



Term Dates to Remember

TERM 2 (8 weeks)

MAY	
Friday 23	NEGS Experience Day
Wednesday 28	School Photos
Saturday 31	North West Equestrian Expo
JUNE	
Thursday 5	Year 9 Parent/Teacher Interviews 3.30pm
Friday 6	Buses leave for June long weekend
Monday 9	Public Holiday Boarders return
Friday 13	NEGS Athletics Carnival
Thursday 19	Year 8 Information Session - 2pm Year 8 Parent/Teacher Interviews - 3.15pm
Friday 20	Buses depart from 7.30am

NEGS Calendar Link
<http://negs.nsw.edu.au/calendar/>

From The Principal

Mr Clive Logan

Key ingredients of the successful student (Part 1)

He was one of my all-time best students, not just for the grades he earned, but for the following attributes:



1. **Motivation.** He was highly motivated and enthusiastic. He exuded confidence that if he didn't know something, he was willing to learn it.
2. **Openness.** He was receptive to new concepts and ideas. The mistake new students make is to stick to what they learned from previous teachers or life experiences. In high school, it is important for students to be open to views that run contrary to their comfort level or way of doing things.
3. **Punctuality.** He was in class on time. Students should understand that although each teacher is different with regard to attendance expectations, there is a basic rule: You must attend. Skipping class or coming late is never a good thing.
4. **Engagement.** He was an active learner, meaning he asked questions, initiated discussions in a way that raised the bar for others. It is not enough to just be present; the mind and spirit must also be engaged.
5. **Preparedness.** He always came with assignments completed. He was ready to learn.
6. **Ability to overcome setbacks.** There was an occasion when he submitted a paper that 'missed the mark' and his grade reflected it. He did not sulk. He did not panic. We discussed it, he determined what I was looking for, and the next time, the paper was 'on the mark'.
7. **Giving more, not less.** He did not just meet the average requirements of the class; he did that added bit of research or writing or interviewing to make his work stand out.

So what distinguishes a successful student? What makes the student stand out from the rest of the class? This is not only for your school children, your sons and daughters, but these are relevant for all of us, as lifelong learners.

The **four 'A's'**: attitude, academic skills, awareness, and accomplishment, certainly are a large part of it, and a student who has them will be very likely to earn 'A's':

8. **Attitude** is primarily a genuine desire to learn, and the willingness to do hard intellectual work to achieve understanding. It is also shown by how well you apply yourself even to subjects for which you may have little interest, and how much you can achieve even when a professor's style isn't to your liking.
9. **Academic skills** include ability to read with comprehension, intelligent use of resources (including library and internet resources), logical and mathematical skills, efficient study habits, and the ability to communicate clearly and fluently in speaking and writing.
10. **Awareness** of what's going on in the world around you, and the habit of intelligently relating it to your academic courses. For example, when taking a course in political science, you should relate what you are learning in class to what's happening on the national and world political scene. When taking a science course, you should relate scientific principles to phenomena you observe in everyday life, and go out of your way to find applications and examples of science in the real world.

11. **Accomplishment** is demonstrated by successful application of understanding. The evidence of that includes: correct and confident application of what you've learned to new problems and challenges, clear and effective communication of your understanding through speaking and writing, and possession of a base of information, skills and understanding sufficient to allow you to continue your education outside of the classroom, throughout your life.
12. All of these add up to a fifth A: **ability**, a word frequently used above. The goal of education is to achieve the ability to apply one's knowledge in new, creative, and correct ways. Abilities are not entirely innate; some are achievable through dedicated and focused effort.

Next edition: Other qualities of the successful student.

Southern Cross Cultural Exchange

Southern Cross Cultural Exchange

Because we have a very active Round Square exchange program operating at NEGS we do not need to advertise exchanges for our students. However, some of the Year 12s might be interested in this organisation when planning a Gap Year. Southern Cross is a very reputable commercial placement organisation. It uses homestays and school experiences and through this, offers an immersion in another culture. It advertises 2-10 month experiences for 15-19 year olds. It could be a valuable experience, for instance, for someone wanting to improve skills in French with plans to undertake courses in international studies, to set up a placement in France. The organisation is having an information session at UNE and these details, as well as contact details, are:

Tuesday 27th May 7.00pm UNE Education Seminar Room 138

E: h.nicholas@scce.com.au

Web: www.scce.com.au

P: 1800 500 501

Good News & Achievements

• **Elijah Layton** 2nd in the Junior Paraders' Comp at Wingham Beef Week

• **Katie Cannington** won her age group in the Paraders' at Wingham Beef Week

• **Congratulation to the whole Livestock Team** a great success at Wingham Beef Week



Boarders Weekend Outline

Friday 23rd May – Sunday 25th May



Friday 23rd May *Experience day girls in Kirkwood

3.45pm	BUS to Town –Meet outside Kirkwood Pick up to Return to NEGS @ Bus Stop on cnr Faulkner St and the Mall @ 5.00pm
5.45pm	Dinner in the Dining Hall
6.30pm– 8.30pm	Movie night in Kirkwood
7.00pm	7:00pm –9.00pm Year 11 Dinner Leave (optional) 7:00pm –10.00pm Year 12 Dinner Leave (optional)

Saturday 24th May

Weekend SPORT – See Sports draws for game times

8:00am – 9:00am	Breakfast in the House
11:30pm– 1.30pm	Walk through lunch in the Dining Room
5:45pm – 6:30pm	Dinner in the Dining Room
7.00pm –9.00pm –10.00pm	Year 11 Dinner Leave (optional) Year 12 Dinner Leave (optional)

Sunday 25th May

11:00am	Brunch in Dining Room
11:30pm – 12:30pm	Hour without Power – MPC open OR Free Time outside Both Kirkwood and Saumarez will be locked for this hour.
1.00pm– 3.00pm	SPAR: (1.5 hour limit) Year 9 are able to walk to SPAR in groups of 4 or more Year 10 are able to walk to SPAR in groups of 3 or more Year 11 and 12 are able to walk to SPAR in pairs
VARIED TIMES	OPTIONAL ACTIVITY– Red Shield Appeal Door Knock
5:45pm – 6:30pm	Dinner in the Dining Room

**IF YOU ARE ON AN EXEAT THIS WEEKEND PLEASE ORGANISE YOUR
PAPERWORK BY WEDNESDAY EVENING**

At Home With Science Club

The girls from Science Club would like to share some fun activities that you can all do at home with ingredients commonly found at home. This week - Lava Lamps!

1. Take a plastic/glass bottle that you have removed the stickers from and add water to it until it's about a quarter full.



2. Fill the bottle almost to the top with vegetable oil.



3. Add several drops of the food colouring of your choice.



4. Add a soluble aspirin tablet to your bottle, pop the lid on and watch the magic happen!



5. To re-start your lamp at any time, simply add another tablet.



Private Vehicle Conveyancing (PVC)

Private Vehicle Conveyancing (PVC) applications – day and boarding students

PVC subsidy is available for eligible NSW school students, where there is no public transport available for all or part of the journey. An example of this is if families live more than 1.6km from the nearest transport pick up point. For further information re eligibility please telephone the Ministry of Transport on 1800 010 123.

Please note: for families who are not registered, to be subsidised for Semester 1 (Terms 1 and 2) the cut off date for applications is the 18th June. If your application is successful, could you please forward a copy of the original form to NEGS so we can ensure that you will be paid correctly for your subsidy? If you have two different distances e.g. home to coach pick up point or home to NEGS then it is necessary to complete two forms.

Thank you for your assistance. If you have any questions, please contact me. Helen Smith E: helen.smith@negs.nsw.edu.au or P: 6774 8700

NSW Parents Council

For information on funding to Non-Government Schools, including an press release from the Association of Independent Schools, please go to this website:
<http://www.parentscouncil.nsw.edu.au/Funding.htm>

If parents have a further interest in issues regarding Non-Government Schools, please take the opportunity to sign up for the newsletter.



Wellbeing@ NEGS

Tutor Time for Term 2:

This term we continue to focus on Character Strengths in each Tutor group, following the program below:

Week 2 Monday - Year 12 exams and Year 9 at camp so time was spent with other tutor groups discussing personal goals for the term/ study regime and balancing sport with homework.

Week 3 Monday- Zest

Week 4 Monday- Kindness

Week 5 Monday- Love

Week 6 Monday- Social Intelligence

Week 7- long weekend

Week 8- Leadership

Please ask your daughter what they enjoyed about the lesson and encourage them to share their thoughts with you.



Effects of Social media

Mrs Amber McCulloch spent time this week with Year 7 looking at the importance of stepping away from technology and interacting with those around them instead. Ask your daughters what they learnt from the videoclip they watched.

Please see the attached article called "The Anxiety of Facebook" for more evidence about the negative side of excessive use of social media. Although there are of course positive features of Facebook, each student reacts differently to the pressures of Facebook- how is your child managing Facebook?

The Anxiety of Facebook

By MARISSA MALDONADO

Social media has changed the way people interact. We can now remain in constant contact with hundreds of so-called friends, even ones we rarely see in person.

The impact of social media on society has prompted researchers to investigate whether its effect is positive or negative. The findings are mixed, showing both benefits and downsides to the use of social media sites. One area of focus in these studies is the effect of social media on mental health.

Recent research has shown that using social networking sites, namely Facebook, can increase people's stress levels, produce anxiety and negatively affect a person's sense of self. Using these sites might even cause a person to develop a mental health disorder or exacerbate an existing one. Social media even has the power to quickly spread moods around the world.

Social media sites provide places where people can create the face they want the world to see. Creating a profile allows a person to decide exactly what image to present to others. For some people, this can lead to a near-obsession. This could reflect a person's self-esteem, according to one study.

This study looked into the association between a person's self-esteem and how much time he or she spent on maintaining his or her profile, specifically what actions they performed to create their online persona. Those with lower self-esteem cared more about what others had posted about them on Facebook and were more likely to remove certain posts to ensure their profile remained a reflection of the image they wanted to portray. They might even scour Facebook and other networking sites to ensure that there are no negative remarks or unflattering photos. Conversely, those with high self-esteem spend time creating their own profile, adding pictures and information about themselves to show the world their ultimate persona.

Another study showed that Facebook increases people's anxiety levels by making them feel inadequate and generating excess worry and stress. Social media provides constant updates. This motivates many people to continually check their status and newsfeed on mobile devices. Some people feel a constant impulse to check for updates, only feeling relief when they turn off the mobile device. In this study, over half of the respondents felt uneasy when they were unable to access their social media and email accounts.

Additionally, two-thirds had difficulty sleeping due to anxiety and other negative emotions after they had used the sites. The constant updates also led many respondents to frequently compare themselves to others, leading to feelings of inadequacy. This anxiety and worry creates chronic stress that could lead to health problems, including mental health issues.

The researchers found that when the participants increased their Facebook use, their state of well-being declined, while those who increased the amount of time they spent with people face to face had an increased sense of well-being. There was no indication that people used Facebook more when they already felt depressed or that there was a link between loneliness and Facebook; these were both independent predictors.

Maldonado, M. (2014). The Anxiety of Facebook. Psych Central. Retrieved on May 15, 2014, from <http://psychcentral.com/lib/the-anxiety-of-facebook/00019448>

Managing Emotions

Please read the article attached from ParentingIdeas "Healthy Ways for Kids to manage their Emotions."

Parenting *ideas* INSIGHTS

Building parent-school partnerships

WORDS Michael Grose

Healthy ways for kids to manage their emotions

Emotionally intelligent children, like their parents, know a range of healthy ways to manage their feelings.

What training did you get from your parents in recognising or regulating your feelings – in other words, in managing your emotions? If you are like me, you didn't get much really constructive help at all.

"Don't worry! It will all turn out right!" was about the extent of the emotional management in my house, and I suspect in most other houses at that time.

I guess that's why many people automatically default to ineffective ways of dealing with their feelings – such as avoidance, denial and straight-up worrying – when difficult emotions emerge.

Those ineffective strategies are then passed on to their children. Little wonder that anxiety, anger and apathy are commonplace among today's children and young people, even though we live in affluent times.

Sometimes, despite what we were taught, it's better to find ways to deal with negative feelings rather than avoiding them. Avoiding them can allow them to overwhelm us or cause us to act out. Here are seven healthy ways to manage your emotions that you can pass on to your children:

1 Breathe deeply

The trick here is to take deep breaths, rather than shallow breaths. The easiest way to breathe deeply is to sit up straight (or stand up straight). Count to 3 quietly while breathing in through your nose, and count to 5 while breathing out. Breathe slowly and deeply. You may even feel a little 'heady', which indicates deep (and low) breathing.

2 Find a favourite relaxation exercise

There are many instant relaxation exercises you can use to change your emotional state. My favourite way to manage nerves and tension is to tense my body for 3 seconds and then relax. Repeat this a number of times and you can't help but feel calmer. You can isolate part of your body such as your shoulders and arms to release the tension around your neck. There are plenty of quick techniques you can use to relax.

3 Use a positive reappraisal

Emotions are caused not by an event, but by the way we look at an event. To one person, giving a wedding speech is a chance to strut

their stuff (so they feel excited), while to someone else it is nothing but a nightmare (so they feel anxious). Change the way you view something and you'll better be able to manage your emotional response. "This is a challenge, not a problem" is a catch-all reappraisal. The more specific the reappraisal the more effective it will be.

4 Use positive, REALISTIC self-talk

Ever talked yourself out of doing something exciting, new or challenging before you've even started? Maybe you've said something like: "I'll never be able to do that" or "This will stress me out big time" or "I'm no good at...."? I know I have.

Next time you catch yourself talking yourself (or something else) down, replace the negative with something realistic but more positive. Something like "I've done it in the past and I survived. So I should be able to do it again." Repeat this a few times and your emotional state will shift to a better one.

more on page 2 >>

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parentingideas.com.au





Parenting*ideas* INSIGHTS

... healthy ways
for kids to manage
their emotions ...

Deal with negative feelings

5 Exercise

Exercise releases endorphins, nature's feel-good chemical, which will move your mood to a better state. The paradox is that we often don't feel like exercising when that's exactly what we really need. Don't let those feelings stop you. Going for a run, walking the dog or even a playing a game outside with the kids is the very thing you need to feel better.

6 Distract yourself

A healthy distraction, such as phoning a friend, reading a novel or watching a comedy is a way many people use to manage difficult emotions. It's a highly recommended strategy for natural worriers! It's amazing how much better a situation will seem after giving your mind a short break from it..

7 Have constructive habits and hobbies

One of the tenets of good emotional health is that a person needs hobbies and interests that lift them up and make life enjoyable. Single-tracked lives – all work and no play – are recipes for emotional disaster. If you can relate to this, then I suggest you take the time to find a hobby or interest that juices you up. The same, of course, holds for kids. All work and no play makes ... well, it's hard to hold it together if you are feeling stressed all the time.

It's important that as parents and teachers we practise good emotional management techniques ourselves so we are better placed to pass them on to kids. The upside is that'll we'll feel better, make better decisions and be more effective as parents and teachers as well.

This is an extract from "15 right ways to manage emotions", a special report available at Parentingideasclub.com.au

Michael Grose



Stay one step ahead of your kids with great ideas & expert advice from Michael Grose. Join Michael's **NEW Parentingideas Club** today at parentingideasclub.com.au. You'll be so glad you did.



parentingideas.com.au

10 WAYS PARENTS CAN WORK WITH TEACHERS

TO SUPPORT CHILDREN'S LEARNING

Michael Grose

- 1 **KNOW** WHAT YOUR TEACHER IS TRYING TO ACHIEVE
- 2 KEEP YOUR **EXPECTATIONS** REASONABLE AND POSITIVE
- 3 **SUPPORT** YOUR TEACHER'S EXPECTATIONS AND ACTIVITIES AT HOME
- 4 SEND KIDS TO SCHOOL **READY TO LEARN** AND ON TIME EACH DAY
- 5 **INFORM** US EARLY OF YOUR CHILD'S CHALLENGES AND CHANGES
- 6 SKILL CHILDREN TO WORK WITH **OTHERS**
- 7 RESPECTFULLY **SEEK JOINT SOLUTIONS** TO PROBLEMS AND DIFFICULTIES
- 8 **PARTICIPATE** FULLY IN CLASS AND SCHOOL ACTIVITIES
- 9 **TRUST** YOUR TEACHER'S KNOWLEDGE, PROFESSIONALISM AND EXPERIENCE
- 10 **TALK UP** WHAT HAPPENS AT SCHOOL

For information from Michael Grose about raising exceptional kids...



1.

Subscribe to Happy Kids newsletter on parentingideas.com.au and receive latest parenting ideas and information.



2.

Visit parentingideas.com.au to find ready to go resources and books



3.

For the best parenting ideas and great advice join the Michael Grose Parenting community at facebook.com/michaelgroseparenting

phone. 1800 004 484

parentingideas.com.au

IGSSA Cross Country 2014

A small group of students recently competed in the annual IGSSA Cross Country Carnival held at Frensham School in Mittagong. Each girl should be proud of their results and their exemplary behaviour throughout the excursion.

Below are the results for the team:

Under 13's

Evey White 25th
Penny Haynes 88th
Daist Meehan 121st
Lucy Fenwicke 132nd
Serena Traynor 136th

Under 14's

Sarah Wyatt 17th (second reserve for CIS)
Eloise Redhead 69th
Victoria Bennet 70th

Under 15's

Eliza White 44th
Charlotte Raleigh 61st
Lucinda Parry 163rd

Under 17's

Alice Frend 81st



Armidale

Relay For Life 2014!

**Together we can make
a difference in the fight
against cancer**

**Saturday 13th September 2pm to Sunday 14th September 2014 10am
Armidale Showgrounds, Armidale NSW 2350**



13 & 14 September 2014

Armidale Showgrounds

Kirkwood Street, Armidale

Relay For Life is a fun, overnight community event where teams of between 10 and 15 people take turns to walk around a track raising money and awareness for Cancer Council NSW.

The last Relay For Life held in Armidale in 2012 raised \$112,160.00 for cancer research, prevention and support programs and had 104 teams registered. Relay For Life is one of Cancer Council's biggest fundraisers and helps ensure the delivery of programs and services that support local families affected by cancer. Relay For Life events throughout the state also helped Cancer Council NSW commit more than \$15 million to cancer research in 2013/14.

Senior School, Parent Liaison List - 2014

Year 7:

Kate Blackmore - kate.blackmore.2350@gmail.com

Rose Meehan - rose@agbis.com.au

Etoline Galbraith - aegalbraith@bigpond.com

Year 8:

Sally Strelitz - sally@millyhill.com.au

Susie Redhead - sredhead@nemi.org.au

Sarah Edmonds - sopast1@bigpond.com

Year 9:

Lisa Haynes - shop@conceptsofarmidale.com.au

Jenny Swan - wobbles22@bigpond.com

Year 10:

Lauren Bailey - lsbailey@bigpond.com

Tina Watson - msm5@bigpond.com

Year 11:

Janet Carter - angusjanetcarter@bigpond.com

Year 12:

Wendy Robertson - fishington@bigpond.com.au

Sharon Neeson - Sharon.neeson@bigpond.com.au