With the end of Term 2 now upon us, we take the opportunity to reflect on the wonderful teaching and learning that has taken place at Donvale PS over the term. Our students participated in a plethora of incursions and excursions including visits to Parliament, Anzac Day Service, Brass Bedlam, Fire Brigade visit, Kew Traffic School, CERES education centre, David Pilkey Author, Choir Eisteddfod, Dance Expo to name just some. We have also had sporting opportunities such as Gymnastics, Cross Country, Winter Sports and Basketball. Yesterday we enjoyed a wonderful Asian Cultural Day where we celebrated all things Asian. What a wonderful day it was! This term, we again presented an Artist in Residence Program to our students which culminated in the development of the most magnificent mosaic display on our GP room wall. Earlier on in the term we ran a brilliant Open Day where we celebrated our school with the broader school community. The Foundation team presented the ‘Leapfrog’ program, we had a working bee, the PA offered meal deal days and a movie afternoon, parenting education programs took place, midyear student reports were written and parent teacher interviews took place. We now can also celebrate our newly renovated Visual Arts and General Purpose Rooms. Both are now ready for our students to enjoy at the commencement of Term 3. What a term! We have all worked very hard to ensure all our students continue to have the very best learning opportunities made available to them. I often say to the staff that Donvale Primary School is a small school with a large school mentality. With this I mean that we never compromise on what we offer to our students. Yes it is hard work, but we know that the students in our care simply deserve the best! So I would like to take this opportunity to thank all the staff of Donvale PS for always putting in 110% effort in everything they do. Without their commitment and dedication to the school and students, none of these wonderful learning opportunities as mentioned above would take place. Thank you also to our wonderful parent community who always works in unison with us. The support you continually provide us is greatly appreciated. I wish everyone a very safe and happy holiday enjoying time with family and friends. I will be taking some leave and will return to school on the 23rd August – our Curriculum Day. I look forward to seeing everyone’s bright and smiling faces upon my return.

Lena Clark

TERM 3 COMMENCES MONDAY JULY 14TH
CURRICULUM DAY WEDNESDAY 23RD AUGUST - Student Free Day
### June

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26  
2.15-3.15: Gymnastics for Level 3/4  
27  
Last day Term 2:  
Lunch: 12.30-1.30  
Assembly: 1.45-2.15  
Dismissal: 2.30  
Level 3 & 4 on Excursion to Currawong

### July

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<td>2.15-3.15: Gymnastics for Level 5/6</td>
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<td>9.00-3.30: World Of Maths Incursion</td>
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**General**

**Uniform**

With two terms finished students and parents have had time to familiarise themselves with the new uniform dress code. Our students look fantastic. To assist us to continue with the great effort we will be reminding students if they are out of uniform (both the green or blue uniform).

**Dress Code – Black School Shoes**

As part of the DPS Dress Code, students in academic uniform are required to wear **plain black shoes**. From the beginning of Term 3 students who are not following the Dress Code will be issued with notices reminding them of the correct DPS uniform. We would appreciate your support with this matter.

**Dress Code – School Bag**

As part of the DPS Dress Code students are expected to use either the DPS Green School Bag or the DPS Blue School Bag. School bags are especially designed to cope with all the items that students carry around with them.

Further information on our Uniform Policy is available on the DPS website.

**Faulty Sport Polo Tops**

Replacement Sport Polo Tops are available at the uniform shop at Donvale Primary School and at the Ross Haywood Retail shop in Ringwood. RHS are keen to have the tops swapped as quickly as possible. **The uniform shop at the school is open tomorrow, Friday 27th June at 2.00pm.** RHS have asked that the tops be washed before returning. If you are not able to come to the school, the retail shop is open from 8.30am to 5.00pm Monday to Friday. Refer to the flyer attached in Snippets for full information on the retail shop. Please assist us with completing all the swaps by the end of the holidays so all the students can start Term 3 in the correct sports uniform. New sport polo shirts are also available now to be purchased.

**Shop Hours during Stock Take**

**RHSports retail shop at Ringwood will be closed on Monday 30th June 2014 for stock take**

**Our shop will re-open Tuesday 1st July 8.30am for normal trading**

Tania Smith and Loula Tarenidis are the parent representatives on the uniform committee, they would be happy to talk to you about the uniform.

Regards

*Uniform Committee*
From The Office

Reminder notices for Term 2 Bulk Billing

Reminder notices were sent home this week to families with outstanding Term 2 Bulk Billing fees. Please forward payment to the school. Payment can be made as cash (in a sealed and labelled envelope), cheque, credit card, eftpos and BPay.

Term 3 Bulk Billing

Bulk Billing notices for Foundation, Level 3 /4, and Level 5 /6 were sent home earlier this week Level 1 /2 Bulk Billing is being sent home today. If you have not received a notice there are spares at the office and copies can be printed from the website. Payment is due the 14th July, as a lot of activities are happening early in the term.

Level 3 / 4 Camp – Instalment 1

Camp notices for Level 3 /4 have been sent home. Camp fees can be paid either in full, or instalments. Instalment 1 is due on the 14th July. This needs to be paid to confirm that your child is going to camp. Further instalment notices will be sent home during term 3. Please speak to Ricarda in the office if you have any questions regarding the camp payments.

Special Religious Instruction in Government Schools

New consent forms were sent home last Friday to every family. Families have to sign these forms and return the forms to the school by the 14th July in order for your child/children to continue to partake in religious instruction. Full details and the consent form are attached.

Ricarda Lillis
Business Manager

Growing Healthy Minds

Fearful and anxious behaviour is common in children. Some children can become more anxious than others and experience difficulty coping with a range of normal fears and anxieties. Professional help might be needed if a child’s anxiety stops them from joining in at school or in social activities, or stops them doing things that other children their age do easily.

Learn more about worrying and anxieties in the attached articles from KidsMatter.

Happy reading!

Miss Cartledge

Birthday Wishes To


Who are celebrating birthdays from 27th June to 17th July
Some images from our successful Asian Cultural Day yesterday: Chinese drum-making, The Three Little Pigs (performed in Mandarin) and Tai Chi demonstration.
Basketball

After a rocky start to the finals for all our teams we are happy to say that 4 of our teams have made it to the Grand Final. Congratulations to The Delights, The Demons, The Daisies, and The Dolphins for making it to the Grand Final. Let hope we can bring home some winning flags. Even so all teams should be very proud of themselves! A great season for all with all the Donvale kids playing with enthusiasm, dedication, respect and fun. Great effort!!

Go Donvale!!!

Grand Final Times for this week are as follows:

- Demons: 11.00am Leeds St
- Dolphins: 12pm Disc 2
- Daisies: 10.00 am Disc 2
- Delights: 9am Disc 1

NEW PLAYERS FOR NEXT SEASON – JULY to DECEMBER

Registration forms available at the office or form our school website http://donvaleps.vic.edu.au/extra-curricula-activities/basketball/. For more information call Diana 0434027144 or email dianamcn@tpg.com.au and we can give you the details.

UNIFORMS

For any questions about uniforms speak to your team manager or contact Charmaine at charmaine.neal@bigpond.com
Junior Chef Club

The timetable for next term will be distributed in the first week back to school.

Please keep sending strawberry or cherry tomato containers to us (square 250gr size).

Thank you to Marina Younger, Jenni Raftopoulos, Niki Savage, Nat Tsui, Jaqui Frigo, Nicola Leyh, Kate Pascale, Jan Nitsos, Liz Brown and Martin for helping in the program.

Have a lovely break everyone, and looking forward to creating chicken curry with the little chefs next term. We don’t cook, we create food.

Liang Dimitoff

BIG THUMBS UP:
- Cody S 56W for making bacon and scrambled egg for his breakfast at home every morning.
- All the grade 5/6 children for creating exotic Asian delicacies for their expo.
- Madison H, Kiara S and Leah B from 5/6W for selling cookies to raise money for a Cambodian orphanage.
- Sarita N, Niki R, Tahlia S, Stephanie V from 5/6G and Lucy M 5/6W for helping in the program.

OSHClub News

Before School / After School Care Program

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<tr>
<th>Program Update</th>
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<tbody>
<tr>
<td>Dear Parents &amp; Student,</td>
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<tr>
<td>Yippee we are in the last week of the term. Enjoy the short break and we will see you all next term.</td>
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<tr>
<td>OSHClub will be operating from 2:30 to 6 pm on last day of the term due to early finish of the school.</td>
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<tr>
<td>Online bookings for Mitcham and Blackburn Holiday Program are open. To avoid last minute rush or disappointment book in the children in advance.</td>
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<td>Please make sure all enrolment forms are up to date and all medical action plans have also been checked and changed or updated if needed.</td>
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<td>Remember bookings can be made right until 12pm the night before, or you can book on the day by calling or leaving the text message but there will be an extra charge of $3.00 for bookings within 24 hours. If you’re ever stuck and would like your child to attend OSH After School Care you can call me or leave a message on 0402 362 443 and I will get back to you. For some reason if you need to cancel the child from attending the after school care session you can cancel online if it is before 24 hours or leave a text message on the program phone (0402362443/98422261) if it is on the day.</td>
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<tr>
<td>Jagruti Shah</td>
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OSH program phone: 0402 362 443/9842 2261
Coordinator: Jagruti
Assistants: Caroline and Jennifer
OSHClub Head Office: 03 85649000

All families must be enrolled to attend the program, remember this is Free!! Please create an account online at www.oshclub.com.au all bookings and cancellations can also be managed via your online account. For on the day bookings please contact the Coordinator direct at the program.
About anxiety

Anxiety and mental health in children
Fearful and anxious behaviour is common in children. Most children learn to cope with a range of normal fears and worries. However, extra help may be needed when:

- children feel anxious more than other children of their age and level
- anxiety stops them participating in activities at school or socially
- anxiety interferes with their ability to do things that other children their age do easily
- the fears and worries seem out of proportion to the issues in their life.

When children become anxious more easily, more often and more intensely than other children, they may be diagnosed with an anxiety disorder. The most common anxiety disorders in children of primary school age are Phobias, Generalised Anxiety Disorder and Separation Anxiety. Research estimates that between approximately two and nine per cent of children and adolescents in Australia have anxiety disorders.

How anxiety affects children
In addition to feeling highly anxious, children's thinking is usually affected. The threat or danger they are concerned about appears to them to be much greater than it actually is. Thinking about the situation that causes them to be anxious makes them more worried and tense.

Children with anxiety may develop their own strategies to try to manage situations that cause them distress. Often this involves trying to avoid the situation or having a parent or other adult deal with it for them. Avoiding a situation makes it more likely that the child will feel anxious and be unable to manage it the next time. This behaviour makes it more difficult for the child to cope with everyday stresses at home, at school and in social settings.

Anxiety can also result in physical difficulties such as sleeplessness, diarrhoea, stomach aches and headaches (sometimes referred to as somatic complaints). It can also involve irritability, difficulty concentrating and tiredness.

How do you notice anxiety in children?

At home
- Fear and avoidance of a range of issues and situations.
- Headaches and stomach aches that seem to occur when the child has to do something that is unfamiliar or that they feel uneasy about.
- Sleep difficulties, including difficulty falling asleep, nightmares and trouble sleeping alone.
- Lots of worries and a strong need for reassurance.

At school
- Wanting things to be perfect. For example, a child may be so dissatisfied with his/her own work that he/she will tear it up and redo it several times.
- Reluctance to ask for help. Sometimes anxiety creates an obstacle that prevents children asking for help from the teacher about a problem with learning. Children who ask too much for reassurance may also be overly anxious.
- Difficulty joining in. Children with high levels of anxiety may be afraid to join in class discussion, take part in sport or games or go to school camp.
- Requests to go to sick bay. Anxious children often complain of stomach aches and headaches.
- Fearful of test situations. Some children do not do as well as they can in test conditions because they are struggling with anxiety. They may also be too self-conscious to perform in front of the class.
Help to recognise and understand anxiety
A first step in helping children gain some control over anxiety is recognising when it occurs and how it affects them.

Model helpful coping
Being a good model involves showing children how to cope with emotions (not just telling them). Show children with anxiety how you use helpful self-talk in a difficult situation (e.g. “This looks a bit scary, but I’ll give it a go”).

Discourage avoidance
Sometimes when children say they feel sick, they are describing feeling anxious. It is important that children do not avoid things like school or homework unnecessarily.

Praise having a go
Encourage children with anxiety to attempt new things and praise them for trying. It is very important to emphasise trying rather than success when anxiety is an area of difficulty.

Introduce challenges gradually
Children build strength and resilience by learning to face challenges. It is important to begin with small challenges that children can meet. For example, a child who is frightened of dogs might start by walking past the house when the dog is barking without having to cross the road. This improves confidence for taking on more challenging steps.

Start small
Help the child to choose goals for becoming braver and to take small steps towards achieving them. Celebrate his or her success at each step. Experiencing even small successes helps to reduce anxiety.

Practise coping skills
Practise using coping strategies for challenging situations. Help children talk about problems and support them to come up with possible solutions.

Try not to get angry
If a child simply refuses to do something even after you have encouraged him/her and broken the task into steps, it may simply be overwhelming at that time. Sometimes, you need to back off and praise the child for doing as much as he or she could. Later, try again with smaller steps and encourage your child to have a go, one small step at a time.
### Common anxiety disorders in primary school-aged children

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<tr>
<th>Type of anxiety</th>
<th>What that means</th>
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<tr>
<td>Separation Anxiety</td>
<td>Separation Anxiety relates to fear and distress at being away from the family. There is commonly a fear that something bad will happen to a loved one while they are separated. Fear of separation is considered developmentally appropriate up to two years of age, but it should lessen as children get older. Children with Separation Anxiety may complain about feeling sick. They may make frequent trips to the sick bay at school or sometimes refuse to go to school altogether. School camps and sleepovers are commonly major problems for children with Separation Anxiety.</td>
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<tr>
<td>Phobia</td>
<td>Phobia is diagnosed when particular objects, situations or events such as injections, spiders or heights bring about intense fear and avoidance even though realistically the threat of harm is small.</td>
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<td>Social Phobia</td>
<td>Social Phobia refers to extreme levels of shyness and fears of being seen in a negative light. Children with Social Phobia avoid a range of social interactions such as talking to new people, speaking up in class or performing in public. They are frequently self-conscious and will often have a limited number of friends.</td>
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<td>Generalised Anxiety Disorder</td>
<td>Generalised Anxiety Disorder is diagnosed when children have excessive and unrealistic worries about a broad range of possibilities. They may worry about things that might happen, about their own past behaviour, or about how good they are at their schoolwork or how popular they are. They often lack confidence and need a lot of reassurance.</td>
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<td>Post Traumatic Stress Disorder</td>
<td>Post Traumatic Stress Disorder may develop following a traumatic event such as being in a serious accident, experiencing a life-threatening event or witnessing extreme violence. Symptoms include changes in sleep pattern, irritability and problems with concentration. There may also be mental flashbacks and re-experiencing of the event. Themes relating to the trauma may be seen in children’s drawings or in play.</td>
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<tr>
<td>Obsessive Compulsive Disorder</td>
<td>With Obsessive Compulsive Disorder, the child is affected by persistent unwanted thoughts, often about dirt or germs, or sometimes a need for symmetry. To try to stop the thoughts the child feels compelled to repeat a particular action, such as washing his or her hands or repeated counting. Older children usually recognise that the thoughts and behaviours do not make sense even though they are driven by them.</td>
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<td>School refusal</td>
<td>Anxiety can lead to school refusal. When children refuse to go to school as a result of anxiety it is usually accompanied by physical complaints, such as stomach aches or headaches.</td>
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### How do anxiety disorders develop?

Humans are primed for survival to respond to situations where there are dangers or threats. Some people, including children, react more quickly or more intensely to such situations where there is danger or threat. The physical symptoms of anxiety (e.g. increased heart rate, faster breathing) are more easily triggered in children with anxious temperaments.

Having an anxious (‘internalising’) temperament often means that children react more to threats in the environment. This appears to be partly an inherited characteristic. Children with anxious temperaments are often cautious in their outlook and shy in relating to other people.

Sometimes stressful events trigger problems with anxiety. Children who experience more stressful events over their lifetime than others or who have gone through particularly traumatic events may experience increased anxiety.

Learning may also play a part in the development of an anxiety disorder. Some anxious children may learn that the world is a dangerous place. They may learn that it is easy to get hurt either physically or socially. They may fail to learn positive ways to cope and depend more and more on unhelpful ways of dealing with situations that cause them anxiety. Sometimes families may contribute to children’s natural cautiousness by being over-protective. This can unintentionally encourage children to avoid situations they feel anxious about.

The KidsMatter Primary information sheet on children’s temperaments provides suggestions for parenting practices to suit differences in children, parents and carers.
How are anxiety disorders diagnosed?

Feeling anxious or fearful at times does not mean that a child has an anxiety disorder. Whether or not a diagnosis is made depends on how often, how easily and how intensely a child experiences the emotional symptoms of anxiety and how much it interferes with everyday living. To make a diagnosis, mental health professionals usually talk to the child and to family members. They may also ask teaching staff, parents, carers and children themselves to fill out questionnaires.

The child’s age is an important factor in deciding whether the anxiety is a serious difficulty. This is because having certain fears is normal for children. For example, if an infant cries when an unfamiliar person wants to hold him, his fear is judged as perfectly normal for his age. However, if a 12-year-old girl refuses to go to school because she fears something terrible will happen to her healthy mother, this may be evidence of an anxiety disorder.

See the KidsMatter Primary information sheets on fears and worries for strategies that can be used to help children cope.

Anxiety and other mental health difficulties

Children with anxiety can experience more than one type of anxiety difficulty or disorder. Anxiety can be more common in children with other developmental difficulties. For instance, it is common in children with Autism or Asperger’s Syndrome and also can tend to occur in children with Attention Deficit Hyperactivity Disorder and Oppositional Defiant Disorder. Anxiety and depression also often appear together. Children with anxiety symptoms can be more likely to grow to experience depression as teenagers, although this can depend on a lot of factors.

What professional supports are available?

Early assessment and professional support for children’s anxiety difficulties is most beneficial. Psychological supports are very helpful for anxiety. Medication may be helpful in some cases, particularly when anxiety symptoms are very severe.

Psychological support for anxiety disorders not only reduces the current difficulties but also helps to prevent anxiety and depression at later ages.

- Psychological support for anxiety typically involves teaching children to reduce avoidance and use more effective coping skills, such as relaxation and learning how to replace unhelpful thoughts with helpful self-talk.

- For phobias, professional support may involve gradually being exposed to the feared object or situation and the teaching of coping skills.

- Professional support works equally well whether it is run in groups or individually.

- Families are often involved in professional support. Education about emotions and the role of anxiety is helpful for some families. Family members can provide important support as the child learns new coping skills and practises using them in situations they may have previously avoided. The involvement of parents and carers has been shown to be especially important for younger children.

For children whose anxiety is less severe, school-based social and emotional learning programs that build resilience and coping strategies can be very helpful.

How to assist children with anxiety problems

Children with anxiety difficulties are often quiet and obedient. This can lead to their difficulties being overlooked. It is important to take note of children’s worries so that their difficulties can be addressed sooner rather than later.

To assist children with anxiety disorders it is important to have a coordinated approach both at home and at school.
Steps for learning how to cope with anxiety about speaking in front of others

Taking steps to overcome anxiety
The child helps to construct the steps from easiest to hardest then practises using coping skills to try the first step. When the child is able to cope without anxiety he/she moves up to the next level. Efforts should be acknowledged at each step using praise, rewards and positive self-talk.

1. Discussing a school project with a small group of other children
2. Starting off the group discussion
3. Presenting your part of the project to your group
4. Presenting your project to the class as part of your group
5. Presenting by yourself a project you have prepared with your group
6. Giving a two minute talk to class that you have prepared yourself
7. Presenting with your group at school assembly
8. Giving a report on your own at school assembly

General principles for assisting children with anxiety disorders

Increase children’s helpful coping skills
Anxious feelings are fed by anxious thinking. It is important not to dismiss children’s anxious feelings, but to help children see that the situations they are worried about may not be as bad as they think.

Teach by example
Showing children how you cope positively with feeling anxious or stressed and remaining calm and positive when they are feeling anxious can help them to feel more confident.

Avoid taking over
Children with anxiety are usually very happy for someone else to do things for them. However, if adults take over, it stops children from learning how to cope themselves.

Encourage children to ‘have a go’
Having a go helps to show children that they can cope. Praise or reward them for every step they manage to take.

This resource is part of a range of KidsMatter Primary information sheets for families and school staff.
View them all online at www.kidsmatter.edu.au
What does anxiety look like?

When will Sara stop worrying?
Ten-year-old Sara is hard to get to school in the mornings. She seems happy all weekend until Sunday night arrives. On school days, it’s hard to get her out of bed. When she finally does get up, she takes ages to get dressed. She often complains to her mum that she feels sick. She says 20 times, “When are you picking me up from school?”

Sara usually does her homework without any fuss. Often she takes extra time to make sure it is just right. Lately Sara has not been paying attention in school and has been telling her teacher she feels sick and wants to go home.

At night Sara won’t go to bed by herself. She says she’s scared of burglars. She won’t go on sleepovers to her friends’ houses either. Her father thinks it’s just a passing phase, but her mother is concerned.

Does Sara have a difficulty with anxiety?
She may have, so further investigation would be a good idea. Anxious children tend to see the world as a dangerous place. They fear getting hurt, either physically or socially. They can feel anxious even when there is no actual danger. The way children deal with their anxiety can make it worse. If children keep on avoiding the things that make them anxious they don’t learn helpful ways to cope and their anxiety may keep growing. Everyone gets anxious in certain situations. In children, fears and worries are not unusual. If anxiety is extreme, it can stop children learning well, joining in with others and enjoying life.

What you might see in a child with anxiety difficulties

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<th>A child with anxiety difficulties may...</th>
<th>Parents and carers might notice their child...</th>
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<tbody>
<tr>
<td>• seek reassurance often</td>
<td>• clings to them</td>
</tr>
<tr>
<td>• avoid situations they feel worried or scared about</td>
<td>• asks for help with things they can do for themselves</td>
</tr>
<tr>
<td>• try to get others to do the things they are worried about</td>
<td>• doesn’t want to get ready for school</td>
</tr>
<tr>
<td>• tell you they have physical pains</td>
<td>• won’t go to sleep without a parent or carer</td>
</tr>
<tr>
<td>• dislike taking risks or trying new things</td>
<td>• asks, “will you do it for me?” a lot</td>
</tr>
<tr>
<td>• have lots of fears</td>
<td>• asks, “will you tell them for me?”</td>
</tr>
<tr>
<td>• get upset easily</td>
<td>• often complains of stomach pains or headaches</td>
</tr>
<tr>
<td>• have lots of worries.</td>
<td>• worries a lot about doing things right</td>
</tr>
<tr>
<td></td>
<td>• prefers to watch others rather than have a go</td>
</tr>
<tr>
<td></td>
<td>• is scared of the dark, dogs, infections, being alone, germs, tests</td>
</tr>
<tr>
<td></td>
<td>• often cries over small things</td>
</tr>
<tr>
<td></td>
<td>• complains, “he’s teasing me,” a lot</td>
</tr>
<tr>
<td></td>
<td>• always sees the dangerous side of everything.</td>
</tr>
</tbody>
</table>
Teach children helpful self-talk. Instead of saying to themselves, “I can’t do this,” encourage them to say, “I’ll give it a go.”

How parents and carers can help

Children with anxiety difficulties tend to lack confidence in their abilities and feel overwhelmed easily. They need to learn how to cope with worries and build confidence. Children with these difficulties benefit from parents and carers providing positive support and teaching them the emotional and thinking skills that can help them manage their worries.

Parents and carers can

- Teach children to be brave by showing them you believe they can do things and encouraging them to have a go even when they are scared or worried. You might remind them of a time when they were brave and it worked.
- Break larger goals into small steps that children can succeed with, and praise their success.
- Help them learn relaxation skills. Breathing slowly to calm down and imagining yourself coping in a scary situation are really helpful ways of managing anxiety. Doing it with them is a fun way to start.
- Teach children helpful self-talk. Instead of saying to themselves, “I can’t do this,” encourage them to say, “I’ll give it a go.” Help them to see that by worrying less they can do more and feel better about themselves.

Are you worried that your child is a bit like Sara?

Here’s how to get help

- Talk with your child’s classroom teacher about how your child is managing at school and find out what resources the school can offer.
- Ask to speak to the school psychologist or counsellor.
- Talk to your doctor about the possibility of an assessment and referral to a children’s mental health specialist.

A mental health professional may diagnose an anxiety disorder when

1. a child gets anxious more easily and more often than other children of the same age
2. anxiety affects a child in lots of settings – at home, at school and in their community
3. the difficulties with anxiety greatly interfere with a child’s ability to get on at home, school and with friends
4. the fears and worries seem to be out of proportion to the risks in a child’s life.

For more, please refer to the KidsMatter Primary information sheets on recognising and getting help for children with mental health difficulties.

This resource is part of a range of KidsMatter Primary information sheets for families and school staff. View them all online at www.kidsmatter.edu.au
Anxiety: Suggestions for families

Children with anxiety difficulties tend to see the world as a scary place. They can be overly sensitive to their feelings and lack confidence in their own ability. They may try to avoid situations they see as difficult and as a result do not cope with challenges in their environment.

How you can help

Parents and other adults can help by supporting children to be brave. In order to be brave children need to have skills for understanding and managing their feelings. They need to learn about helpful thinking that they can use to encourage themselves to have a go, and they need to gradually build up their confidence by taking on small challenges.
An Asian feast was served to over 100 students ON Asian Cultural Day! Funds raised will purchase plants & soil to finish the look of the Magnificent mosaic art piece. Gotta love feasting for a good cause!

Thank you to all the MumS who worked hard to serve such a scrumptious fundraiser. Big thanks to Liang, Martin & Marina who organised the event. Definitely a team of legends in a noodle box!

Literally your last chance to purchase an Entertainment Book and save big bickies during the school holiday’s… 4 left - $65.00 investment for potentially hundreds of dollars of savings! Ask at the office before the end of Term or else the opportunity will be lost forever (until next year).

Donvale Primary has managed to secure 1 of 10 places for a mobile food van trial. Serving breakfast, recess snack and lunch order options, the van will also serve coffee before school to kick start the day.

Healthy snacks and hot food options will be offered every Wednesday during Term 3, commencing Wednesday 28 July.

Online orders will be encouraged, with weekly prizes giving extra incentive, as well as on-site orders taken at the start of the day.

The van also gives the school loyalty dollars for having them on site. A Win Win for all.

Stay tuned for more info.

Sushi sushi Tuesday lunch orders will recommence Tuesday 21 July (2nd week of term 3)
Hand in your order Monday 20 July.

Look out for the flyer sent home today detailing loyalty reward coupons for Croydon Cinemas. Tickets are cheaper at Croydon Cinema so it becomes a big saving for families and groups, plus Donvale Primary reaps the rewards!
During the school holidays clean, clear, gather!

We want your unwanted green DPS uniform pieces. Bring any good condition; clean items to school the first week back Term 3.

PA has organised a charity to provide the clothing to needy communities.

Before they are shipped off, we are having a Green Uniform Swap Day. Any Senior school students that need a size up or a replacement item, can bring in unwanted green pieces, and swap them for a donated green piece.

Green Uniform Swap Day – Friday 18 July – 3pm – 4pm

Donations without swapping received all week – Monday 14 – Friday 18 July.

A huge thank you to everyone that has been involved in PA activities this term. It's been a busy one, but very successful in offering the kids lots of extras, & raising money for our school.

Thanks also to DPS families, teachers & students for supporting the events.

Hooray to Wendy & Ricarda who are always behind the scenes supporting PA in everything that's done.

A wonderful community working together. We kick goals!

Safe holidays to all. See you in Term 3, with great events planned.
Dear Parents

Attached is a new consent form for your child/children’s participation in Special Religious Instruction (SRI). This new form is being issued midway through the year because a new Ministerial Direction which governs the way SRI is delivered in schools has been issued, and takes effect on 14 July 2014 (the first day of Term 3).

The requirements of schools and SRI instructors are different under this new Ministerial Direction, and as a result existing parental consent does not extend into Term 3.

This form will be issued again for the beginning of the 2015 school year and, following that, annually and/or each time the school is approached by an SRI instructor seeking to deliver SRI in the school.

Please ensure that you thoroughly read the second page of the consent form, as it contains important information on what SRI is (that is, that it is not education about the religion, but instruction in how to live according to the tenets and beliefs of that religion), and the process through which it is delivered. SRI does not deliver on the AusVELS curriculum – it is an extra-curricular activity delivered by volunteers associated with religious organisations.

Your child will only be eligible to participate in SRI if you tick both acknowledgement boxes, sign, and return the consent form to school by the date specified. If SRI is offered and your child does not participate, they will be engaged in positive, educationally valuable activities while SRI is running.

Please note that even though forms are being issued, SRI sessions may not run in the school. Once consent forms have been received and compiled, I will then assess whether SRI can be offered within available resources.

In addition to reading the information on the consent form, I would encourage you to familiarise yourself with the changes to the way SRI is run, both through the Ministerial Direction (http://www.education.vic.gov.au/about/department/legislation/Pages/sri.aspx) and Department of Education and Early Childhood Development policy (http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/religious.aspx).

Regards

Lena Clark
Principal
Special Religious Instruction  
– Parent Consent Form  
(CFMD141)

School Name: DONVALE PRIMARY SCHOOL

Date form issued: 20 JUNE 2014

Schools are obliged to provide parents with this form if approached by an accredited and approved SRI volunteer. Once this form has been provided to parents and returned forms compiled, the principal will decide whether there are sufficient resources to enable SRI to be offered at the school.

The school has been approached by a Special Religious Instruction volunteer offering SRI in the following religion: Christianity

If it is offered by the school, it will be delivered by the following instructor(s) and organisation(s) with the following religious affiliations:

Volunteer Instructor Name(s): Cheryl Shanks (Foundation & Level 1 & 2), Judith Grayden (Level 3 & 4), Shirley Mintfield (Level 5 & 6)

Provider who has accredited the SRI volunteer: ACCESS Ministries

Religious affiliation/auspicing church:

If it is offered, it will be delivered for 30 minutes per week. The program will be run Weekly

Further information and program overview/materials may be accessed online at: http://www.accessministries.org.au/

If offered, I authorise my child/children

<table>
<thead>
<tr>
<th>Student’s Family Name</th>
<th>Student’s First Name</th>
<th>Year Level</th>
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</table>

I confirm that I have read the information about SRI on p2 of this form prior to signing □

I understand that there may be an associated fee to purchase materials for my child’s use in SRI, and that this will be collected once it is determined whether SRI will be offered in the school □

Parent/Guardian’s Name: ................................................................................................................

Address: ............................................................................................................................................

Signature: .......................................................................................................................................... Date: .../.../...

If you would like your child to participate in SRI, please sign and return this form to the school by 14 July 2014

If you do not return this form, your child will not participate in SRI, should it be offered at the school.


Parent Consent Form CFMD141- version 1 17/6/14
Special Religious Instruction – Parent Consent Information

The provision of Special Religious Instruction (SRI), delivered by churches and other religious groups, in government schools is authorised under section 2.2.11 of the Education and Training Reform Act 2006.

Special Religious Instruction Policy

SRI may only be offered and delivered in accordance with Department policy and Ministerial Direction MD141. SRI can be offered only where accredited and approved volunteer religious instructors have approached a particular school, are available to provide a special religious instruction program and where a school has the resources to comply with legal requirements and ensure that duty of care obligations are met to all students during SRI.

Schools are obliged to provide parents with this form if approached by an accredited and approved SRI volunteer. Once this form has been provided to parents and returned forms compiled, the principal will decide whether there are sufficient resources to enable SRI to be offered at the school.

MD141 and the policy are available online at http://www.education.vic.gov.au/about/department/legislation/Pages/sri.aspx

What is Special Religious Instruction?

SRI is instruction in the specific religious beliefs and tenets of a religion, and is not to be confused with General Religious Education (GRE). GRE is education about religions (which may or may not include using representatives of a particular faith to explain the workings and belief structure of their religion), whereas SRI programs are instruction in a particular religion and may include scriptural studies, and instruction in how to live and behave according to the tenets of the particular faith.

SRI does not provide an overview of all faiths or religions. Each particular SRI offering is instruction in one faith only, provided by a church or other religious group. Given the religious nature of the program, the Department of Education and Early Childhood Development does not endorse program content used to deliver SRI by accredited volunteer instructors.

Who delivers Special Religious Instruction?

Special Religious Instruction is available in schools in a range of faiths including Christianity, Catholicism, Orthodox Christianity, Judaism, Buddhism, Hinduism, Islam, Bahá’í, and Sikhism. The religions available to schools will vary depending on whether any instructors approach the school. Currently the providers accrediting the volunteer Special Religious Instructors are:

<table>
<thead>
<tr>
<th>Religion</th>
<th>Agency/Provider</th>
<th>Provider website for further information</th>
<th>Provider phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholicism</td>
<td>Catholic Education Office</td>
<td><a href="http://www.ceomels.catholic.edu.au/">http://www.ceomels.catholic.edu.au/</a></td>
<td>9267 0228</td>
</tr>
<tr>
<td>Buddhism</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Orthodox Christianity</td>
<td>Religions for Peace Australia (RIPA)</td>
<td><a href="http://religionsforpeaceaustralia.org.au/">http://religionsforpeaceaustralia.org.au/</a></td>
<td></td>
</tr>
<tr>
<td>Bahá’í faith</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sikhism</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hinduism</td>
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</table>

Volunteer instructors are associated with a church or religious organisation. Their role is not that of a teacher. To obtain accreditation, they must have undertaken training through one of the providers listed above, and signed up to a code of conduct which outlines how they are to conduct themselves in a government school. It is a requirement of accreditation that volunteers have a valid Working With Children Check.

Participation in Special Religious Instruction

Participation in Special Religious Instruction is voluntary. Schools cannot place children in SRI unless parental consent is provided for a child to participate (opt-in). SRI materials are available online and via the agency delivering SRI for parents to review.

Parents are requested to complete and return this form to the school if they wish their child to participate in SRI, should it be offered at the school. If this form is not returned, the child will not participate in SRI, should it be offered. Students not participating in SRI will be engaged in educationally valuable activities that are outside the core curriculum in a separate classroom or learning space to the students participating in SRI.

If SRI in more than one religion is being offered at your child’s school, you will be provided with a consent form for each religion.

You may withdraw your child/children from Special Religious Instruction at any time by notifying the school principal in writing.

Further information

MD141 and Department policy can be accessed at http://www.education.vic.gov.au/about/department/legislation/Pages/sri.aspx

Parent Consent Form CFMD141– version 1 17/6/14