Swimming Carnival Fun
A great day of participation

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Loyal to my School
Junee North Public School
Queen Street
Junee NSW 2663
Calendar

Term 1, Week 4

21 February
PSSA Swimming Carnival
Assembly 2:30 pm
Welcome BBQ 5:00 pm

Term 1, Week 5

24 February
Active After-School K-2
25 February
Active After-School 3-6
26 February
PSSA Basketball trials @ Temora
27 February
Rugby League Gala Day (Yrs 5&6)
28 February
Clean Up Australia Day
Assembly 2:30 pm

Term 1, Week 6

3 March
Active After-School K-2
4 March
Active After-School 3-6
P&C Meeting @ 6:30 pm
5 March
School Photos
7 March
Assembly 2:30 pm

Term 1, Week 7

10 March
Active After- School K-2
Riverina PSSA Swimming
11 March
Active After- School 3-6
14 March
Assembly 2:30 pm
AFL Clinics

In this issue ...

Principal’s report ................................................................. 3
Swimming Carnival ...............................................................3
Parent Information Sessions .............................................. 3
Welcome BBQ ................................................................. 3
 Stranger danger ............................................................... 3
Spelling Focus ................................................................. 3
Year 6 news ................................................................. 6
School Photos ................................................................. 6
Sports News ................................................................. 6
Swimming Carnival Fun!! .................................................... 7
What’s happening around our school? ......................... 10
Spelling Focus ................................................................. 11
How2Learn ................................................................. 13

Week 4 assembly: 1/2W
Week 5 assembly: K/1
Week 6 assembly: 3/4S

Feature Photo

Floyd cheer leaders were right into the spirit of the day!
Principal’s report

Swimming Carnival

Congratulations to all of the students who participated in last Wednesday’s carnival. It was wonderful to see the terrific enthusiasm and sportsmanship displayed. Whilst our carnival is held to select those competitive swimmers to go on to the District carnival, our main focus is on ensuring that all children have the opportunity to participate. It was especially lovely to see the fun had by our new Kinder children! I have included lots of swimming carnival photos later in this newsletter.

My thanks to Mrs Davis for organising the day. A big thank you also to those parents and our senior students who assisted with timekeeping. A special congratulations to this year’s age champions:

Junior: Joel Crowder, Matilda McDevitt
11 years: Lachlan Payne, Tayla O’Rafferty
Senior: Lachlan Richards, Brooke Harpley

These children, along with 15 other students will now compete at the District carnival this Friday – good luck to our team!

Well done – Swimming champions for 2014!

Parent Information Sessions

Thank you to all of our parents who came along to meet with teachers to find out about the many programs and events happening in our classrooms. If any parents were unable to attend, please contact your child’s teacher who will provide a hand-out of topics covered. Parent-teacher interviews will be scheduled later this term. This will be a wonderful opportunity for parents to meet one-on-one with teachers to discuss their child’s progress.

Welcome BBQ

A reminder that our Welcome BBQ starts at 5:00 pm tomorrow and should conclude by 7:30 pm. I am looking forward to seeing lots of our families (and to having a bit of fun bush dancing!).

Stranger danger

Last week one of our children had an unfortunate incident where she was approached by some strangers in a car. Fortunately she did exactly as she should have done by telling them to go away, then running straight home. I spoke to all of our students about this matter and reminded them about the importance of always having a plan to keep themselves safe. Indeed our Child Protection programs do exactly that. I would ask that parents also discuss this with their children.

Spelling Focus

Last year a survey was sent home, as well as being conducted with students and staff around the topic of spelling. All agreed that this is an important area, with many of our parents indicating that they were unsure how spelling is taught, and how to help their child.

One of our key areas of focus across the school this year will be in the area of spelling and its strong link to our writing programs. Teachers will be developing their spelling programs this year to reflect this. Parents will see a change in the way home learning tasks are set out. We cannot possibly teach our students how to spell but we can equip them with the strategies they need to learn how to spell new words. Simply learning a list of words for a week is not the best way to teach spelling and does not guarantee that our children have actually grasped how to spell and how to attack unfamiliar spellings. Indeed our teachers often see children get words correct in a weekly ‘test’ but then not retaining them nor transferring this to their writing.

I have attached an explanatory letter regarding our spelling program. Any parents needing further information are welcome to contact classroom teachers or myself.

Kay
### Merit Awards

#### Term 1 Week 2

<table>
<thead>
<tr>
<th>Class</th>
<th>Students</th>
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<tbody>
<tr>
<td>KM</td>
<td>Ava Gleeson, Joshua Patterson, Daniel Hindmarsh, Manish Paul</td>
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<tr>
<td>K/1</td>
<td>Lochlan Judd, Junior Dargin</td>
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<tr>
<td>1/2S</td>
<td>Chaz Sheedy, Montanna McLennan, Alesha Orr, Jaidyn Vanzanten</td>
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<tr>
<td>1/2W</td>
<td>Makayla Cameron, Chloe Masters, Fletcher Randell, Kaylie Knowles, Ruby Lemmich, Tristan Davis</td>
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<tr>
<td>3/4D</td>
<td>Lachlan Howe, Ryley Dietrich, Jake Vanzanten, Ellie Crawford, Paige Vanzanten</td>
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<td>3/4S</td>
<td>Riley Hackett, Mia Randell, Ryan Rogers, Tahlia White</td>
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<tr>
<td>5/6G</td>
<td>Eilee Philipse, Campbell McDevitt, Savi Arico, Brock Chisholm, Makeeta Jenkins, Morgan Fitzgerald</td>
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<tr>
<td>5/6B</td>
<td>Frank Hindmarsh, Rhys Diggins, Bailee Phillips, Joanna Doran Hume, Tom Fitzgerald, Patrick Tulaga</td>
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#### Term 1 Week 3

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<td>Keegan Newman, Cameron Robertson, Miah Robertson, Kiralee Hogarth</td>
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<tr>
<td>1/2S</td>
<td>Ryan Schultz, Aimee White, Dakota O'Connor</td>
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<tr>
<td>1/2W</td>
<td>Jaxson Allen, Eleanor Baldock, Blair Guelfi, Cooper Vanzanten, Hannah Fitzgerald, Jack Diffey</td>
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<tr>
<td>3/4D</td>
<td>Sierra Gustowski, Matilda McDevitt, Liam Baldock, Charlie McEwen, Lilly-May Sutherland, Atticus Ingram</td>
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<tr>
<td>3/4S</td>
<td>Sophia Cameron, Krystal Hindmarsh, Ella Baldock, Rogan Flagg</td>
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<tr>
<td>5/6B</td>
<td>Jamie Whiles, Kiara Longmore, Dylan Gustowski, Brooke Harpley, Jonty Orr, Daminica Jackson</td>
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<td>Positive Behaviour Awards</td>
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<td><strong>Term 1 Week 3</strong></td>
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<td>Jack Kelleher</td>
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<td>Ruben Jacobs</td>
<td>Taj Sheedy</td>
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<td>Ayla Harris</td>
<td>Bodhi Thelan</td>
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<td>Zoe Green</td>
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<td>Kailyn Harris</td>
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<td>Mazzy Aurisch</td>
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<td>Allan Cameron</td>
<td>Elizabeth Collins</td>
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<td>Chase Baxter</td>
<td>Maggie Hawke</td>
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<td>Meya Shaw</td>
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<td>Shallow Wright</td>
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<td>Mattie Makeham</td>
<td>Shannon Yelland</td>
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<td>Chloe Masters</td>
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<td>Cody Hackett</td>
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<td>Tyler Booby</td>
<td>Deegan Wooden</td>
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<td>Cooper Wright</td>
<td>Jake Vanzanten</td>
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<td>Isabella Cameron</td>
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<td>Gabrielle Sladek</td>
<td>Dru Brodin</td>
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<td>Dimity-Lee Crocker</td>
<td>Megha Paul</td>
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<td>Brandon Collins</td>
<td>Savannah Field</td>
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<td>5/6G</td>
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<td>Lachlan Richards</td>
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<td>Thomas Kelleher</td>
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<td>Lachlan Payne</td>
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<td>Savi Arico</td>
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<td>Maddy Deacon</td>
<td>Jamie Milne</td>
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<tr>
<td>Tayla O’Rafferty</td>
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<td>James Rogers</td>
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<td>Nick Hogarth</td>
<td>Trinity Johns</td>
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<tr>
<td>Isabella Field</td>
<td>Grace Flagg</td>
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Year 6 news

Year 7 application forms
This week all of our Year 6 students received their ‘Moving into Year 7’ expression of interest forms. These forms need to be returned to the office by the 21 March. If any parents need assistance please contact us.

Year 6 shirts
Our Year 6 students received a note regarding the printing of a Year 6 shirt and the option of ordering a winter rugby top. Parents wishing to order either or both of these need to send in their child’s sports shirt, plus money by Friday 28 March.

School Photos
Our school photos will be conducted on Wednesday 5 March. Envelopes were sent home today. Envelopes with money need to be brought in on photo day and are handed directly to the photographer. Even if you are not ordering photos, please return the envelopes. Sibling photo envelopes are available from the office for interested families.

A reminder that all students need to be in their correct summer school uniform:

Girls: dresses or royal blue dress shorts with white cotton or polo shirt (not sports shirts), white socks, black shoes; hair neatly tied back.

Boys: grey shorts with sky blue cotton shirts (not sports shirts), grey socks and black shoes.

Sports News

Brooke does it again!
Congratulations to Brooke Harpley who has been selected as part of the Riverina Girls cricket team. This is Brooke’s second year as part of the Riverina team. Next week she travels to Barooga to compete and we wish her the very best of luck!

PSSA Swimming
Congratulations to the following students who have been selected to represent Junee North at the Cootamundra District PSSA Swimming Carnival tomorrow. We know they will try their hardest and wish them the best of luck:

Jaxson Allen, Chaz Sheedy, Joel Crowder, Ella Fitzgerald, Jake Vanzanten, Dru Brodin, Grace Robertson, Lilly-May Sutherland, Matilda McDevitt, Nick Hogarth, Tom Fitzgerald, Harry McEwen, Tayla O’Rafferty, Grace Fahy, Brooke Harpley, Kiara Longmore, Lachlan Payne, Campbell McDevitt, Lachlan Richards, William White, Taylah Hackett.

Rugby League Gala day
Year 5 and 6 students have been invited to participate in a Junee Rugby League/ League tag Gala Day on Thursday 27 February at Loftus Oval. A reminder to parents that permission notes must be in by Tuesday 25 February and that all students will travel by bus from school, departing at 9:30 am.
Swimming Carnival Fun!!

We had a fantastic time last Wednesday as these photos show!

Thank you everyone for a wonderful day!
P&C News

Welcome BBQ

Don’t forget that our BBQ is on tomorrow night, commencing at 5:00 pm. It is lovely to see so many families indicating their attendance. The evening will be a relaxed one, enjoying a sausage sandwich, a cricket game or two, a bit of bush dancing and getting to know each other.

Next meeting

The next P&C meeting is set down for Tuesday 4 March, commencing at 6:30 pm in the staffroom. We would love to see some new faces!

Community News

Junee Jaguars Soccer Club

Registration day on Saturday 22 February from 10:00 am – 12:00 pm. Come on down and have a look at what we can offer you and your family for the 2014 season, meet the committee and enjoy a sausage sizzle. We are a family based club, who love to have fun and of course, play soccer. If you are unable to make rego day and are interested in playing or have any questions, feel free to contact:

Wayne (Junior Registrar): 0438864447
Julie (Junior President): 0400559402

For more information on the senior competition contact Lyn: 0407786857

IT’S ON AGAIN! WAGGA’S MONSTER GARAGE SALE

Saturday 22nd February 2014 7am to 3pm

Thousands of items all at bargain prices

Books, Clothes, Furniture, BBQ, Coffee Shop, Bric-a-brac,

Valuables, Cakes, Plants, Toys, Shoes, Silent Auction, Car Wash, Camping, Sports Gear - AND SO MUCH MORE

Don’t miss out! 154-156 TARCUTTA ST WAGGA
Phone 69223684

Textbook Fees

Each year we provide at a vastly discounted rate, several textbooks for students to use in their classroom learning activities. These have now arrived and the children have commenced using them. Below are the costs for each stage. Prices vary due to the variety in texts used by each stage. Invoices are being posted to parents in the mail this week. We would appreciate your prompt payment of these fees:

K-2 : $35
Stage 2 (Year 3 & 4): $25
Stage 3 (Year 5 & 6): $25
What’s happening around our school?

5/6G shoe Box talks

This week 5/6G presented their ‘Shoe Box’ talks. Each student decorated and filled a shoe box with special memories and things they treasure, which they then presented and spoke about to their classmates. A lovely idea and hopefully they will keep these shoeboxes and add to them over future years.

Will, Maddy, Eilee, William and Mikayla proudly share the things they value & their treasured memories

Clean Up Australia Day

Friday 28 February

Junee North will once again be participating in the annual ‘Clean Up Australia Day’ activity. Our clean up involves each class being allocated an area of the school playground (Stage 3 also clean up around the external perimeter fence along Queen Street). We will be doing our clean up on Friday 28 February after morning assembly. Children may wish to bring in some rubber gloves and a plastic bag (we will have gloves for those who do not have their own).
Spelling Focus

What is our purpose?

Our school is committed to improving and empowering students to be successful spellers, writers and communicators. Developing a shared understanding and partnership between school and home, will ensure a consistent approach to the teaching of spelling skills and strategies.

Why is spelling so important?

- Spelling is a tool for writing and therefore communication.
- Spelling is valued in our society.

Our 2014 approach to spelling

In 2013 parents, students and staff were invited to complete a survey on spelling. Survey feedback from this, as well as the implementation of the new Australian Curriculum in English has seen the need to reassess the way we approach spelling and to make some changes to our school spelling plan. This year, as in previous years spelling will continue to be taught every day, but with a more focused and cohesive K-6 plan. Parents will notice a change in weekly homework. Lists of words may be used but will be organised purposefully. Words chosen will be those that children are using in their writing, related to a unit of learning or a teaching focus. Words will be selected to reflect students’ learning needs. Different words may be used with different groups and some students may have their own personal lists. These words will not necessarily be ‘tested’ by giving a list test on Fridays. Simply memorising a list of words for a week does not make your child a better speller. Teachers will be using a range of assessment tools to monitor student achievement and their ongoing learning needs.

What do we do when teaching spelling?

Our students spend time each day studying words. They learn that spelling is a tool linked closely to reading and writing. We teach our students to use a range of strategies. We teach children to spell using the four forms of spelling knowledge. They learn that accurate spelling matters and that it is important to check their writing for mistakes.

We can’t teach students to spell every word they’ll ever need.

Learning to spell must be an ongoing process.

Memorising lists of increasingly tricky words that are not attached to meaning is not the most effective method of assisting students to be ongoing, successful spellers.

Students need to know about:

- what words mean
- how they sound
- how words look
- how words change form
- where words come from

Spelling is empowering students with the strategies to use a problem solving approach to spelling.

How can parents/carers help?

Students involved in lots of reading – Students need to see the words in print to know how to spell them. Not all words in our English language can be ‘sounded out’. Opportunities for students to see and hear words will contribute to the development of spelling. Reading to your child, with your child and encouraging your child to read independently will have a positive impact on the development of spelling skills.

Students involved in lots of writing – Students can invent spellings for words not yet known based on their growing knowledge of sound/letter relationships, patterns and the written language.

Oppportunities for students to see writing and to participate in individual and experimental writing are paramount in the development of spelling.

Students involved in spelling as problem solving – Children need to see spelling as a problem solving activity, not words that need to be memorised and then forgotten. Students should be given opportunities to use a range of strategies to solve the spelling of unknown words.

So when and how can parents/carers do this?

With sport, dancing lessons, music lessons, homework etc. etc. finding time to fit extra work in is impossible!

Seeing opportunities in the daily routine is the answer.
Shopping Lists – Encourage your child to write the shopping list for you. Encourage them to have a go at unknown words. Encourage them to identify where they may be able to see the correct spelling. E.g. pantry, ‘junk mail’ etc.

When shopping – ask your child to find the aisle where you can find a nominated item. (Aisle signage)

Signs – Draw your child’s attention to signs. Categorise by what they start with, shortened word etc.

TV Guide – Ask your child to find words they know in the TV guide. Encourage them to work out what some other words are that would help them to know what is going to be on.

TV Credits – Encourage your child to watch for words they know on the TV. Assist to identify words that occur regularly and work out what they say.

Notes – Have your child write notes for school etc.

Lunch orders – Have your child write their own lunch orders.

Play games like “I Spy” when travelling in the car.

Have a dictionary visible and readily available. Use it together when trying to spell an unfamiliar word.

Always encourage your child’s attempts to spell new words.

**Encourage** and praise your child’s attempts to express their ideas in writing.

**Value** your child’s writing for its purpose.

**Enjoy** your child’s writing.

**Praise** the parts of the spelling that your child has correct.

**Assist** your child to proofread and attend to spelling when appropriate.

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What should you do if your child asks you to spell a word for him/her?

- Ask your child what sounds he/she can hear in the word.
- Ask your child to say the first sound and/or the last sound.
- Acknowledge if you can’t, or you are unsure of the spelling and look it up in the dictionary together. (Teachers do this too! We do not always know how to spell every word).
- Spell the word for him/her, vocalising strategies that you are using to spell it correctly.
- Just spell it.

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**High Frequency words**

Did you know these words account for 49% of all words written?

here going come like the and I a to was it we in of he my they on went had is then for said when so that but one were there up she me out got with at you all his day have go as her saw came him back after are about very

In our K-2 spelling program we place a big emphasis on explicitly teaching the ‘Magic 100’ words -- these include all of the above words. Children must know these in order to be successful writers, spellers and readers.
Attendance Fact: Did you know?
If students miss as little as eight days in a school term, by the end of primary school they will have missed a year of education!!

Uniform matters
Thank you to our families for supporting our uniform policy. A reminder that the correct summer uniform is:

Girls: royal blue dress or royal blue dress shorts with a white cotton or white polo shirt; white socks & black shoes; school bucket hat.

Boys: grey shorts, sky blue cotton or sky blue polo shirt, grey socks and black shoes; school bucket hat.

Sports shirts are to only be worn on sport day (Friday) and on specified PE days.

Premier’s Reading Challenge
A separate note outlining the upcoming Premier’s Reading Challenge is being sent home today. Let’s see if we can get lots of Junee North students involved! The challenge begins on 3 March and we have lots of the books in our library. If your child wishes to participate send in the note so we can track their progress. Parents will need to register and enter books read online – ask us for help if you’re not sure what to do.

How2Learn

What is it?
How2Learn stands for Higher Order Ways To Learn and means going from good to GREAT.
How2Learn is a strategy focused on building students capacity to learn.

It helps students to develop a clever learner's toolkit that gives young people the skills to become:

Successful learners, who enjoy learning, make connections and transfer knowledge and skills

Confident Individuals who are able to live a safe, healthy and fulfilling life.

Active and responsible citizens who make a positive contribution to the wellbeing of present and future generations.

What we are doing
All staff at Junee North have undergone training in How2Learn and are embedding the program in all areas across the school to encourage success and build aspirations. Staff have an understanding that everyone can rise to the challenge if we teach them the skills they need and provide opportunities to practise these skills until they become habits. We encourage our children to reflect on how and why goals have been achieved and what they can do to continue improving. Teachers will use a range of positive teaching practices that can be utilised with all students to encourage clever thinking and lifelong learning.

Staff will be talking the language of learning and students will learn a vast new learning vocabulary such as reciprocity, resilience, resourcefulness, reflectiveness, responsibility, collaboration, interdependence, distilling and accountability just to list a few. This new vocabulary will be taught explicitly so that students understand the meaning of the word and how it applies to their learning and life.

The How2Learn strategy empowers learners by developing 5 dispositions and 22 habits that improve all round learning fitness.

The 5 dispositions are: Resilience, Reciprocity, Resourcefulness, Reflectiveness & Responsibility.

Our focus this term is on Resilience.
Resilience

Resilience is the emotional aspect of learning where learners are ready, willing and able to work through difficulties when the pressure mounts or the going gets tough.

It means you are managing your emotions and staying connected to the learning.

As part of the How2Learn strategy characters have been created that represent each Learning Disposition or Learning Muscle Focus.

The character for resilience is REZILIA.

Rezilia can handle herself when things are tough. She can ride the waves of life and can bounce back when things don’t go as planned.

She is tough and resilient. She will persist to get the job done. She can filter the distractions around her and she keeps her eyes ever watchful for details she can use.

The habits that make up Resilience are:

Absorption
Managing Distractions
Noticing
Perseverance

Absorption
Absorption is being able to lose yourself in learning, you become absorbed and engrossed in what you are doing. Rapt and attentive, in a state of ‘flow’ so that you become unaware of time passing.

Managing Distractions
Managing distractions involves recognising and reducing interruptions. You learn to be aware of possible sources of distraction and purposefully try to minimise these interruptions by knowing what conditions help you learn and settling back into learning quickly after an interruption.

Noticing
Noticing is really sensing what is out there. You notice the details, how things look, what they are made of, how they behave or how things are the same or different.

Perseverance
Perseverance is ‘stickability’ and tolerating the feeling of learning. It means keeping going in the face of difficulties, channelling the energy of frustration productively and realising what a slow and uncertain process learning often is.

Behaviour Expectations

At Junee North we are proud learners who are:

Respectful – we treat ourselves and each other with respect, show care and regard for property

Responsible – we take responsibility for our learning and our actions. We own up to our mistakes so we can learn from them.

Safe – we always take care and act in a safe and appropriate manner.