

News

Langford Islamic College Newsletter



Principal's Message

Assalamu-Alaikum Wahrahmatullahi Wabarakatuh

I would like to thank all parents who have been cooperative in implementing instructions given with regards to dropping-off and picking-up their children in the mornings and afternoons. Your support in this regard is sincerely appreciated as it is increasingly becoming more important for the College to ensure traffic is flowing smoothly in the surrounding streets of the College campus.

As a school community, we need to be respectful to our neighbours and do our utmost to ensure that they are not inconvenienced by the growth of our school, student enrolments and consequent traffic congestion in the surrounding streets of the College. Accordingly, we kindly request ALL parents to strictly adhere to the following instructions:

PLEASE USE NORBURY WAY AND JAMAICA CROSSING FOR DROP-OFF & PICK-UP

Please:

- **DO NOT** stop your car for more than 3 minutes. Parking spaces on these streets are limited and should only be used for drop-off and pick-up. Parents should instruct their children to come quickly after school as you cannot wait more than 3 minutes.
- **DO NOT** park your car and go into the College to collect your children. If you are going inside the College, you should park in the main car park, not on the street.
- **DO NOT** make U-turns.
- **DO NOT** park on the verge and driveways.
- **DO NOT** drop your children on the opposite side of the street (to the school).
- **DO NOT** stop in the middle of the road.
- **DO NOT** block the street and hold up traffic behind you.

PLEASE USE THE MAIN CAR PARK ONLY IF YOU ARE COMING INTO THE COLLEGE:

The main car park is only for parents who are coming into the College. Parents **MUST NOT** just drop their children somewhere in the car park and drive-off. Kindy and Pre-Primary parents must park in the main car park and bring their children in. Please be extra cautious when reversing as there are small children in the car park. Please also exercise utmost care and patience in ensuring that the car park and the surrounding roads are safe for our children. Also, a reminder to respect our neighbours.

We wish all students and staff a wonderful well-deserved break, Insha-Allah.

Jazaak-Allahu Khairan for your cooperation and support.

Dr Popie Hossain Rhaman

April
2018

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Welcome to Year 1 Violet 2018

- ⇒ listen to, read, view and talk about simple information books, stories, films and some online texts
- ⇒ independently read books and discuss what they have read or viewed with other students, teachers or family members
- ⇒ sound out or recognise words, use simple punctuation, such as capital letters and full stops
- ⇒ write about their experiences, tell a story or talk about topics they have covered in the class
- ⇒ spell a number of common words correctly and write in sentences
- ⇒ add pictures to what they write, produce their texts using computers or other devices
- ⇒ listen and give talks to the class about a given topic
- ⇒ develop readable handwriting

Year 1

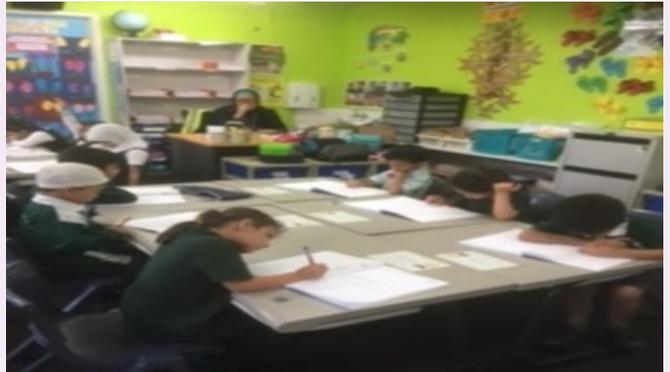
This year students will embark on a great learning journey in what promises to be a fun-filled and amazing year grounded in a productive partnership to ensure children can achieve their highest potential. InshaAllah.

However, we understand that to be successful, our children need support from both home and school to make a difference in their education.

We began the term talking about me and activities promoting self-esteem, getting along with others and making new friends in a harmonious environment.

The focus on student learning this year is on the areas of literacy and numeracy development which are found in all subjects.

The English curriculum for Year 1 places strong focus on the development of literacy. Students listen to and enjoy texts that entertain, inform and persuade, such as picture books, non-fiction and film. Students grow into more independent readers, learn to create a range of different texts and become more confident when they communicate.



By: Mrs N Jumali, Mrs F Shih and Sr Nora Pillon

The Mathematics in Year 1 places a strong focus on the development of numeracy. Students are introduced to mathematical symbols and language to communicate and explain mathematical ideas; they pose basic mathematical questions and develop simple strategies to investigate and solve simple problems.

In class, students will learn to:

- describe number sequences and locate numbers on a number line.
- represent simple fractions using pictures.
- learn about Australian money.
- describe and draw shapes and objects, and use units to measure length.
- learn to tell the time from an analogue clock, and use a calendar to determine the date.
- collect and investigate data from simple problems.



The History and Geography curriculum in Year 1 aims to harness students' curiosity about people, places and to make sense of their world and develop history and geography knowledge and skills.

In class students will learn to:

- investigate family life now and in past generations, and how families are diverse
- investigate natural and man-made (constructed) features of places
- explore changes in their lives and their environment, such as change of seasons and how people celebrate
- explore how technology affects people's lives at home, work, play and in other ways.



In Science, Year 1 students learn to investigate by observing, exploring and by posing and answering questions. They learn to organise their observations, look for patterns and make predictions.

In class, students will:

- learn about living things and the environment.
- explore how they can change or combine everyday materials.
- observe changes occurring in the sky and landscapes.
- learn that light and sound are produced by a range of sources .

For Arts, through the various art forms, students independently or in groups, participate to express and reflect their growing understanding of the world. They begin to learn arts techniques.

In class students will:

- in Drama, engage in role play and act out plays based on stories.
- in Visual Arts, explore a variety of materials to create and display their art work for others to view.

In Technologies, learning will develop skills through exploration, teamwork, design and problem- solving.

In class, students will:

- design and safely make a product, for example, create an animal habitat using recycled materials in Digital Technologies.
- represent data as pictures, symbols and diagrams
- develop computational thinking and language.



In addition to all these fantastic students' learnings in 2018, we will also be organising excursions as a reward for their wonderful efforts in class.

To my students, do the best you can and you will be rewarded.

Looking forward to an exciting year with you.



Co-curricular 2018



Co-curricular is FUN! I love doing the activities. I do wish to have badminton and Fun with Science again. Overall, I always cannot wait to have fun with the others!
- Nasywa



I prefer library as I can do what I love most-READING!
The thrill of reading and escaping to a new world!
- Year 9

It is a time of the week which allows me to let out stress and enjoy myself.
- L.K, Year 9 Purple



I like having Sr Ikram as my Co-curricular Teacher and enjoy writing and producing scripts for the performance.
- Tasneem



By: Ms S Raip

Co-curricular is what most students look forward to every week. The one and a half hour we spend to have fun and enjoy the activities we have chosen is such a joyful experience!
- F.A. Year 9



Co-curricular gives me something to look forward to during the day. It gives a break from academic work!
- Z.K.

My favourite extra-curricular is cooking because I can learn how to cook food that I have never had the chance to cook before.
- Zahra





Harmony Day



Bullying Script

BULLYING

A: Hello potato bag hhhhhh.

B: I told you before I don't like it when you call me names and you still repeat it.

It is Bullying.

A: So, I do what I want.

B: Me too, I will do something.

A: What can you do softy hhhhhh.

B: I will ask someone for help, maybe the teacher, the discipline coordinator, the sheikh, the counsellor, my parents.

A: You love dobbing, scary cat.

B: You know what, I don't have a problem, but you do!

A: What?

B: Maybe you were bullied and harmed that's why you are trying to harm people or maybe you think it is funny and it is not.

A: Ammmm.

B: I can help you, friend. Would you like to talk to someone about it? Also, we can attend the headspace workshop/presentation to learn more about bullying.

A: So, people learn about bullying?! Interesting!! Let's go 😊

By: Sr Dahlia El Gammel
School Counsellor

Bullying



What is bullying?

Bullying is intentional and repeated negative behaviour directed towards another person by one or more people over time. It can be related to just about anything and can come in many forms. For example, bullying can include physical, verbal, social (like spreading rumours, excluding people, etc.) or sexual aggression, and it can be either online or face-to-face.



Cyber bullying is a form of bullying that uses technology (e.g. text messages, email and social networking sites such as Facebook, Instagram or YouTube), anonymously or not, to carry out the behaviour.

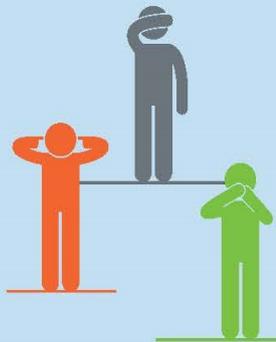


Bullying can take place just about anywhere. Some common places are schools, workplaces, home and online; basically any environment where people interact with each other. Bullying is also common, with up to 46.8% of Australian secondary school students reporting they have been bullied in some form over the past 12 months¹.

Who is a bully?

A bully can be an individual or a group of people. A bully is usually a person who does not value or feel good within themselves (has low self-esteem) or has been a victim of violence themselves. Bullying is often a way of making themselves feel more powerful or “look cool” in front of others. Bullies can also be motivated by jealousy, lack of knowledge, fear or misunderstanding.

A bully can be anyone, including friends, a boyfriend or girlfriend, brother or sister, or an extended family member. A bully can also be an older person, or someone in a position of power such as a teacher, parent or boss.



The bystander

Someone who sees or knows about bullying, but does nothing to stop it, is known as a bystander. A bystander plays a significant role in bullying.

If you find yourself in this position, try not to accidentally support the bully by standing by and doing nothing, laughing at the person being bullied,

or by “liking” nasty photos or posts online. It can help to tell the person being bullied that you are there for them, as they may be feeling very alone. If you see bullying and do not feel comfortable taking action yourself, report it to a trusted adult and let them know you want to be kept anonymous.

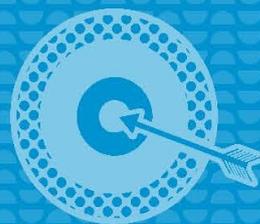
The effects of bullying

People who have been bullied may feel alone, unsafe, afraid, stressed, ashamed and rejected. Often they will feel that there is no escape and may take measures to ‘fit in’ by changing their appearance, acting differently, and may even go so far as to hurt themselves or others.

Bullying is not simply “part of growing up”. Research shows that being bullied can have serious effects on your physical and mental health, and your performance at school and at work which can affect you even into adulthood². Severe bullying can be traumatic for young people, especially peer bullying, as peer relationships are important at this stage of life. Experiencing bullying can also increase the risk that someone will develop depression and anxiety in the future.



Bullying



If you are being bullied

It's important to remember that if you are being bullied it is not your fault. There is nothing wrong with you; it is the result of someone else's behaviour, attitude or beliefs. Everyone is different; we are all individuals and you don't need to change who you are.

Dealing with these negative feelings can be hard and seeking help is one way to help you to overcome them. By identifying these feelings you may be able to find ways to get bullying to stop and get the feelings to stop.

Don't be afraid to let someone know that you are being bullied as soon as it starts happening, especially if you feel like it is having an effect on your mental health. Not saying something can make it hard for you to handle the problem on your own and can lead to more serious mental health issues in future.

Ways you can support a friend who is being bullied

► **Ask them about their situation.** Remember to be respectful and understanding. They may not necessarily feel like answering and that is okay.

► **Let them know they are not alone.** It may help them to know that a lot of other young people are going through what they are.

► **Provide reassurance.** Emphasise that the bullying is not their fault. Remind them that they are not responsible for what is happening to them and that they do not have to handle this on their own.

► **Make sure they are safe.** Sometimes this may require you to take action and speak up, even if they don't want you to. Speak with them if this might be the case.

► **Be prepared to seek help.** Help them decide how to approach the situation. Discuss who they could talk to about the situation, such as a trusted adult. If the bullying is at school, a trusted teacher is a good place to start.

► **Look out for their mental health.** Bullying can have a serious effect on someone's mental and physical health. If you feel like your friend is struggling because of bullying they may need professional support. Their local general practitioner (GP) or **headspace** centre is a good place to start.

Other useful websites

- Lifeline – www.lifeline.org.au
- Kids Help Line – www.kidshelp.com.au
- Bullying No Way – www.bullyingnoway.gov.au
- The Alannah and Madeline Foundation – www.amf.org.au/bullying
- Cybersmart – www.cybersmart.gov.au



For more information, to find your nearest headspace centre or for online and telephone support, visit headspace.org.au

References: ¹Hemphill, SA, Tollit, M, & Kotovski, A. (2012). Pastoral Care in Education, 30(2), 99-112. ²Arseneault, L, Bowes, L, & Shakoor, S. (2010). Bullying victimization in youths and mental health problems: 'Much ado about nothing?'. *Psychological Medicine*, 40(5), 717-729.

Fact sheets are for general information only. They are not intended to be and should not be relied on as a substitute for specific medical or health advice. While every effort is taken to ensure the information is accurate, **headspace** makes no representations and gives no warranties that this information is correct, current, complete, reliable or suitable for any purpose. We disclaim all responsibility and liability for any direct or indirect loss, damage, cost or expense whatsoever in the use of or reliance upon this information.

SWAN VALLEY MASJID OPEN DAY

Saturday, 5th May
@11:30am

Swan Valley Masjid & Islamic Centre
1 Smallbrook Retreat, Caversham

WELCOME!



LUNCH AFTER DHUHR

Form more info Contact Br Sajit on 0402 962 231
bisp.com.au

Why teenagers

make terrible decisions: A guide for parents



From getting beyond drunk at a friend's party, to some seriously questionable outfit choices, teenagers often do things that seem outlandishly stupid.

But there is a biological reason for this behaviour: the areas of the brain that control decision-making don't fully develop until early adulthood.

A teen's developing brain places them at greater risk of being reactive in their decision-making, and less able to consider the consequences of their choices.

So how can parents help their teenagers learn and apply good decision-making skills?



PHOTO: It's not his fault. His brain hasn't fully developed yet. (Unsplash: Matt Heaton, CC0)

The difference between 'know' and 'do'

Most children demonstrate an understanding of "right" and "wrong" behaviour from an early age.

As language develops, children are able to give clear reasons as to why certain behaviours are undesirable.

So it's reasonable to expect a 15-year-old to know they should not steal. But they are less adept at choosing not to steal in the presence of coaxing peers whom they wish to impress.

The difference between what teenagers know and what they choose can be explained in terms of "cold" and "hot" situations.

Cold situations are choices made during times of low emotional arousal. During these periods, teenagers are able to make well-reasoned and rational decisions.

Hot situations refer to choices during periods of high emotional arousal (feeling excited, anxious, or upset)

Hot situations increase the chance of teenagers engaging in risk-taking and sensation-seeking behaviours, with little self-control or consideration of the possible consequences of their actions.

The impact of emotional arousal on decision-making explains why teenagers might discuss, for example, the negative consequences associated with drinking and drug-taking, but then engage in those very behaviours when with friends.

By: James McCue
Edith Cowan University

The biology of bad decision making in teens

Brain studies show the frontal lobe — which is responsible for decision-making, impulse control, sensation-seeking, emotional responses and consequential thinking — does not finish developing until our early-to-mid 20s.

The relationship between brain development and the risk of making poor choices, particularly during hot situations, is referred to as psychosocial maturity.

Research has shown youth aged 12 to 17 years are significantly less psychosocially mature than those aged 18 to 23 years who are also less psychosocially mature than adults (24 and older).

Overall, teenagers' psychosocial immaturity makes them more likely to:

- seek excitement and engage in risk-taking behaviour
- make choices on impulse
- focus on short-term gains
- have difficulty delaying gratification
- be susceptible to peer pressure
- fail to anticipate consequences of their choices

Helping teenagers make good decisions

Gradual increases in autonomy and practice with independent decision-making are vital for teenagers to become confident adults with good emotional and social wellbeing.

Although parents know poor choices are part of becoming an adult, most want to protect their teenager from making very serious, or illegal, choices.

Good decision-making skills can be learned, and there are six key steps parents can employ to encourage better teen decision-making:

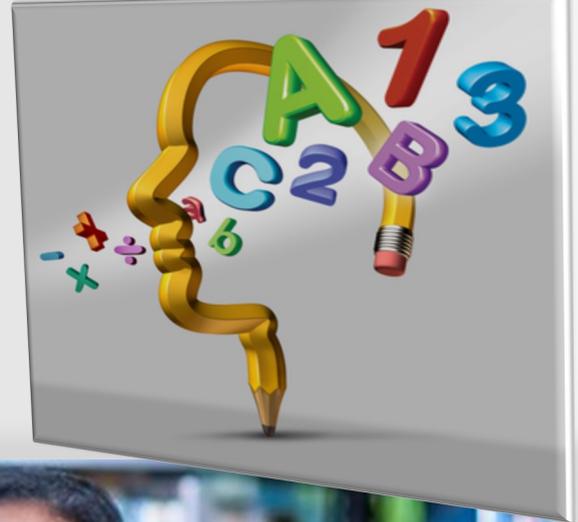
1. Be aware of upcoming events that may present teenagers with decisions that need to be made. Listen to their expectations about the events (such as whether they expect to drink alcohol)
2. Present scenarios which may present a risk, or will require a decision (such as missing the train home, friends becoming intoxicated) to explore healthy, or safer choices
3. Encourage your teenager to stop and think. Help them recognise "when in the moment" to temporarily remove themselves from a situation to help them make decisions away from direct pressures (go to the bathroom, make a phone call, text a friend)
4. Provide a decision-making compass. Although teenagers are not able to consider all of the potential consequences of a situation, to check whether a decision is a good one, get them to consider whether they would tell you about their decision ("would I want mum/dad/grandma/grandpa to know about what I'm about do?")
5. Remind teenagers to ask for help. They don't have to make choices alone. Ensure they save contact details of people who can be available to talk through options if they're in a difficult situation (siblings, parents, or extended family)
6. Use mistakes as learning opportunities. Teenagers may make some wrong choices. Use these lived experiences to generate discussion about where the decision making went wrong, and how to make better choices in the future.

*James McCue is a lecturer in psychology and criminology at Edith Cowan University.
Originally published in The Conversation*



PHOTO: Teenagers may not make the decision they know is right if they're pressured, stressed or seeking approval from mates. (Unsplash: Steinar Engeland, CC0)

Everyday Steps to Reading and Writing



Did you know that children begin their path to reading as babies when they hear and respond to the sound of a human voice? Literacy—the ability to comprehend and communicate through reading and writing—begins as babies understand your spoken words. Listening, talking, reading, and writing are all parts of early literacy learning—and they’re all connected.

On the road to becoming readers and writers, young children need many opportunities to hear and understand spoken language. This helps them become aware of the different sounds of language. They also need to learn about print—letters and words seen in books and all around them at home and in their community. Young children need writing to help them learn about reading, and reading to help them learn about writing. However, they need to *talk and listen* before learning about both! Young children can learn about literacy through everyday activities at home. It’s especially important for families to encourage a love of reading and to demonstrate how writing is used to communicate information and ideas. Ask your child to tell you about her drawing, then write her words on the back of the paper. This helps her learn that the letters and words you are writing have meaning. When you listen as she “reads” her scribbles, you give meaning to her own marks.

What do most young children learn about literacy in the preschool years?

They learn to:

- name and rhyme alphabet letters
- hear rhymes and sounds in words
- recognize and write their own names
- use new vocabulary words in their conversations
- listen to stories and understand what they hear

Nurturing a love of literacy

How can you encourage your child to love reading, writing, and language so much that he begs for a bedtime story or a trip to the library? In any home, there are countless ways to encourage a child’s love of reading, writing, speaking, and listening. Here are eight simple ideas for including literacy in your everyday routine.

Talk and listen

Hold meaningful, thought-provoking conversations with your child. Talk about things that he did or things she finds interesting. While you listen and respond to what your child says,

- introduce new words, like *colander* or *automobile*.
- expand on what she says, offering more description and using more mature language (Your child: “It runned out.” You: “Your marker ran out of ink!”).
- challenge him to imagine, remember, and think about things he sees and hears around him.
- ask him to tell you about the best thing that happened that day.

Read aloud together

Research has found that one of the most important things parents can do to help their child build reading and writing skills is to read aloud. To make the most of this time together,

- read aloud at least once every day
- read favorites again and again
- talk about the story before, during, and after reading
- ask her teacher what kinds of books and authors she likes best at school
- ask a librarian to suggest some diverse and age-appropriate children's books, poetry collections, and songs
- share a variety of literature (stories, poems, and informational books) over time
- suggest activities that go with the books you read ("In this book, Yoko brought sushi to school for lunch. What special food would you like to make for lunch?")

Explore the sounds of language

Children love to play with sounds and words. Invite your child to have fun with sounds and words. Make up games. Using stories, poems, and songs, or your own imagination, play with the following:

- **rhymes**—What words end with the same sound? "See you later, alligator." "Hey, what other words sound like *splat*?" [*mat, flat, cat*]
- **alliteration**—What words begin with the same sound? "The *red* car *raced* to the *restaurant*."
- **matching specific sounds**—What words begin or end with the same sound? "Listen to the word *duck*. *Duck* starts with the /d/ sound. What other words start with the same sound as *duck*?"
- **sound/letter connections**—What else begins or ends with the same letter? "Look, Jennifer and Jamal's names both start with *J*."

Offer alphabet activities

Over time, playing with items like the following can help your child recognize the letters of the alphabet:

- ABC books
- magnetic letters
- alphabet blocks and puzzles
- alphabet charts
- ABC stamps

Support budding readers and writers as they test their new skills

Your child needs time and space to explore books and print on his own or with friends. You can

- create a cozy book nook in your home where you keep lots of good books
- reread favorite books, especially ones that invite your child to chime in (predictable books)
- create a space where you and your child can leave notes for each other—an erasable white board, for example
- make reading and writing part of play—for example, provide materials for making menus for a pretend restaurant or suggest reading aloud to stuffed animals and dolls
- staple sheets of paper together so your child can, with your help, write and illustrate a story

Offer books throughout your home and even outdoors

Be sure to provide a wide variety of styles and topics

- information books, such as Byron Barton's *Airport*
- books, songs, and poems with strong rhymes, such as Raffi's *Down by the Bay*
- stories with detailed plots, such as Mercer Mayer's *There's an Alligator under My Bed*
- books in your home language and in English
- books that reflect your culture and family
- classic books and new books
- books with beautiful, inspiring illustrations

Support early writing with lots of materials

Children need easy access to materials so they can build their early writing skills through scribble writing, groupings of random letters, and their own unique spelling of words. Offer your child:

- a basket stocked with pens, pencils, markers, paper, envelopes, and book-making materials
- writing materials to use in play (for example, pencils and notepads to write prescriptions, take orders, or make grocery lists)

Explain how books and print work

While introducing and reading books, magazines, or other written items, help your child learn how print works.

Point to words as you read them.

Note the differences between pictures and print.

Show how books in English are read from left to right, top to bottom.

Talk about the different parts of books, like the cover and the title page.

Encourage your child to join in with repeated lines when reading favorite stories.

Source:

<https://www.naeyc.org/our-work/families/everyday-steps-reading-and-writing>

Adapted from K.A. Roskos, J.F. Christie, & D.J. Richgels, 2003, "The Essentials of Early Literacy Instruction," *Young Children* 58 (2): 52–60.

1 MINUTE 1 MINUTE FILM COMPETITION

ENTRIES FOR **2018** ARE NOW OPEN!
THIS YEAR'S THEME IS '**MEMORY**'

STUDENTS: CREATE AND SUBMIT YOUR 1-MINUTE FILM

**FOUR \$500 PRIZES
ARE UP FOR GRABS!**

For more information, or to enter, visit:

1-minutefilmcompetition.org

Entries close midday AEST, Friday 3 August 2018

The 1-Minute Film Competition 2018 is free to enter, and is open to all primary and secondary school students in Australia and New Zealand.

PRESENTED BY:



SPONSORS:



7 WAYS

Parental controls can keep kids safe on many screens

They can:

- ✓ Block sexually explicit sites
- ✓ Set screen time limits
- ✓ Block in-app purchases
- ✓ Block numbers and SMS
- ✓ Allow or block websites
- ✓ Restrict chat features
- ✓ Allow parental monitoring





CITY of GOSNELLS

CHILDREN

Sensory Storytime

A hands-on storytime experience!

This program for children aged 3 – 5 years will use stories, song, movement and activities in a small group that may suit children on the Autism spectrum.

Date: Second Wednesday of the month

Time: 10.30am to 11.30am

Venue: Thornlie Library
1 Culross Avenue
Thornlie

This is a free program, however bookings are essential.

For details visit www.gosnells.wa.gov.au or call 9251 8750.

LibraryServices
entertain your mind 



Animal Move and Sing

Come and join us for movement, songs and stories with your child.

Have fun and help your child develop their language and movement skills by singing songs and moving like animals.

For children aged 2 – 4 years and their parents or carers (siblings welcome).

2018 dates

Monday 12 February

Monday 12 March

Monday 14 May

Monday 11 June

Monday 13 August

Monday 10 September

Monday 8 October

Monday 12 November

Time: 9.30am – 10.30am

Venue: Amherst Village Function Centre,
Corner Warton Road and Holmes
Street, Southern River

For details visit www.gosnells.wa.gov.au



Bonding with Books

Free story time and activities

Bring your toddlers along to enjoy free storytelling, nursery rhymes, arts, crafts and other activities with a different theme each month. Suitable for children up to 5 years old.

2018 dates and themes

Thursday 1 February Music

Thursday 1 March Circus

Thursday 5 April Cars

Thursday 3 May Mermaids and
pirates

Thursday 7 June Farm animals

Thursday 2 August Dinosaurs

Thursday 6 September All about me

Thursday 1 November Jungle animals

Thursday 6 December Construction

Time: 10am – 11am

Venue: Maddington Central Shopping
Centre, Burslem Drive,
Maddington
(Outside Kmart)

For details visit www.gosnells.wa.gov.au

The Make Your Own Story Book competition is an opportunity for Western Australian students to create an original narrative presented as a picture or story book.

Please read carefully

Entry requirements:

- create a picture or story book that tells an **ORIGINAL STORY** using original text and illustrations
- **include** the conventions of book production – sturdy back and front covers, title page, blurb and author profile
- book is hand bound (not commercially bound)
- hand written or typed text
- photos must be taken by the student
- illustrations must be produced by the student
- original illustrations and photos can be scanned
- students can work with a partner to complete a book. Maximum of two students per book.
- The maximum word limit is 5000 words.

Maximum page size: A4 (30 cm x 21 cm)

Maximum cover size: 34 cm x 25 cm

COMPLETED ENTRY FORM TAPED FIRMLY TO THE INSIDE FRONT COVER OF THE BOOK

CATEGORIES

- Years PP – 2 Picture Book
- Years 3 – 4 Picture Book
- Years 3 – 4 Story Book
- Years 5 – 6 Picture Book
- Years 5 – 6 Story Book
- Year 7 – 8 Picture Book
- Year 7 – 8 Story Book

The judges will classify each entry as either picture or story book.

PICTURE BOOK

- combine words and illustrations to tell a story
- the story can be told through the illustrations alone.

STORY BOOK

- relies on the written word to tell the story
- illustrations are complementary, not essential to the story
- excitement and interest are conveyed through the plot, language and characterisation.

The focus of the competition is the creation of an engaging and original story or picture book that satisfies the entry requirements.

To quote our judges, 'It is the story that makes the book a winner.'

Examples of previous winning entries can be viewed on our website wa.cbca.org.au

JUDGING

Entries are judged on originality, creativity, language skills and fulfillment of the entry requirements listed on this flyer.

The conventions of written work will be considered in relation to the student's age.

The judges' decision is final.

No correspondence will be entered into.

PRIZES

Three prizes are awarded for each age group, in each category.

WINNERS WILL BE NOTIFIED BY MAIL IN AUGUST, THROUGH THEIR TEACHER OR PARENT.

Prizes will be presented at an Awards Ceremony on Sunday 19th August.

Participation Certificates will be placed inside all other entries.

On request, participation certificates will be provided for books not formally entered into the competition. Please email Denise Robins. (See address below)

Please include the school name, teacher/s and number of certificates required.

Please direct all enquiries regarding the competition to Denise Robins

Email myosbwa@cbca.org.au

Further information available on our website wa.cbca.org.au/wamvosb.htm

Cover Illustrations
Freya Blackwood © 2016

Tape form to inside FRONT cover of entry

(please tick as appropriate) SCHOOL ENTRY PERSONAL ENTRY (not through a school)

NAME(S): _____

I/WE are in YEAR: (circle) PP 1 2 3 4 5 6 7 8

SCHOOL (for school entries ONLY): _____

RETURN ADDRESS: _____

SCHOOL PHONE (for school entries): _____ POSTCODE _____

TEACHER'S NAME (for school entries): _____ HOME PHONE: _____

DECLARATION: WE declare that this entry complies with MYOSB entry requirements.

SIGNED: TEACHER/PARENT _____

SIGNED: AUTHOR(S)/ILLUSTRATOR(S) _____

Closing date Friday 8th June 2018

Entries must arrive at Westbooks by 5.00pm.

Late entries cannot be accepted

MYOSB competition
c/- Westbooks
152 Burswood Road
BURSWOOD WA 6100

Please note: Westbooks is the MYOSB collection point ONLY

All queries must be made to:

Denise Robins at
myosbwa@cbca.org.au

Return of Entries

Winning entries will be displayed at the Awards Ceremony.

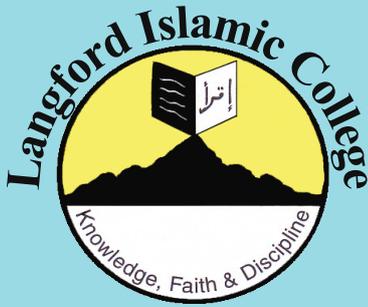
Other entries will be returned during August 2018.

Personal entries: Please include stamped addressed envelope for return of entry. (Include STUDENT'S name)

No responsibility can be accepted for lost or damaged books. Please make a copy before mailing.

2018 ENTRY FORM





Important Information

In order to ensure better traffic management, we have implemented the following with regard to drop-off and pick-up location.

DROP-OFF & PICK-UP

LOCATION: NORBURY WAY

Norbury Way is the **ONLY** location for **DROPPING OFF & PICKING UP** your child/ren (NOT the car park).

Parents must remain in their car and wait for 5 minutes maximum. Parents must not park and leave their cars unattended at **Norbury Way**.

COMING INTO THE COLLEGE: PARK IN MAIN CAR PARK

PARENTS WHO ARE COMING INTO THE COLLEGE ARE TO PARK IN THE MAIN CAR PARK (**Osten Drive**). PARENTS MUST NOT DROP OFF OR PICK UP THEIR CHILD/REN FROM THIS CAR PARK.

IMPORTANT:

Please also note that it is the parents' responsibility to supervise their child/ren in the car park at all times.

Your cooperation in complying with the above is required.

**Jazaak-Allahu Khairan
Management**

