From the teaching staff....

Last Friday the Group One children led the school in a service of thanksgiving to honour all Australians who fought, suffered or died during World War One and in all wars and conflicts that have occurred since then. Our Remembrance Day service was an opportunity for our school family to join together to celebrate peace and freedom.

The Group One students conducted the service with the utmost poise and respect. We were so proud of the time they had taken to learn their important parts, speak out clearly to the audience and maintain such a humble attitude; they made us all so proud.
In “Truth and Happiness”
Miss England, Mrs Howard and Mrs Batten
Prep/1 home group teachers
“At the beginning…”

Ice Boats

At the beginning of term, Alice requested we learn about floating and sinking. As part of this investigation, we made ice boats using recycled containers. We made sails for our boats, filled the containers with water and put them in the freezer until solid.

The children were eager to sail their boats in the water play tubs. Throughout their play, they incorporated relevant vocabulary within their conversations, using terms such as floating, sinking and melting. The children discussed and compared the rates at which their boats were melting and after much discussion, concluded that the larger the ice boat, the more slowly it melted.

Mrs Chugg 😊

Socratic Seminar - Greed

We read, “The Fisherman and His Wife” and then discussed these questions:

• Do you believe the fish owed the fisherman a favour? Why? Can wanting too much be a path to destruction? What does this mean?
• What would you have said to the fisherman’s wife if you thought she was greedy and unreasonable?
• What would you do if you were granted one wish by the fisherman?

Thank you for discussing these questions prior to our seminar this week. It was helpful to give the children a little bit of prior knowledge. Their inputs into our conversations were great!

Mrs Alice Batten
Rhythms from Nature

Recently the Preps and Group Ones explored a new rhythmic element. They did this by using it in a song and then making it out of pieces of nature they found outside. They then make sequences as small groups and performed their rhythms to accompany the song. Here are some of their creations.

Mrs Angela Chapman

“In the middle …”

Socratic Seminar - Teaming up to solve a problem
Sabrina and Daphne had to team up with Puck to help find Granny Relda and Mr Canis. This week in Philosophy we discussed:
- Would you have let Puck into Granny’s house? Explain
- Do you think the girls thought about it before they let him in? Explain
- If you team up with others, are you more likely to solve a problem? Explain
- If you had a mystery or a problem to solve, how would you go about it?
- Do you think Puck is going to be helpful to the girls? Explain

Students of the Week
Each week of Term 4, two students from both of the Group 2/3 home groups will have their names drawn out of a hat. During the following week, these students will look at our school and how it works “From the Other Side.” They will then think of something they could do during the following week that would be helpful, kind or thoughtful for someone else.

Ollie Tiernan, Ryan Cullen, Addie Isaks, Ryan Legge, James Gaunt, Bjorn Rhind, Annie Howard and Hollie Cullen have been our students of the week over the last couple of weeks. They have played
with different children, made someone’s day, put items away in the classroom without having to be asked and generally been great friends to all in our school. Well done, everyone.

Mrs Thyne and Mrs Freeland

“Towards the end …”

Street Library – History is made!!!!

History was made on Tuesday when our Street Library was the focus of a talk by Rosemary Armitage to the Tasmanian Parliament. Rosemary had become aware of the school’s project to engage the community and wanted to convey to the Parliament some of the positive activities taking place in her community. Records of her speech are recorded in Hansard (Parliamentary records) in perpetuity. The Street Library has received positive feedback and frequent use from the school and neighbourhood communities. In order to keep refreshing the Library we ask if you have any spare books at home that you are happy to donate it would be much appreciated.

Mr Barnes

Socratic Seminar - The Other Side

This week we read a book called “The Other Side” by Jaqueline Woodson and then discussed the following questions:

★ What is the meaning of the fence?
★ Why is the little girl told that the “other side” isn’t safe?
★ Why aren’t the girls worried about what their parents say about skin colour?
★ How has society changed since these times?
★ How is racism still a problem in society today?
★ If this book was to be written today, how would it be different?
Socrates Shield 2017

The Socrates Shield is a trophy donated by Mrs McNair for an annual inter-house debating competition. All students in Groups 4-6 spend one term working on Public Speaking and Debating skills, then those students who want to volunteer to represent their houses in the inter-house competition in Term 4. Places are hotly contested so preference is given to Leavers and Grade 5 students! This year, 17 students have asked to be involved!

The first round of the competition was held last Friday between Bass (Jet Rhind, Ned Adkins and Layla Andersen) and Ossa (Tom Carins, Alice Murphy and Luka Cameron) houses on the topic “That we should all be vegetarians”. Taking the Negative side, Ossa were narrow victors.

The second round of the competition – between Ossa and Esk – will be conducted next week. Good luck to all teams!

Super Stars!

We would like to congratulate Charlie Skipper and Layla Andersen on obtaining their Bronze Star awards for Swimming and Water Safety. The two students spent last term demonstrating all the skills required in the pool to achieve this outstanding award. Along with the practical components they also had to sit an exam to test their knowledge on water safety and survival. Well done!

Miss Sarah McCambridge
### IMPORTANT DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 15&lt;sup&gt;th&lt;/sup&gt; – Fri, 17&lt;sup&gt;th&lt;/sup&gt; November</td>
<td>Group 4/5 Camp to Orana (Return to school by 3.30pm)</td>
</tr>
<tr>
<td>Fri, 17&lt;sup&gt;th&lt;/sup&gt; and Mon, 27&lt;sup&gt;th&lt;/sup&gt; Nov</td>
<td>Kinder and Early Learning orientation sessions</td>
</tr>
<tr>
<td>Wednesday, 22&lt;sup&gt;nd&lt;/sup&gt; November</td>
<td>Kinder visit to Elphinwood Gardens retirement home</td>
</tr>
<tr>
<td>Thursday, 7&lt;sup&gt;th&lt;/sup&gt; December</td>
<td>Kinder library get-together - LINC Library, 10-11am</td>
</tr>
<tr>
<td>Wed, 13&lt;sup&gt;th&lt;/sup&gt; Dec (1pm) and Thurs, 14&lt;sup&gt;th&lt;/sup&gt; Dec (9:30am)</td>
<td>Final Prep/One swimming session</td>
</tr>
<tr>
<td>Fri, 17&lt;sup&gt;th&lt;/sup&gt; and Mon, 27&lt;sup&gt;th&lt;/sup&gt; Nov</td>
<td>Whole School Production – Multipurpose Hall (ticket order form below)</td>
</tr>
<tr>
<td>Wednesday, 22&lt;sup&gt;nd&lt;/sup&gt; December</td>
<td>School Christmas Picnic</td>
</tr>
<tr>
<td>Thursday, 7&lt;sup&gt;th&lt;/sup&gt; December</td>
<td>‘Jump Up’ Day</td>
</tr>
<tr>
<td>Wednesday, 20&lt;sup&gt;th&lt;/sup&gt; December</td>
<td>Leavers’ Dinner – ‘Clove’, Newstead (details to follow)</td>
</tr>
<tr>
<td>Wednesday, 20&lt;sup&gt;th&lt;/sup&gt; December</td>
<td>Elphinwood residents morning tea in Kinder classroom</td>
</tr>
<tr>
<td>Wednesday, 20&lt;sup&gt;th&lt;/sup&gt; December</td>
<td>Leavers’ Assembly and last day of Term 4</td>
</tr>
</tbody>
</table>

### Thanks for the thanks!

We do not often receive thanks so it was especially nice to receive a card recently which read as follows:

*Dear Staff,*

*What a blessing you are with all your beautiful work with our children. Your dedication, compassion and commitment to excellence are legendary. As a grandmother, I cherish you.*

We greatly appreciate this person taking the time to pen such nice words.

Thank YOU!

---

**Pop-Up Pre-Loved Clothing Sale**

*Thursday 16th November 2017*

9:30am - 6pm

*Friday 17th November 2017*

9am - 12 noon

Raising funds to support Reilli-boy who needs multiple surgeries for a double cleft palate

399 West Tamar Rd, Riverside

*(next to Rhubarb for Gifts)*
From the Other Side...
The Launceston Preparatory School Production 2017

The Launceston Preparatory School End of Year Production will be held in the multi-purpose hall at 1.00pm on Wednesday 13th December and 9.30am Thursday 14th December 2017. Students are busy preparing their items. All students will need to wear their correct school sports uniforms on the 13th and 14th of December.

Please park at the Greenfield. Do not park on Elphin Road or over driveways in Hart Street or Olive Street. We do not want a frustrated neighbour honking their car horn during the students’ performance!

The playground will be totally out of bounds before, during and after the performance.

Younger children attending the performance must be able to sit for one hour to watch the production. It is very distracting for the students performing if young children/babies are moving around or unsettled during the production.

Please turn off mobile phones for the hour of the performance.

Please fill out the form below to indicate which performance you and your family members will be attending or email your preferences to admin@lps.tas.edu.au and your tickets will be sent home with your eldest child. This will assist with the organisation of seating and make sure no-one misses out.

PLEASE REMEMBER TO HAVE YOUR TICKETS READY TO HAND IN AT THE DOOR ON THE DAY OF THE PERFORMANCE.

........................................................................................................
........................................................................................................

Student/s Name/s: ____________________________ Group/s: ______________

I/We will be attending The Launceston Preparatory School End of Year Production on

- [ ] Wednesday 13th December at 1.00pm Number of people attending ............
- [ ] Thursday 14th December at 9.30am Number of people attending ............
### Yogability Tasmania

**Let your light shine**

**Rooms 6-9 Crabtree's Chambers C: York & St John Street**

<table>
<thead>
<tr>
<th>Days</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>10am to 11.30am</td>
</tr>
<tr>
<td>Tues</td>
<td>10am to 11.30am</td>
</tr>
<tr>
<td>Wed</td>
<td>10am to 11.30am</td>
</tr>
<tr>
<td>Thu</td>
<td>3.30pm to 4.30pm</td>
</tr>
<tr>
<td>Fri</td>
<td>9.30am to 10.30am</td>
</tr>
<tr>
<td>Sat</td>
<td>3.30pm to 4.30pm</td>
</tr>
<tr>
<td>Sun</td>
<td>10am to 11am</td>
</tr>
</tbody>
</table>

### 6 TO 12 YEARS

- Yoga and Mandala Art

### 6 TO 12 YEARS

- Yoga and Meditation

### Mums and Bubs

- Baby Yoga and Movement

### Support Kids Program

- After School Program for children with additional needs

### Sensory & Yoga Play

- 2-5 Years

---

**Sensory and Yoga Play** introduces little people to yoga and breathing techniques. Children are encouraged to experience yoga through story telling and games, music and group participation. Parents are encouraged to also take part in the program.

**VOCability Tasmania** offers a safe and balanced practice. Tacked through the Yoga Path, the program is practical, holistic and nurturing for mum and bubs. Our 1 hour program is delivered with sensitivity and understanding, allowing newborns and young children to engage in practice with a safe and nurturing environment. Mums are encouraged to incorporate yoga into their routine wherever possible. We strive to create a safe, calm and nurturing environment for new mums to ease back into regular practice.
How independence-building is the pathway to your child’s resilience

by Michael Grose

Parents and teachers often ask me how to build resilience in kids.

My response is always the same: “Start by building independence and resilience will follow.”

Here’s how.

Children are hardwired for independence

Some time around the age of fifteen months, give or take three months, most children will make a strong case for self-sufficiency. They demand to do things their own way. This demand is soon backed by a strong voice—“NOOOO!”—and then more articulate cries of “I can do it!” as their third birthday approaches.

This is the time to harness your child’s push for independence and self-sufficiency. Their desire for independence and mastery over their immediate environment will see most children take incredible physical risks in the form of play and exploration of that environment. Concerned parents will naturally minimise risks by moving furniture around, keeping doors closed and hiding sharp implements, to name a few protective measures.

But parents can’t eradicate all risks. Kids will fall and hurt themselves ... but they’ll also get up and go again. In time, they’ll learn to assess situations, stare down their fears and test themselves out in new situations. Falling down, brushing yourself off and trying again is part of the natural learning experience for most young children. Parents don’t have to do much more than assess a situation for real dangers, then stand back and allow their kids to explore their environments, pulling them up only when their play and explorations transgress the rights and peace of others.

So what’s this got to do with resilience?

Well, everything really. Independence is the pursuit of mastery over one’s self and one’s environment and rarely happens without mishaps and mistakes. It nearly always involves hurt, hardship, frustration and fear. That’s where resilience comes in. Resilience is the art of bouncing forward after experiencing these hurts, hardships, frustrations and fears. Resilience is what comes from seeking out self-sufficiency and independence.
The language of independence

The fact that there's a whole genre of language devoted to resilience (mostly cloaked in cliche) is no accident. Terms such as “Get back on the bike/horse when you fall off”, “Come on, brush yourself off and get on with it” or “What doesn't kill you makes you strong” are built into the psyche of past generations. Many parents today will cringe at these terms as they appear a little callous and out of touch. Conversely most current parents' relationship with risk and adventure – both required for independence-building – is very tenuous at best, non-existent at worst.

Therein lies the challenge. I haven't met a parent, carer or teacher who doesn't want the children in their care to develop resilience that will last a lifetime. Yet many of those same adults will block the pathway to children's resilience by over-indulging them, solving their problems and not giving them real responsibility. In doing so they deny kids the sense of mastery that comes from sorting out their own problems, getting themselves out of jams and getting up after a fall.

You can never love your children too much, but you can love them helplessly. That's what happens when we deny kids the opportunity to become truly independent and self-sufficient. Deny self-sufficiency and you block a child's resilience. Develop real independence and you open a pathway to resilience that will last a lifetime.

Find out how to develop real independence and resilience in your child in my latest book Spoonfed Generation: How to raise independent kids.

Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia’s leading parenting educators. He’s the author of 10 books for parents including Thriving! and the bestselling Why First Borns Rule the World and Last Borns Want to Change It, and his latest release Spoonfed Generation: How to raise independent children.