



Minchinbury Public School

27 February 2024

202 McFarlane Drive
Minchinbury, 2770

Principal: Miss Webster

<https://www.facebook.com/minchinburyps>

www.minchinbur-p.schools.nsw.edu.au/

Thursday 29 February: P&C Mufti Day for Easter Raffle

Friday 1 March: PSSA Starts

Tuesday 5 March: Mt Druitt Zone Swimming Carnival @ Blacktown Aquatic Centre

Tuesday 12 March: Fundraiser – Dress up as a Musician

Minchinbury Mentions

I would just like to say thank you to everybody for the positive thoughts and messages that I have been receiving. Don't forget that even though I'm going on leave, you are all stuck with me because I will be coming back!! 😊

Take care of yourselves and my wonderful students. These are the students that I am kind enough to share with you. See you soon.

Just a couple of reminders...

Front school gate opens at 8:20am

Please do not send your children to school before 8:20am unless they are going to before school care. The front gates do not open until 8:20am.

If you have to drop your child at the front gate a few minutes before 8:20am, please direct them to stand or sit sensibly. Children shouldn't be running up and down the pathway.

It is not the school's responsibility to supervise students before the school gates open.

If you need to access before school care, then please contact Camp Australia.

Mobile phones at school

All students who bring a mobile phone to school must either keep their phone in their bag throughout the day or leave their phone at the office in the morning and then pick it up in the afternoon.

No student is to make private phone calls or send messages through the day.

Parents/carers wanting to contact their child throughout the school day need to call the office.

Miss Rebecca Webster

Principal

Upcoming events for the next two weeks

- | | |
|-----------|--|
| 29 Feb: | P&C Mufti Day for Easter Raffle; 2:15pm Stage 3 Assembly |
| 1 March: | PSSA starts; Clean Up Schools Day; 2:15pm Stage 1 Assembly |
| 5 March: | Mt Druitt Zone Swimming Carnival |
| 8 March: | Breakfast Club begins |
| 12 March: | Fundraiser – Dress up as a Musician |

St Marys Rugby League Club donated footballs to MPS. Thank you! The connection between MPS and the club is that the donation came from a man who's daughter used to be our school captain. This is why Minchinbury is such a great place to be.

Notes home

Date	Grade	Title of note
15 February 2024	ES1	Kindergarten drop off arrangements for Week 4
15 February 2024	All students	Meet the Teacher
19 February 2024	All students	Meet the Teacher
22 February 2024	All students	Principal's attendance letter
22 February 2024	All students	Community Letter – Miss Webster
23 February 2024	All students	P&C Mufti Day
23 February 2024	All students	Nut Awareness Policy

Notes sent home will have a deadline for payments and for notes to be returned to the school. No payments or notes will be accepted after the deadline has passed. If you will not be able to meet the deadline and wish your child to be involved in the 'note activity' you must contact the office **BEFORE** the deadline has passed.

NSW Department of Education

Why attendance matters

When your child misses school they miss important opportunities to...



Learn



Make friends



Build skills through fun

education.nsw.gov.au



Days missed = years lost

A day here and there doesn't seem like much, but...

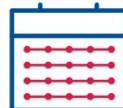
When your child misses just...

they miss weeks per year

and years over their school life

1 day per fortnight

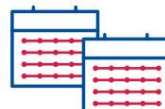
= **4** weeks



= Over **1** year missed

1 day per week

= **8** weeks



= Over **2.5** years missed

education.nsw.gov.au



P&C News

President: Fiona Walker

Secretary: Sonya Ramke

Fundraising Coordinator: Laura O'Neill

Vice President: Nazli Goker

Treasurer: Tanie Diputado

2024 P&C

On 15 February we held our P&C AGM. I would like to thank our community members for attending. Our P&C executive team for this year is:

President	Fiona Walker
Vice President	Nazli Goker
Secretary	Sonya Ramke
Treasurer	Tanie Diputado
Fundraising Coordinator	Laura O'Neill

Our P&C. Come and join us and have your say.

Fiona Walker – second from the left

Sonya Ramke – bottom right

Tanie Diputado – top right

Laura O'Neill – third from the left



Next P&C meeting:

Thursday 14 March @ 5:30pm in the library.

All welcome!!!!

Minchinbury Public School Pride Moments

Bunji Awards

The students below were presented with a Bunji Award at the Monday morning assembly. Congratulations!



2023 Colour Run Trophy

As a thank you, the organisers of last year's colour run sent us a trophy with the amount that we raised – \$19,821. Not bad at all, Minchinbury!



Minchinbury Public School Pride Moments

Merit Awards

The following students have received a merit award since the beginning of the year. Congratulations.

Respectful Merit Awards

Mobena	KB	Isla	2B
Marcellus	KB	Lilly	2B
Lina	KB	Luke	2W
Aria	KL	Patrick	2W
William	KL	William	2W
Roman	KL	Nawal	2W
Alara	KL	Samuel	2W
Chaise	KO	Chloe	3/4M
Mia	KO	Charlotte	3/4M
Zoey	KO	Stella	3/4M
Ayaz	1/2S	Laila	3G
Dominic	1/2S	Aidan	3G
Ayla	1/2S	Jonah	3G
Ellie	1B	Owen	3G
Fletcher	1B	Samuel	3N
Bianca	1B	Era	3N
Nataliia	1P	Hevani	3N
Chase	1P	Maisie	4E
Omer	1P	Sami	4E
Abbas	1W	Narjis	4T
Tilly	1W	Madison	4T
Maryam	1W	Ava	4T
Yusuf	1W	Lexi	4T
Olivia	2B	Lilly	5/6B
Oliver	2B	Aryan	5/6B
Isla	2B	Julienne	5/6B
Chloe	2B	Alexis	5/6B
Kyson	2B	Mackenzie	5/6L
Samson	2B	Aleksa	5/6L
Willow	2B	Klare	5/6L
		Ethan	5/6L

Safe Merit Awards

Ayla	KB
Waseem	KB
Wren	KB
Bella	KL
Luna	KL
Madeline	KO
Mase	KO
Carter	KO
Noa	1/2S
Jasmine	1/2S
Amiah	1/2S
Alia	1B
Aaminah	1B
Hudson	1B
Zara	1P
Ivy-Rose	1P
Mahir	1P
Jackson	1W
Paige	1W
Umar	2W
Rihanna	2W
Keira	3/4M
Sarah	3/4M
Zara	3G
Aurora	3G
Makenzi	3N
Luca	3N
Lorenzo	3N

Learner Merit Awards

David	KB	Justice	3G
Larkyn	KB	Gurman	3G
Eleanor	KB	Hendrix	3G
Keerthhana	KL	Giselle	3N
Riley	KL	Rocco	3N
Hazal	KO	Rangimarie	3N
Mileena	KO	Mehreen	4E
Ayden	1/2S	Arthur	4E
Harrison	1/2S	Momina	4E
Summer	1/2S	Levi	4E
Arman	1B	Braxton	4T
Hugo	1B	Elsbeth	4T
Nicholas	1B	Harrison	4T
Mikhaila	1P	Justin	4T
Azlan	1P	Georgie	5/6B
Isla	1P	Destiny	5/6B
Shevone	1W	Chanelle	5/6B
Julien	1W	Ananya	5/6B
Amalia	1W	Tahlia	5/6B
Noor	2W	Ava	5/6B
Reigan	2W	Arion	5/6B
Siena	3/4M	Lorelye	5/6L
Hunter	3/4M	Samuel	5/6L
Liana	3/4M	Charlotte	5/6L
Anabelle	3/4M	Fatana	5/6L
Alara	3/4M	Larissa	5/6L
Henry	3/4M	Madeleine	5H
Maddie	3G	Thomas	5H
Samuel	3G	Brodey	5H

Rose	5/6L
Zoaib	5/6L
Sukhman	5H
Yusuf	5H
Cooper	5H
Precious	5H
Mya	5W
Dominic	5W
Miia	5W
Zoheb	5W
Mia	5W
Izaeah	5W
Isha	6P
Dilara	6P
Jasmine	6P
Aija	6P
Diesel	6P
Hayden	6P
Alaa	6Z
Lachlan	6Z
Natalie	6Z
Zahra	6Z
Prisha	6Z

Harihini	4E
Kora	4E
Ayva	4E
Belle	4E
Baran	4T
Lachlan	4T
Arzu	4T
Mobeen	5H
Levi	5H
Adi Alisi	5H
Peyton	6P
Tristan	6Z
Julia	6Z
Samara	6Z

Leroy	5H
Logan	5W
Maddy	5W
Sonny	5W
Diana	5W
Daniya	5W
William	6P
Daniella	6P
Kobe	6P
Jai	6P
Dylan	6Z
Haris	6Z
Toby	6Z

Minchinbury Public School Pride Moments

Year 6 Shirt Presentation

Our Year 6 students have received their Year 6 shirts as part of the school's acknowledgement that these students are the leaders of our school.

Every Year 6 student received a free shirt to say thank you for being a part of Minchinbury Public School. The school is proud to subsidise the cost of these shirts so that all of our Year 6 students can wear them proudly.



6B

6Z



6P

6L



Minchinbury Public School Pride Moments

Swimming Carnival

On Wednesday 14 February, our Year 3 to 6 students participated in our annual swimming carnival. We had a wonderful time. It was great to have a 'normal' swimming carnival again.

Thank you to Mr Pasfield and the team of teachers who organised this carnival for us.



Bird House Captains: Klare and Destiny with the Swimming Carnival perpetual trophy.



2024 Swimming Carnival

Results

1st place: Bird

2nd place: Hargrave

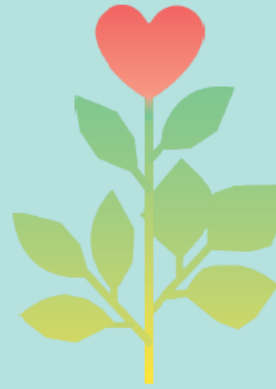
3rd place: Smithy

..

Minchinbury Public School Pride Moments

This fortnight, every class from K-6 began the Smiling Mind Program. Students focused on exploring what awareness is and how to build self-awareness through meditation. Students have started to practice paying attention to their breathing and body.

The Smiling Mind program introduced students to body awareness through a 'Bubble Journey' meditation. Students were able to learn how body awareness supports mindfulness and cultivates self-awareness.



Positive Behaviour for Learning (PBL) focus

This fortnight's PBL focus is:

***Following Teacher Instructions
Immediately***

Minchinbury Public School Mathematics Vision

At Minchinbury Public School we learn in challenging, collaborative and supportive environments.

Minchinbury Public School mathematicians are creative and flexible thinkers who are willing to take risks.



Stage 2 Term Overview Term 1 2024

English

Students will recognise how authors connect with readers and use various language devices. They will look at how authors create characters to drive plots and to represent themes. Students will make connections between themselves and elements of texts. They will use the writing process of planning, writing, reviewing and editing to write quality, Stage-appropriate narratives. They will focus on including action, tension, dialogue and resolutions in their narratives.

Spelling

Students using a range of strategies, including knowledge of letter-sound correspondences and common letter patterns, to spell familiar and some unfamiliar words.

Handwriting

Students are learning to compose texts using clearly formed joined letters of consistent size and slope.

Reading

During guided, modelled and independent reading sessions, students are learning to draw on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts.

Science

Students will begin our unit on 'Material World'. They will focus on Material World strand focuses on how solids and liquids change state and the properties of natural and processed materials. Students will investigate how the properties of natural and processed materials influence their suitability and use in products, services and/or environments.

Physical Education

Students will learn a Skills Based Program this term. The skills in focus will be; netball and Cross Country. They will play and practice modified activities.

Personal Development & Health

Students will participate in lessons relating to PBL and Road Safety this term.

Mathematics

Classes will be taught Number (Whole Number, Addition, Subtraction, Multiplication, Fractions, Decimals and Patterns) according to students needs through short, sharp and focused daily activities and monitoring student's progress. A Number Talk will be the first lesson introduced and taught every week. Other Strands that will be taught this term are: 2D Space, Length, Data and Time.

Homework

Homework will be handed out from Week 4 of this term. Students will get homework on a Monday and it is to be returned in on the Friday.

Creative Arts

Visual Arts

Students will participate in lessons that relate to our English unit. They will make artworks that represent a variety of subject matter.

Music- Lessons with Miss Thomas.

History

This term we will be beginning our unit on Community and Remembrance. Students will explore the historical features and diversity of their community. They examine local, state and national symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.

Attendance

Dear parents and carers

It's been great to have our students back in classrooms and settling into the school year. I know all our teachers are looking forward to a successful 2024 and are excited to work with you to make this a memorable year for your child.

The evidence is clear that consistent attendance is the essential first step for your child to have a positive experience at school.

Every day matters for your child's learning. In recent years we've seen too many students miss a day of school here and there. Missing school for students means missing assignments, time with friends, an important maths lesson or getting picked for a sports team. With days missed, years are lost.

Students are required to attend school every day, whether it's the first or last day of the term, Mondays, Fridays or days dedicated to sports carnivals, school excursions and incursions.

Help us make sure your child is achieving their best and stays ahead in their learning with regular school attendance. The more time your child attends school, the greater their opportunity to learn, make new friends and improve their wellbeing. Together, let's build positive attendance habits for a lifetime.

If your child is absent from school, please let us know why as soon as possible, even if it's just a few minutes at the start or end of the school day. Of course, there will be times when your child is unable to be at school (like when they are unwell). Medical appointments should take place outside school hours where possible and family holidays should be taken in term breaks.

If your child is feeling anxious about coming to school and you need support, please reach out to your child's teacher or me directly. Our staff are here to work with you and your child to help them attend school each and every day. There are also helpful resources for parents and carers on the [Every Day Matters website](#).

Thank you again for working with our teachers and support staff to make sure your child is at school, on time, every day. We all want to see our students learn, grow and belong in our equitable and outstanding education system.

Yours sincerely

Rebecca Webster
Principal
Minchinbury Public School





MINCHINBURY PUBLIC SCHOOL

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Web site: www.minchinbur-p.schools.nsw.edu.au

Principal: Rebecca Webster

2022 & 2023 Recipient of The Secretary's Award for School Achievement

NAPLAN 2024 student readiness

Dear parents and carers,

I hope your child is settling in well in their new school year.

This term, your child will undertake NAPLAN assessment. NAPLAN provides schools with valuable information about your child's learning progress in literacy and numeracy. NAPLAN is only one way we assess student learning in years 3, 5, 7 and 9.

NAPLAN will take place from Wednesday 13 March to Monday 25 March in 2024.

Your child's teacher is getting students ready for NAPLAN and will provide appropriate support and guidance. Students will become familiar with the types of questions in the tests and the online testing platform that we use. In addition to school preparation, I want to share with you some information on how you can further support your child for NAPLAN.

Preparation for NAPLAN

Students are not expected to study for NAPLAN and do not need excessive preparation or the use of services by coaching providers. You can support your child by reassuring them that NAPLAN is a part of their school program. If you or your child/children would like to know more about the NAPLAN online platform you can go to the public demonstration site and do some practice tests and past NAPLAN papers are also available online.

Participation in NAPLAN

Adjustments are available for students who have diverse functional abilities and needs. On a case-by-case basis, reasonable adjustments for individual students can be made so they can complete NAPLAN. Speak to your child's teacher to discuss the adjustments available. For more information read the Guide for schools to assist students with disability to access NAPLAN (PDF 96 KB) .

Assessment tips

You can support your child by reminding them to simply do their best. You can also encourage:

- a healthy diet
- drinking lots of water
- limiting caffeine (students in year 7 and 9 only)
- getting enough sleep
- exercise and relaxation time

These along with arriving at school on time ready to sit the test will help prepare our school to bring their best on the day.

Kind regards,

Rebecca Webster

Minchinbury Public School

At Minchinbury Public School we are a motivated and respectful community of learners.

Reminder for Community Members

We have a very respectful community at MPS. At every enrolment interview, I present the Parent/Carer Code of Conduct and ask adult community members to go to a staff member if they have a problem. I particularly highlight, "If you have a problem with another child, please do not approach that child. Please see a staff member so that they can sought any problems."

Adult community members approaching children who are not their own can be very frightening for the child being approached. Please consider how you would feel if an adult community member approached your child about a perceived problem. Please see a staff member and then let the staff member find out more information about a problem.

All of our students, whether they have done the right or the wrong thing, should be able to feel safe when they are on our school grounds.

Please be assured that staff members will follow up problems for you.

I have included below a page from our Parent/Carer Code of Conduct.

Rebecca Webster
Principal

Code of Conduct for Parents, Carers and Visitors

All parents, carers and visitors to Minchinbury Public School are expected to:

- treat all members of the school community with respect and courtesy;
- discuss issues or concerns about the school, staff, other parents or students through the correct school procedures;
- enter and leave the school through the pedestrian gates (not the staff car park);
- sign in for a visitor's pass from the front office if volunteering in the school;
- sign in for a visitor's pass from the front office if arriving to drop off or pick up their child outside the normal school hours;
- speak to the relevant teacher and sign an "early leavers" form when collecting students from off-site events;
- allow staff to monitor, supervise, investigate and manage students without interference;
- foster relationships between students and teachers, students and students, and parents and teachers, by modelling respectful behaviour in all interactions;
- make mutually convenient appointments through the school office to discuss issues concerning their child;
- monitor all pre-school children, ensuring they stay with an accompanying adult at all times;
- direct their child to the playground areas supervised by the teacher/s on playground duty in the morning if in the school grounds prior to classes commencing;
- wait for their child away from the classroom when picking up students to avoid interrupting the students' learning;
- follow school procedures governing entry to and behaviour on school grounds, including any restrictions that may be imposed;
- turn mobile phones off or on silent during assemblies and performances;
- follow the directions of school staff in relation to movement and safety within the school grounds;
- park outside the school grounds, NOT in the staff car park.

Excerpts from

Supporting your K-2 child at NSW schools

<https://curriculum.nsw.edu.au/resources/teaching-resources>

Helping your Early Stage 1 child at home with English

This guide can help carers and parents support their Kindergarten child at home with the learning area of English.

Home languages

For children learning English as an additional language or dialect, continuing to develop literacy skills in their home language is important for their development of literacy in English. Speaking regularly to your child in your home language, reading to your child from books written in your home language, and modelling writing in your home language, will help them to develop English language skills.

Oral language and communicating

Oral language and communicating focuses on developing speaking, listening and interacting skills.

You can help your Kindergarten child at home by:

- modelling listening skills by taking turns when speaking with your child and waiting for them to respond
- asking your child open-ended questions about their day or surroundings. For example, *Tell me about a book you read today. Or How did you make that artwork?*
- gradually building the number of verbal instructions from 1 single direction to 2 directions then up to 3 directions for your child to follow. For example, *pack your bag, brush your teeth and put on your shoes.*

Vocabulary

Vocabulary focuses on developing the knowledge of words, their meaning and how they are used and understood while speaking, listening, reading and writing.

You can help your Kindergarten child at home by:

- using descriptive words for people and objects when you are speaking with your child. Instead of saying, *There's a dog going for a walk*, say *There's a big, brown dog going for a walk with our neighbour, Mr Smith.*
- discussing the meaning of new words that come up in everyday conversations with your child. *Dad is going to reverse the car now. The word 'reverse' means to go backwards.*
- talking about objects that you notice your child showing particular interest in such as *That butterfly has such beautiful wings. They are red, blue and yellow.*

Phonological awareness

Phonological awareness focuses on the sounds within spoken words such as syllables and rhymes.

You can help your Kindergarten child at home by:

- clapping or tapping the syllables they can hear in words when reading together. For example, dog (one syllable – one clap), zeb/ra (2 syllables – 2 claps) and el/e/phant (3 syllables – 3 claps)

- playing rhyming games such as starting with a base word and taking turns to say a new rhyming word. For example, *the base word of hat, can be rhymed with bat, sat, mat and flat*. Made-up words can also be used such as *blat, lat and zat*
- reading or listening to nursery rhymes, songs and poetry.

Print conventions

Print conventions focus on the knowledge of how books and written language work. This includes understanding how books are used, the reading direction and the difference between letters, words and sentences.

You can help your Kindergarten child at home by:

- pointing your finger under words when you are reading with your child
- making sure your child can see how your finger moves from the end of a line to the next line in a 'return sweep'
- using different voices to show different characters are speaking when you see speech marks (' ').

Phonic knowledge

Phonic knowledge focuses on the letter symbol in the alphabet (grapheme) that is used to represent a spoken sound (phoneme) in a word.

You can help your Kindergarten child at home by:

- stretching some simple words into sounds, such as d- o- g, while you are reading and writing together. Make sure you say the sound, not the letter name
- starting an alphabet book and choosing a new word to add after each book you read. For example, your child loves the word 'pudding' that they have found in a book. Discuss what sound the word starts with and then they can add the word *pudding* to the 'pP' page of the alphabet book
- playing 'I spy with my little eye, something beginning with ...' Make sure you use the sound, not the letter.

Reading fluency

Reading fluency focuses on developing a reading style that is smooth and expressive. Frequently used words are recognised straightaway.

You can help your Kindergarten child at home by:

- using a steady speed and expressive voice when reading with your child
- re-reading favourite books with your child to encourage confidence and instant recognition of familiar words
- reading a variety of everyday materials with your child such as street signs, shop names, food labels or shopping lists.

Reading comprehension

Reading comprehension focuses on understanding the meaning of words and sentences that are read, while recalling information about characters, events and ideas.

You can help your Kindergarten child at home by:

- talking about the front cover, title and illustrations before reading begins
- asking questions about a story while you or your child are reading. For example, *Why do you think that happened?* or *What might happen next?*
- drawing pictures together about the main events in a story in order
- discussing the meaning of new words found in books and around your everyday life.

Creating written texts

Creating written texts focuses on writing texts using simple sentences.

You can help your Kindergarten child at home by:

- encouraging them to first draw what they want to write about to gather their ideas
- asking them to read their writing to you and talk about their thoughts and pictures
- writing new stories together
- using a writing journal to write and draw in every day.

Spelling

Spelling focuses on using different strategies to spell high-frequency words.

You can help your Kindergarten child at home by:

- cutting out individual letters from magazines to make high-frequency words. Glue the letters in the correct order to make the words
- talking about how some words can be made plural by adding the letter 's' at the end. For example, *dog/dogs, car/cars*
- making word jumbles for high-frequency or sight words for your child to rearrange the letters to find the word. This could be done using fridge magnet letters. For example, present your child with the letters *a- t- c* which they then re-arrange into *c- a- t*. Help them with a clue if they are having trouble, like *it purrs when it's happy*
- investigating words which sound the same but have different spellings and meaning (homophones). For example, *great/grate, stare/stair, wood/would, knight/night*
- investigating words which look and sound the same but have different meanings (homonyms). For example, *bark on a tree / bark the sound a dog makes, rose a flower in a garden / rose went upwards, right to be correct / right the opposite of left.*

Handwriting

Handwriting focuses on the clear production of all lower-case and upper-case letters in NSW Foundation Style.

You can help your Kindergarten child at home by:

- assisting your child to write the letters of the alphabet and make simple words using a variety of materials or supplies. For example, using brightly coloured pens and pencils on paper, chalk on concrete, flattened sand in a sandpit or with Lego pieces on the floor
- encouraging your child to write with the hand that feels most comfortable, using a grip that is flexible and allows for movement in the fingers and wrist
- practising matching lower-case letters to their corresponding upper-case letters.

Understand and respond to literature

Understand and respond to literature focuses on the reactions, thoughts and opinions children have when reading.

You can help your Kindergarten child at home by:

- discussing and comparing your favourite characters after reading
- discussing the morals and ideas behind a story, why the story was written and what might be the message the author wishes to convey to send to readers
- recalling some interesting facts, such as how tall a Tyrannosaurus Rex was, or naming the parts of a bicycle
- encouraging and supporting your child to participate in the [NSW Premier's Reading Challenge](#) which runs each year from March to September. See your child's teacher or the school's PRC Coordinator for details.

READY 2 SWIM



JUST
**KEEP
SWIMMING**

Award Winning, Family Owned
Swim School located in Mincinbury

Enrol online www.ready2swim.biz

Follow us on social media @ready2swim



Easy for Parents Fun for Kids.



Brand-new facility built with you in mind!



Drop and run lessons
for convenience.



Free same level door
to door parking.



Flexible hours to suit
your family.



Heated pools all year
round (34 degree Air,
32 Degree Water
ALL YEAR!

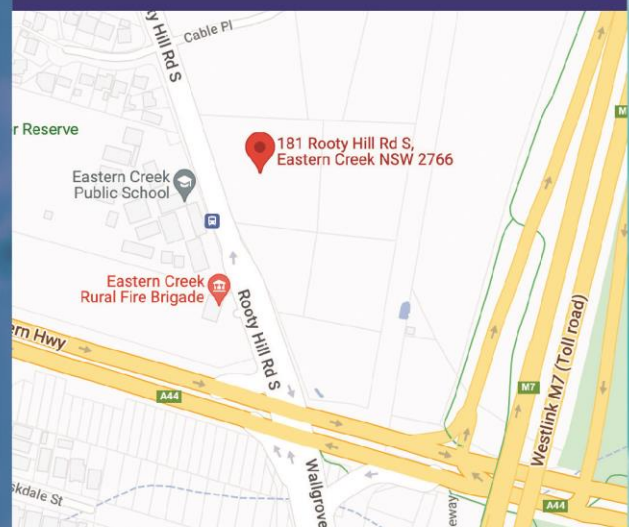
Book Your
FREE Trial
NOW!



Follow us on our socials
to keep up to date.
@NeptuneSwimSchool

neptuneswimschool.com.au

Eastern Creek Quarter Location





GKR KARATE

KARATE FOR EVERYONE



**FREE
UNIFORM**

+ DISCOUNTED MEMBERSHIP

■ CONFIDENCE ■ FOCUS ■ DISCIPLINE

PH:0415 915 721



GKR KARATE



Karate is an excellent way to improve strength and fitness with many students reporting significant weight loss.



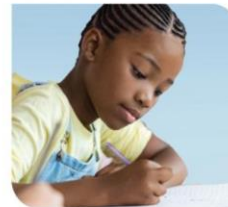
Karate kicking engages all muscle groups in the upper and lower abdominal areas & strengthens the lower back.



Enhanced flexibility from karate training can greatly increase posture & vitality.



Children who train in karate are much less likely to be bullied as they develop greater self-confidence & respect.



Children's school work & class behaviour can be greatly improved through karate's disciplined training environment.