachers talk of fourteen-year-olds who've already had several partners and multiple partners in a night. Alongside these challenges are growing mental health issues amongst our teenagers.

Not all boys and girls are behaving this way, but daily they're exposed to those who are. The tragedy is that often parents are the last go-to people, because kids see us living in a parallel world, and they're right.

Perhaps the question isn't so much what's wrong with our girls and boys, but what's wrong with us? Our kids need adults who care about boundaries and giving them a childhood. Dads also have an important role to play in modeling what good men are all about. We need to get up to speed with the changes going on around us, and the impact it's having on our kids. We need to speak out about inappropriate programs and advertising, and the overwhelming marketing to kids to better protect our kids.

Writer and publisher Maggie Hamilton, author of the recently published *What's Happening to Our Girls?*, and *What's Happening To Our Boys?* out in 2010.

WE welcome your [feedback](#) on this issue. If you are looking for further resources go to www.kf2bk.com

Boys and girls benefit from:

1. a spontaneous, imaginative, relaxed childhood
2. one-on-one time with parents – shared simple weekly rituals
3. eating together as a family around the kitchen table without TV on
4. discussions of concerning themes viewed on TV and in films
5. friendships of all ages, so they can access good experience and support
6. service to their community, to experience the joy of giving
7. discussions on key issues *before* they meet them in the playground
8. a rich family life to counter-act the influence of peers
9. the chance to pursue their passions
10. learning the importance of time to chill out
11. understanding their worth is not about looks and popularity

Let's stop the needs of students with disabilities being continually 'swept under the rug'

Special needs children need the support- Join today.

Do you know how students with special needs are funded? You'll be surprised to find out how poorly our SWD's (students with disabilities) in NSW are being dealt with by the State and Federal Governments. They deserve much more than this. A member of our SWD project team has set up a facebook

site. Have a read of it and if you know anyone who has a child with special needs at a school please recommend the facebook page to them. Our aim is to make the governments accountable for their lack of support of SWD's and to build awareness of the issues in the wider community. The facebook address is-

<http://www.facebook.com/EducFndDisKids>. Read it today.

HELP save Kingsdene Special School

Kingsdene Special School is a weekly boarding school in Telopea in Sydney catering to the educational needs of students with severe and profound intellectually disability. It is a small charity-operated Special School. On 4 November, 2009 it was announced, by the school authority, Anglicare, that after 33 years this unique and amazing school, the only one of its kind in this country, is to close at the end of 2010. Kingsdene provides an extended learning program for severely and profoundly intellectually disabled students with multiple disabilities through its school and residential program. The students are given a gold-standard education with the opportunity to spend time with their peers while their brothers and sisters can spend a little quality time with Mum and Dad and the parents can go to work and earn a living. The students at Kingsdene develop life skills as fundamental as spoon-feeding, toilet-training, walking and socialising with their peers and they learn about the world through a modified academic curriculum which is individual to them.

That this school will close is a failure of government to fund students with disabilities to meet their education needs irrespective of the educational setting. Students with disabilities should be exempt from the public/private debate given that disability does not recognise socio-economic and sectoral boundaries. While it is true that students at Kingsdene school are funded to the maximum, it is a maximum based on a flawed and faulty formula which funds all students with disabilities in these small-charity operated schools, and

in mainstream settings in non-government schools, at only a fraction of the actual recurrent cost of educating a student with similar disabilities in a government school.

In my view, government has played the cheapskate and penny pincher for ALL students with disabilities in the government and non-government sector. But when it comes to students with disabilities in small charity-operated schools, government has continued to take an unedifying piggy-back ride on the backs of charitable organisa-



tions to the detriment of all students with disabilities in non-government schools.

This is the unfinished business of the state-aid debate and it's time that business was dealt with once and for all by funding students with disabilities to meet their educational needs, taking into consideration their disabilities, irrespective of the educational setting.

The Kingsdene model of education is cost-effective and cost-efficient but more importantly it recognises and honours the unique and sacred value of the students notwithstanding their disability. The worth and value of the school is measured

by the joy of the children in each other's company, the dedication and devotion of the principal Anna Green and her amazing staff and the tireless commitment of Anglicare in its championing of the Kingsdene model. This is a model that should be emulated and expanded, not diminished and closed. For its closure diminishes us all.

There are various ways you can help in this desperate fight to keep such schools open-

- Talk to your local Federal member. [Click here](#) to find out their contact details or go to <http://www.aph.gov.au/House/members/memlist.pdf>
- Or you can contact us by emailing us at- office@parentscouncil.nsw.edu.au

This article was written by Mary-Lou Carter, Executive of the Parents Council, parent at Kingsdene Special School and Secretary of the Carers Alliance.

The support of students with Special needs is an issue that non government schools and parents continue to struggle with. Parents have the right to choose the educational environment that is best for their children and should not be disadvantaged by that choice. Mainstream schools and specialist care schools suffer from a lack of financial support in supporting special needs students. It is irrelevant which sector these children are educated in as their needs are just as important and governments should be supporting them. **Kingsdene is the only residential school of its type remaining in Australia.**

Continuation of Dr Hawkes address page 3...The Fear is Boys who will be boys for ever (or Perpetual boyhood)

meaning and is preoccupied with thinking. The one is infantile and the other is adult.

The cry emanating from exasperated parents and disappointed partners of wanting a boy "to grow up" is a medical diagnosis of brain malfunction. It can be the result of high-risk behaviours which can lead to a pruning of neurons in the brain. The result is a denuded mind.

The brain has a remarkable capacity to grow or shrink depending on whether it is used. If a boy wishes to engage in experiences which "blow his mind" he will succeed in more ways than one. Thrill-seeking, binge drinking, drug taking and overeating will all damage the brain and render it less effective in being able to guide its owner towards mature behaviour. A childish state can result with the man permanently trapped as a boy.

For a brain to be kept healthy and functionally efficient, it needs to be exercised and kept free of bumps, drugs and too many baths of dopamine. Dopamine is an addictive chemical, much like cocaine, which is released in the brain when the body engages in thrill-seeking "fight or flight" behaviours. Getting high on adventure is a literal truth in the lives of some boys. The high can also come from drugs, drink, sex, food and dangerous activities. Reward-seeking activities are fuelled by dopamine so they are craved for time and time again. The price paid can be the development of an infantile brain.

Evidence suggests a significant engagement with video games, social networking and TV can also promote an infantile brain. The world of a video gamer is characteristically filled with violence without empathy and behaviours without consequences. Little wonder these qualities become learned and transferred to the real world. The video gamer is constantly bombarded with pictures, sound bytes, changing images and compelling action.

How can the classroom teacher compete? Armed with only a white board marker, the teacher is no match for the visual armoury possessed by the computer screen. Small wonder that the number of boys being treated for attention deficit disorder is growing dramatically.

The battle of the real world against the virtual world is being lost. The result may be a generation of boys who are displaying symptoms of electronically induced autism.

It is easy to sensationalise this thesis just as it is easy to dismiss it. The truth lies somewhere in between and requires a boy to counteract those activities which have little meaning with activities that have great meaning. How many boys have a worthy cause, a charity, a calling in their life as well as a computer, mobile phone and television?

The most frightening situation occurs when there is an accumulation of brain deadening behaviours. It is difficult to believe an under-exercised, jelly-bellied

video gamer, with an affection for junk food and late nights is going to survive his childhood without being mentally damaged.

We need to be concerned about the possibility of a brain-damaged generation of children. To this add a desensitising to violence (by the age of 18 a boy will have watched about 20,000 murders), a premature sexualising (12-22 year old males are the biggest users of sex-chat lines), and exhaustion due to social networking (peak use of teenage networking is just after midnight).

There must be a renewed urgency to ensuring our sons are readers of books as well as watchers of screens. They must eat well, exercise, sleep and be given experiences beyond the trivial. To fail in this is to condemn boys to perpetual boyhood.

Sources:

Much of the material for this paper was obtained from two papers recently presented at the 12th Biennial Conference of the Association of the Heads of Independent Schools of Australia, held in the Hotel Grand Chancellor, Hobart, Tasmania from 13-15 September, 2009.

Baroness Susan Greenfield "The quest for identity in the 21st century"

The Rev. Dr. Richard Leonard SJ
"Educating young people in a media saturated culture"

Value your school volunteers

Imagine school life without volunteers— it's difficult to imagine how our schools and ultimately our children would cope without their gift of time and effort. They don't expect any rewards but a little support and thanks goes a long way.

Ideas to encourage and support your volunteers are—Thank them individually; give positive feedback: hold a morning tea or lunch to say thanks; mention them in the school newsletter (add a photo!); maybe the school could ask key volunteers to present awards at the end of the year.

Partner with your school to ensure volunteers have rewarding experiences.

Maybe you can offer a bit of your time next year— do it for your children and yourself. Your connectedness with your children's school will benefit all— you , the school and your children's education!

We would like to take this opportunity to thank our 24 parent volunteers who give their time, expertise and effort to support us all by being on the Executive of the NSW Parents Council. Thank you.

NSW Parents' Council

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Contributions to this newsletter from parents and Principals are welcome

Please call the numbers above or email
Community Development at
community@parentscouncil.nsw.edu.au

RECEIVE THIS NEWSLETTER VIA PDF
AND LINK US TO YOUR SCHOOL
NEWSLETTER OR WEBSITE
CALL US AND ASK TO BE ADDED TO
OUR EMAIL LIST.
DOES YOUR PARENTS ASSOCIATION
HAVE ITS OWN EMAIL ADDRESS?

REPRESENTING PARENTS OF CHILDREN AT NON-GOVERNMENT SCHOOLS SINCE 1962

Related websites to explore-
Our website
www.parentscouncil.nsw.edu.au

Website of joint collaboration of Aus-
tralian state and independent parents
www.familyschool.org.au

Our National Body (APC) website-
www.austparents.edu.au

Be proud of your school community's achievements— tell us

Are you proud of your school community?
Have you as a community held a great
family event or achieved a community mile-
stone that you have been working on for a
while?

We'd love to hear about it and so would oth-
ers. Let's share our successes whether small
or large, individual or group, so others can be
inspired to do the same.

[Email us](#) with the details and we will contact
you to discuss how we can best share your
story.

Promoting Healthy lifestyles in our schools

In 2009 the Northern Area Health Service continued to provide informa-
tion and support activities that encourage students to be involved in
regular physical activity and to improve their nutrition.

The [Ride2School](#) program encourages children to clock up 500kms of bicy-
cle riding before next March. Schools can register as a group in order to
win cycling related prizes such as workshops at the Velodrome.

The [Go for 2 and 5](#) campaign uses many strategies to make children want
to eat at least 2 fruits and 5 vegetables each day. This culminated in Fruit
and Veg week held in schools in September. Activities included students,
parents, teachers and school canteens. Make sure your school is part of
this program in 2010

NSW Health Continues to support the [triple P parenting program](#). This is a
most useful program for parents who grow in their parenting skills as their
children grow and the problems change. It is particularly helpful for those
parents who had few or poor role models in their own childhood and teen-
age years. Having said that it is immensely beneficial to all parents and we
should all try and attend these workshops whenever they are available.

Next year promises to be interesting with a Schools Garden Workshop
planned for Primary schools.

In Term 2 Seeding grants of \$1000 will be in offer for Health Promotion
Activities. Start thinking of projects that improve health or prevent injury
and be ready to apply for a grant.