Dear Parents

Student Attendance
As we near the end of term 3 I have included the graphic which has been extracted from the department platform ‘edi’ indicating the Sheffield School’s average daily attendance rate at this stage in the year. Our goal is to make improvements in student attendance over the next 3 years so as to achieve an end of year daily attendance rate of 92% by the end of 2017. This is achievable, particularly if as a school community we can work together to strengthen the importance placed on the value of school and the awareness that every day counts! This year has been exceptional in regard to the amount of student absence due to sickness, however as we come through this period, I would hope to see daily attendance back in the mid 90% as the norm in term 4.

ACARA School Satisfaction Survey Reminder
Late in August letters were posted out to parents inviting participation in the ACARA School Satisfaction Parent Survey. I would like to thank those parents that have already taken the time to complete this survey as it provides valuable information and feedback regarding what the school does well and areas for improvement. I would encourage parents that have not yet completed the survey to do so by tomorrow, Friday 11th September.

WotOpera
Over the last month we have been fortunate to have a team of artistic directors in our school working each Wednesday with a group of secondary students on the development of their own opera. WotOpera unlocks the creative potential of young people. We have been one of four Tasmanian high schools that have written operas that showcase their creativity, talents and boundless imaginations.
The students collaborated to produce their own stories, then composed the music and designed and painted their sets in a series of four one-day workshops representing just 21 hours!

The four schools will come together to perform their individual works at Burnie Arts and Function Centre, Town Hall, Burnie on Monday evening, 14 September.

Student Achievements
Congratulations to our secondary netball team and 7/8 football team for their success in their respective grand finals recently. It is great to experience success such as premierships as a reward for the hard work and skills players possess, however even more impressive is the manner in which these teams and many of our other winter sporting teams have conducted themselves and represented the school this year. The winter sporting season will draw to a close with the Secondary Winter Sports Presentation event this evening. Well done to all players that have participated in one of winter sporting teams this season.

This newsletter features Lillian Maddick’s entry for the Frank McDonald essay competition.

Ron Daly
Principal
Konnichi wa! Japan: it’s not all raw fish!
Grade 5-6 students have been learning how to say words for different fruits and foods in their Japanese classes and to say which ones we like and dislike as well.

Hai, suki desu! We have found out about square watermelons and that some words are the same in English and Japanese. Can you work out what these words mean?

Banana, orenji, miito pai. Towards the end of term we will be finding out what Japanese children have in their school lunchbox and endeavouring to make and eat some delicious rice balls.

To say ‘yum’ in Japanese, say ‘oishii’. (oy-shee)

Kate Jackson
Japanese Teacher

With only 45 days left until we leave for Cambodia, we are keenly counting down the days until we fly out from Devonport. With all our organisation now in full swing, we have not had a lot of time for any major fundraisers, however we do have a final one coming up very soon.

We will be holding a “Pre Loved Pop Up Shop” on Sunday, the 11th of October in the Sheffield Town Hall. Stall holders are welcome to arrive from 9am, and doors open to the public at 11am. If you have some pre loved goods in good condition, you can hold a stall at the cost of $20 per table.

If you would instead like to come along and make a few purchases, we will also be holding a sausage sizzle, so you can come along and make a day out of it. With this being our last major fundraiser for the trip, it would be great to see everyone out having a good day and supporting our cause.

Thank you once again to everyone for their ongoing support, it is so amazing what a little town can do. We are all so grateful for every bit of help, be it big or small, and we extend our thanks to the entire community. Stay posted to hear more of our plans in the lead up to our trip.

The Cambodia Team
P-10 BOOK WEEK ASSEMBLY
AWARDS
FRIDAY 28 AUGUST 2015

Prep/1A
Emmison Robertson
Lucas McCallum

Prep/1B
Isabelle Leslie
Paige Jenkins

1/2A
Charlton Skirving
Tesha Steers

1/2B
Elise Carman
Bradley Rudd

Grade 2/3
Isabelle Ritter
Hugo Mansell

Grade 4
Harrison Watling
Ellowyn Thomson

Grade 3/4 A
Matilda Wordsworth
Alexandra Keddie

Grade 5
Kaleb Patterson
Lillian Rockliff

Grade 5/6
Allannah East
Ruby Skirving

Grade 7 A
Oscar Downing
Billie Chatterton

Grade 7 B
Tony Temple
James Knight

Grade 8 A
Bree Jago
Jordan Jones

Grade 8 B
Amber Haberle
Jared Patterson

Grade 9 A
Josie deBoer
Manisha Kernan

Grade 9 B
Brady Rouse
Tom Rockliff

Grade 10 A
Rebecca Smart
Demi Bird

Grade 10 B
Madelyn Keen
Lachlan Gower

Kinder/Prep R
Kelsey Hill
Sapphire Hibble

Grade 1/2R
Tayla Saward
Kai Hicks

P-6 AWARDS
WEDNESDAY 9 SEPTEMBER

<table>
<thead>
<tr>
<th>Prep 1/A</th>
<th>Prep 1/B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lachlan Mack</td>
<td>Sharla Roetz</td>
</tr>
<tr>
<td>Jack Novaski</td>
<td>Ryan Molyneux</td>
</tr>
<tr>
<td>Benjamin Zhao</td>
<td>Bella Mansell</td>
</tr>
<tr>
<td>Jaxon Wing</td>
<td>Brody Boucher</td>
</tr>
<tr>
<td></td>
<td>Sianna Martin</td>
</tr>
<tr>
<td></td>
<td>Isabelle Leslie</td>
</tr>
<tr>
<td></td>
<td>Fiona Wilde</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1/2A</th>
<th>1/2B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hayden Burford</td>
<td>Jacob Hedditch</td>
</tr>
<tr>
<td>Matthew Kemp</td>
<td>Stirling Woodham</td>
</tr>
<tr>
<td>Trinity Keenan-Pickett</td>
<td>Jackson Wordworth</td>
</tr>
<tr>
<td>Ava Duff</td>
<td>Blake Burns</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2/3A</th>
<th>3/4A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack de Bomford</td>
<td>Amber Dunlop</td>
</tr>
<tr>
<td>Madeline Steward</td>
<td>Charlee Saunders</td>
</tr>
<tr>
<td>Phoebe Collins</td>
<td>Kalan Agnew</td>
</tr>
<tr>
<td>Tahli Hyland</td>
<td>Cale Hayman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4A</th>
<th>5A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casey Chatteron</td>
<td>Denzel Kernan</td>
</tr>
<tr>
<td>Will Duff</td>
<td>Jack Crowther</td>
</tr>
<tr>
<td>Imogen Rouse</td>
<td>Lachlan Wordsworth</td>
</tr>
<tr>
<td>Petra Steers</td>
<td>Jacinda Batt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5/6</th>
<th>6A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tarnae Bryan</td>
<td>Nikea Davey</td>
</tr>
<tr>
<td>Chloe Dennis</td>
<td>Jasper Dawkins</td>
</tr>
<tr>
<td></td>
<td>Morgan Gamble</td>
</tr>
<tr>
<td></td>
<td>Mitchell Colgan</td>
</tr>
</tbody>
</table>
Exploring the New Frontier in Parenting

So what is this new frontier of parenting? Emotions are now recognised as an important part of the parenting landscape. Here are five ideas to help you explore the alien landscape of kids’ emotions.

It’s official! Emotions are now part of the parenting and educational mainstream!

For some time they’ve been relegated as a sideshow to the main events of discipline, confidence building, character building, and lately, resilience.

Not now.

The recently released movie Inside Out gives life to emotions in a fun, accessible way. It’s a wonderful demonstration of why we must put emotional intelligence front and centre in our parenting and teaching. The quickest pathway to happiness and success is the acceptance and recognition of feelings.

This is not a new idea. Over 2,000 years ago Socrates reminded his Greek companions, “Educating the mind without educating the heart is no education at all.”

Current day muse Dr. Marc Brackett, Director of the Yale Centre for Emotional Intelligence is more expansive. He says, “Emotions matter as they drive learning, decision-making, creativity, relationships, and health.”

This is not to say that we ignore children’s poor behaviour, neglect to set limits or not ask anything of them when they’ve experienced hardship at school. Accepting and recognising emotions is an added layer in our interactions with kids, which may well be the missing link in building cooperation, connection and resilience.

Emotions are messy. They can be loud. They can be hidden. They so often interrupt our well-organised schedules. “What do you mean you’re sad? We’re off to watch a movie. It’s a happy time!” Emotions are hard to control and difficult to see. Like slippery eels swimming in a dam, you know that they are down there somewhere but it’s hard to figure out just what they are doing.

It’s a wonder parents haven’t smartened up to emotions earlier because ‘good parenting’ is hard emotional labour. When your three-year old throws a tantrum in a supermarket and all you can do is grin and bear it rather than throwing your own tantrum or doing what you really feel like which is disowning your own child(ren) you’re doing hard emotional labour.

When you console and contain the hurt of a primary school aged child who throws himself at your feet howling that everyone hates him, you are doing emotional labour.

Staring down a teenager who looks you straight in the eye while spitting out “I hate you!” because you’ve denied their request to go out is hard emotional labour. Parents do emotional labour all the time. That’s one of the reasons it’s so draining.

Accepting kids’ emotions mean we need to listen to them. We need to be mindful of their feelings as well as their behaviours and thoughts, which is what most parents and teachers are conditioned to do. We’ve built a broad vocabulary around behaviour management featuring terms such as consequences, limits and boundaries, and time-out to name a few. And the perennial ‘To smack or not to smack’ question shows we are very willing to have debates about behaviour management methods, but discussions about emotional management are few and far between.

Want more ideas to help you raise confident kids and resilient young people? Subscribe to Happy Kids newsletter, my FREE weekly email parenting guide at parentingideas.com.au. You’ll be so glad you did.

more on page 2
The limits of many parents’ emotional vocabularies are matched by the limitations in method as well. Most parents when asked can provide plenty of ways to raise a well-behaved child but I suspect many would struggle if asked to name three or more ways to build their children’s emotional smarts. This is not a criticism but an acknowledgement of lack of training in the area.

Ask yourself, “Who taught you how to recognise, manage and regulate your emotions?” If you answered your parents then lucky you. They’ve given you the tools you need to have successful relationships, to maximise your earning potential (i kid you not) and to behave like a champ, not a chump, when playing sport and participating in other competitive or high performance activities. If you were able to identify any adult who taught you emotional intelligence then I suspect you are in rare company. My guess is you probably couldn’t identify anyone, so your emotional intelligence (if you’ve read this far you have the emotional smarts needed for focus, self control and concentration) is unconscious, rather than conscious, making it hard to teach or pass on emotional intelligence skills to kids. So where do we start?

Here are five ideas to help you explore the alien landscape of kids’ emotions, the new frontier of parenting:

1. **Listen first**
   When your child fusses and fumes about some wrong-doing or hurt they’ve experienced clear your mind and listen.

2. **Contain rather than manage (let your kids do the managing)**
   Children’s behaviour can become tangled up in upsets and disappointments. It’s hard to separate their behaviour from their feelings. Sometimes as a loving, caring adult you just have to soak up their feelings, and give them the time and space to soothe their own souls. We don’t have to do that for them.

3. **Know that emotions can be pleasant and unpleasant**
   We often place value judgements on emotions by saying some emotions are good or positive (happy, motivated, energised) while some are bad or negative (sad, worried, sullen). Avoid passing judgement in such ways. Recognise that emotions are pleasant or unpleasant and that all emotions are acceptable, whereas some behaviours (such as hurting someone when you are angry) are unacceptable.

4. **Build a vocabulary around emotions**
   Just as feelings have names, there are terms for the emotional intelligent parenting method. For instance, 1-messages* are a type of communication used by parents and adults who take an emotions-first approach.

5. **Help your kids recognise, then regulate emotions**
   Ever told a child to calm down only to see their emotions escalate? Kids, like adults, need to recognise their feelings before they can regulate their emotional state, and that’s not easy. Emotional recognition is a complex process that takes practice. Even when we are good at it we don’t always get it right. Learning to recognise your feelings is a continuous process that’s best started when young, before the ups and downs of adolescence becomes a reality.

Emotional intelligence is best learned when it becomes part of your family’s culture, or way of doing things. When it becomes part of your family’s DNA then emotional intelligence will be passed down from generation to generation. You’ll know it’s had generational impact when your children identify you as the person who trained them in the skills of emotional intelligence. How cool is that!

Want more ideas to help you raise confident kids and resilient young people? Subscribe to Happy Kids newsletter, my *FREE* weekly email parenting guide at parentingideas.com.au. You’ll be so glad you did! When you subscribe you’ll also get my fantastic Kid’s Chores & Responsibilities Guide with plenty of ideas to get your kids to help at home without being paid.

_Michael Grose_

Want more ideas to help you raise confident kids and resilient young people? Subscribe to Happy Kids newsletter, my *FREE* weekly email parenting guide at parentingideas.com.au. You’ll be so glad you did.
Sheffield Junior Cattle Handlers Fund Raiser

You Are Invited to an Evening of Tasting
Fine Tasmanian Food

Informal Tapas Style dining,
Sharing in a number of delicious dishes

Featuring

Tasmanian Seafood,
Chicken, Beef and Lamb

To be held at
The Central, Devonport
Wednesday 23rd September 2015
6.30pm for 7.00pm

Tickets $50.00pp, 15 & under $35pp,
(Drinks not included)

Tickets: Annette Page 0417 238 107
Amanda Grey 0427 497 383

Sheffield School
Junior Cattle Handlers
The Frank MacDonald MM Memorial Prize

World War 1 had a devastating effect on Australian/Tasmanian society. Why should we commemorate the centenary of our participation in this conflict?

Lily Maddick
Sheffield School
1189 words

(Excluding references, quotes and captions.)
Commemorating the Centenary of World War I is important to remember all of the people involved, because if we don’t, who will? So many lives were taken, and with them their stories and legacies. To know our history is to know ourselves, and to remember our fallen as human beings, not statistics, is of major importance in truly respecting our veterans.

On 8\textsuperscript{th} February, 1915, my great grandfather, Hubert De Burgh Newcomen, enlisted at Broadmeadows, Victoria with the 6\textsuperscript{th} Field Ambulance.\textsuperscript{1} He had been living at his family home in Benalla, and was an auctioneer aged twenty-three. By the 30\textsuperscript{th} of August he had joined the Mediterranean Expeditionary Force in Gallipoli to move the wounded from the front line to casualty centres, field hospitals and evacuation ships,\textsuperscript{2} and also recover dead and wounded from ‘No-Mans-Land’. Hubert caught two donkeys and constructed a stretcher carrier from an old gun carriage and scrap timber to make the transportation faster and more efficient.\textsuperscript{3}

![Hubert De Burgh Newcomen and the stretcher carrier he made.](image)

By October 31\textsuperscript{st} Hubert was hospitalised at Anzac Cove after being buried alive by an artillery shell explosion. His fellow stretcher bearers dug him out of the collapsed trench and resuscitated him.\textsuperscript{4}

\textsuperscript{3} [https://www.awm.gov.au/collection/P04720.003](https://www.awm.gov.au/collection/P04720.003)
\textsuperscript{4} Received oral information from Jill Clutterbuck, daughter of Hubert De Burgh Newcomen.
After being hospitalised on November 2nd for rheumatism, he assisted in the withdrawal from Gallipoli between 18th and 20th December, 1915. Hubert was likely evacuated on the second or third night to help with casualties, before being sent to Alexandria, Egypt for rest. Here Newcomen was:

“Awarded 7 days C.B (Confined to Barracks) playing illicit game of gambling”

On the 19th March, 1916 Hubert joined the British Expeditionary Force on the Western Front, where he volunteered for the 6th Machine Gun Company, 6th Infantry Brigade. Hubert fought at Pozieres, Ypres Salient and Flers. On December 1st, 1916, Hubert was appointed to Lance Corporal. Four weeks later, he was promoted to Acting Corporal during heavy action in the line at Le Tansloy, where he fought until February.

Hubert received a commission in the field at La Boielle and was promoted to Second Lieutenant.

Hubert’s mother Kate received a telegram stating his brother, Arthur, was reported Missing in Action five days before he was due leave to England. Hubert searched for Arthur in the surrounding trenches during the time he was meant to be away, but Arthur was being held in Germany as a Prisoner of War. Hubert returned to his post to be told his brother was officially a prisoner.

Lieutenant Newcomen fought at Menin Road, Ypres, as 2nd in command of ‘M’ Battery, in very intense fighting near Ypres and along Broodseinde Ridge. On October 25th, Newcomen was relieving a fellow lieutenant when he was shot in his right elbow, shoulder and injured ribs. He was evacuated and hospitalised for eight days, until he continued in the fighting of Ypres area, including Passchendael.

Afterwards, his unit was held at Watterdal where training, sports and rest occurred. Making the most of his time, Newcomen won first place at a Lottingham horse show. Using his natural horsemanship, he won the Bare-Back Mule Steeplechase, and was “Awarded 7 days C.B (Confined to Barracks) playing illicit game of gambling”, again.
Lieutenant Newcomen was made Battalion Transport Officer. He was sent back to the Somme, and for three months fought at Albert, Ville-sur-Ancre, and Villers-Bretonneux.

But it was not just fighting for Lieutenant Newcomen. On June 20th, 1918, Lieutenant Preston of the 13th Australian Light Horse Regiment, having heard of Newcomen’s horsemanship, challenged him to a race. Preston rode against whatever Newcomen found, with 100 francs set as the stakes. Lieutenant Newcomen walked away from the race a richer man, along with the satisfaction of beating a Light Horseman at his own game.

After American troops joined the Line to fight with the Company at Villers-Bretonneux, the ‘Beginning of the End’ occurred. At the start of August all five divisions of the Australian Corps launched an offensive to break through the German front lines. Australian and Canadian forces formed the spearhead. Four days of intense fighting followed, with the Allies successfully overruning the German front line. Lieutenant Newcomen was involved with the transportation of guns and ammunition to the front.

After the breakthrough, Newcomen volunteered as an Army Air Corps pilot, travelling to England on September 11th for training, but 2 months later was the Armistice and hostilities ceased.

On March 3rd, 1919 Lieutenant Newcomen sailed from Portland, Dorset on the H.M.S.

Euripides, and was appointed Sports Officer to keep the troops’ fitness and morale up until they arrived home on April 20th. He continued life like the Great War never happened, returning to his pre-war profession, and marrying Margot Hope Webb in 1923.

This is the biography of my great grandfather’s time in The First World War. He did what many World War One veterans did; withstood the nightmares, what we now know as Post Traumatic Stresses, and successfully raised a family.

But not everyone returns from a war. 215,858 Australians didn’t make it home from The Great War. We try to remember the dead, but no one knows those who died without families; not like their children and grandchildren would have done. These men and women should have come home, and had families to carry on their stories, because this is what we need to remember about them. Not that they died on a distant, war-torn battlefield, but that they were people who had lives and feelings. We are told statistics to try and grasp the enormous loss accompanied by war, but numbers that big, just remain numbers. No visualization of people or dead bodies on battle fields; just a big number. And if we cannot remember what they did for us, as individuals, can we truly respect them?
So many fallen don’t have descendants researching their most defining moments. They are not remembered for their Humanity or hardships. Not the fun challenges put up by their fellow lieutenants, like donkey steeplechase, or clever inventions that saved lives, or beating a Light Horseman at his own game. They are no longer people with good qualities as well as bad, or feelings and opinions. They are remembered on ANZAC Day and Remembrance Day, the only time our nation commemorates their sacrifice. Even then not as men or women; but letters that make up names, and numbers. They should be remembered as someone’s family.

We have to commemorate the centenary of the Great War for all 16,500,000 individuals who didn’t make it home; from all over the world. It is just as important to commemorate those who survived as it for those who died. To keep the few stories and memories they shared with us alive so they aren’t lost; like so many gone. My great grandfather was an amazing man, and as a result of my research, I now think of him as a person; not just a name or face. I have begun to realise that every person lost because of This War had a life, loved ones, and friends. I began to stop thinking of them merely as numbers, or names on a list etched into the base of a war memorial, and began thinking of them as people; actual human beings each living in their individual worlds. To commemorate is to remember, and we must remember what we can, because that is all we have left; an imprint of their legacy and a memory of their personality.

Why do we commemorate the First World War? Lest we forget.

Australian Diggers in Egypt
Attention Parents/Guardians and Community Members

Please show your support to our hard working, creative and talented students by booking tickets to WotOpera.

The evening consists of four SHORT operas entirely written and created by our students. Come along and enjoy!

WOTOPERA: TASMANIA
original operas meaningful to the lives of young people

WotOpera unlocks the creative potential of young people. Over 80 students from four Tasmanian high schools have written four operas that showcase their creativity, talents and boundless imaginations, the participating schools are:

- Parklands High School
- Reece High School
- Sheffield High School
- Yolla District High School

The students collaborated to produce their own stories, then composed the music and designed and painted their sets in a series of four one-day workshops representing just 21 hours!

The four schools will come together to perform their individual works at Burnie Arts and Function Centre, Town Hall, Burnie.

You are invited to delight in their journey and enjoy their creations on Monday 14 September at 7pm.

Date: 7pm, Mon 14 Sept 2015
Where: Burnie Arts & Function Centre, Town Hall, Burnie
Bookings: 03 6430 5850
Online: www.burniearts.net
Booking fees may apply.
Tickets: $10 for Adults
$5 for Concessions
WotOpera Artistic Director: Murray Dahm
WotOpera Team: Shenzo Gregoria, Travis Hennessy, Danielle Barnett, Stuart Loone
Photographer/Videographer: Bridget Elliot

wotopera.org.au
Where best to position your smoke alarms

Single Level Homes
You should install a smoke alarm in each bedroom, hallway and living area.

Multi Level Homes
Install smoke alarms in all sleeping areas and on the ceiling at the head of the stairway connecting the levels.

11. Smoke alarms for the Deaf and Hard of Hearing
These alarms have a flashing strobe light and a vibrating pad for placing under the pillow that activate when the smoke alarm sounds.

If you require an alarm for the Deaf and Hard of Hearing contact Tasdeaf
Phone/TTY (03) 6228 1955 FREECALL: 1800 982 212
Email: info@tasdeaf.org.au Fax: (03) 6228 1966

Home Fire Safety
Product Safety Recall

Cosmic Light Beam Torch
Penlight Torch
Supplied through the Commonwealth Bank
School Banking Rewards Program
January to August 2015

Defect: The button batteries in the Torch may be accessed by children.

Hazard: If a young child gains access to these batteries and ingests them, they may suffer internal burn injuries, which can result in serious illness or, in the worst case, a potential fatality.

What to do: Consumers should immediately and safely dispose of the Torch.

Contact Details: Any queries may be directed to the participating school’s School Banking Co-ordinator or the School Banking Helpdesk on 1800 674 496, Monday to Friday 9:00am to 4:00pm (AEST).

See www.recalls.gov.au for Australian Product Recall Information
Information evening for upcoming Auditions will be held on Wednesday 7 October at 6.30pm at the Courthouse in Ulverstone (near RSL/Council). Auditions will be held on 10 October (bookings essential), ages 14 and up. For more information, contact Melissa Budgeon 0458407872 or Fiona Paterson email below 

fiona.paterson@education.tas.gov.au

The Devonport Touch Association is running a primary 3-6 mixed roster and 7/8 boys and girls and 9/10 boys and girls roster. Both rosters start on Thursday 22 October with primary games commencing at 3.30pm or 4.20pm and secondary games commencing at 4.20pm or 5.10pm. The roster runs for ten weeks. For more information and registration please go to 

First Aid Training
First Aid Training is run by ‘First in Training’ and will be conducting a course shortly. The course incorporates CPR (useful for pool season), and any interested person can phone 0448 760 219 for details of available courses, cost and venue.

Disclaimer: Parents should note that advertisements for education services, companies, activities or similar events are published as a ‘community service’. Sheffield School is in no way liable for the quality, supervision or integrity of the provider and strongly suggests that parents make their own enquiries before engaging with the advertised event.

Ron Daly, Principal